

# INSPECTION REPORT

## ST MARY'S RC JUNIOR SCHOOL

Carshalton

LEA area: Sutton

Unique reference number: 102994

Headteacher: Mrs C Mayhew

Lead inspector: Mr M J Fitzgerald

Dates of inspection: 29<sup>th</sup> – 30<sup>th</sup> September 2003

Inspection number: 257848

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |  |
|------------------------------|--|
| Type of school:              | Junior school                                |
| School category:             | Voluntary aided                              |
| Age range of pupils:         | 7 – 11                                       |
| Gender of pupils:            | Mixed  |
| Number on roll:              | 266  |
| School address:              | Shorts Road<br>Carshalton<br>Surrey          |
| Postcode:                    | SM5 2PB                                      |
| Telephone number:            | (0208) 647 4342                              |
| Fax number:                  | (0208) 647 3474                              |
| Appropriate authority:       | The governing body                           |
| Name of chair of governors:  | Mrs T Walsh                                  |
| Date of previous inspection: | 2 <sup>nd</sup> – 5 <sup>th</sup> March 1998 |

## **CHARACTERISTICS OF THE SCHOOL**

St Mary's Junior School is a Roman Catholic, voluntary aided school which is similar in size to other junior schools nationally. There are slightly more girls than boys in the school. Approximately nine out of ten pupils are from white UK and European backgrounds, with very small numbers of pupils from Asian and Black African or Caribbean heritages. A very small proportion of pupils come from homes where English is an additional language and none are at early stages of learning English. The number of pupils who leave and join the school other than in Year 3 is very low. The percentage of pupils entitled to free school meals is below the national average. The proportion of pupils with special educational needs (SEN) and the number of pupils with statements of SEN is lower than nationally. Pupils' socio-economic backgrounds overall are above average. The children's attainment on entry in Year 3 is generally well above national averages since the last inspection but it has been lower in some years. Standards in reading on entry are consistently well above average. Turnover of teachers has been low but, because of promotion, maternity leave and illness, it has increased during the current autumn term. The school achieved the award of Investor in People at its first attempt in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                    |                | Subject responsibilities   |
|--------------------------------|--------------------|----------------|--|
| 1246                           | Michael Fitzgerald | Lead inspector | English<br>English as an additional language   |
| 19798                          | Jane O'Keefe       | Lay inspector  |  |
| 18370                          | Kevin Johnson      | Team inspector | Mathematics<br>Art and design<br>Music   |
| 20963                          | Judy Keiner        | Team inspector | Information and communication technology (ICT)<br>Design and technology<br>Physical education (PE) |
| 23044                          | Valerie Singleton  | Team inspector | Science<br>History<br>Geography<br>Special educational needs                                       |

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## **REPORT CONTENTS**

|   | Page           |
|---|----------------|
| <b>PART A: SUMMARY OF THE REPORT</b>                                      | <b>4 - 6</b>   |
| <b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>                 |                |
| <b>STANDARDS ACHIEVED BY PUPILS</b>                                       | <b>7 - 11</b>  |
| Standards achieved in areas of learning and subjects                      |                |
| Pupils' attitudes, values and other personal qualities                    |                |
| <b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>                        | <b>11 - 16</b> |
| Teaching and learning   |                |
| The curriculum  |                |
| Care, guidance and support  |                |
| Partnership with parents, other schools and the community                 |                |
| <b>LEADERSHIP AND MANAGEMENT</b>  | <b>16 - 18</b> |
| <b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b> |                |
| <b>SUBJECTS IN KEY STAGE 2</b>  | <b>19 – 30</b> |
| <b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>                  | <b>31</b>      |

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is good.** Pupils attain very good standards in English, mathematics and science by the end of Year 6 and achieve well in these subjects. Standards and achievement in other subjects are at least satisfactory, except that achievement in information and communication technology, art and design, and design and technology is not satisfactory enough because the range of experiences provided is not broad enough. The school is aware of this and has already prioritised these areas for development. The overall quality of the teaching is good. There is some very good teaching in several subjects, particularly in the key subjects of English, mathematics and science, where the assessment of pupils' achievement is effectively used. Assessment of achievement in other subjects occurs but is not yet satisfactory enough. Pupils' very good attitudes and their very good behaviour and relationships contribute well to the very good ethos for learning in the school. The school is very well led by the headteacher and managed effectively by key staff. The governors help shape the direction of the school well. The school enjoys the confidence of parents and it provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science by the end of Year 6 are well above national averages and have consistently improved over the last two years.
- Pupils achieve well in English, mathematics, science, music and physical education.
- Teaching and learning in English, mathematics and science are good overall and frequently very good; co-ordinators for these subjects contribute very well to improving quality.
- Pupils with special educational needs are taught effectively so that they achieve well.
- The attitudes and behaviour of the pupils are very good, reflecting the high expectations that staff have for their work and behaviour.
- The very good leadership of the headteacher results in effective teamwork in the school.
- The very good links with parents contribute effectively to their children's learning.
- Achievement in extra-curricular and competitive sports is very good.
- Pupils' achievement in ICT, art and design, and design and technology are not yet satisfactory enough because of weaknesses in the planning for the teaching.
- The recording and the use of assessment to monitor pupils' achievement in subjects other than English, mathematics and science are not yet satisfactory enough.

The key issues from the last inspection in March 1998 have been addressed appropriately. Pupils' attitudes, behaviour and attendance continue to be very good. Good progress has been made in raising standards in English, mathematics and science so that results in the national tests at the end of Year 6, particularly of higher attaining pupils, improved significantly in 2002 and 2003. Comprehensive tracking and annual targets for the achievement of each pupil, together with the very thorough arrangements for monitoring the teaching and the curriculum, and for sampling pupils' learning, contribute effectively to these improvements. In ICT and in other subjects, assessments take place but it is planned to introduce formal, more effective systems during 2003/4. The school's resources, particularly for ICT, and the accommodation for creative subjects have been improved but it is too soon for these to have had a marked impact on pupils' achievement in ICT, art and design, and design and technology.

## STANDARDS ACHIEVED

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

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

**Pupils of differing prior attainment achieve well across the school.** Standards in English, mathematics and science are **above national expectations** and all pupils **achieve well**. The trend in the results of national tests in these subjects has improved. Provisional results in 2003 were well above national averages and compare favourably with the results in similar schools. Results in English and science in 2003, for example, are likely to be in the top five per cent of schools nationally. Standards and achievement in other subjects are at least satisfactory, except in ICT, art and design, and design and technology because the quality and range of experiences is too narrow. There are no significant differences between the achievement of boys and girls, although girls do better than boys in the national tests in English, reflecting the lower overall attainment of boys in English on entry. **Pupils' personal development, including their spiritual, moral, social and cultural development, is well above average.** Their attitudes and behaviour are **very good** and their attendance is **well above average**.

## QUALITY OF EDUCATION

**The overall quality of education provided is good. Teaching across the school is good,** with some very good teaching in several subjects, particularly in English, mathematics and science. Pupils' good learning skills contribute to the quality as they are able to concentrate very well. Pupils learn effectively in most subjects, except in ICT and art and design, where the overall quality of the teaching is not yet satisfactory because there are weaknesses in the provision. A good programme of visits and extra-curricular activities enriches the pupils' learning experiences. The assessment of pupils' work in English, mathematics and science is very well organised and contributes effectively to their achievement. The arrangements for assessments in other subjects are not yet satisfactory but improvements are already planned. There is good provision for the care and welfare of the pupils and pupils are involved well in the work and development of the school. Links with parents, the local community and other schools are used effectively to help pupils' learning.

## LEADERSHIP AND MANAGEMENT

**The overall leadership and management of the school are good.** The headteacher provides very good leadership and is supported well by key staff. The school is managed well with clear attainment targets for English, mathematics and science, but targets in other subjects lack such a sharp focus. The governors help shape the vision and the direction of the school well but receive the annual review too late for all governors to contribute fully to the school's development.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the education and care that their children receive. They particularly appreciate the school's strong Catholic ethos. Pupils almost unanimously indicated that they like coming to this school.

## **IMPROVEMENTS NEEDED**

As already prioritised in the school improvement plan, the most important things the school should do to improve are:

- Extend the provision to raise the achievement of pupils in information and communication technology, art and design, and design and technology.
- Improve the arrangements for recording and using assessment to monitor pupils' standards and achievements in subjects other than English, mathematics and science.



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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects and courses**

Standards in English, mathematics and science are **above national expectations and all pupils achieve well in these subjects**. The trend in the results of national tests in these subjects has improved. Standards and achievement in other subjects are at least satisfactory, except in information and communication technology, art and design, and design and technology. The school has already prioritised these subjects for development and improved the resources and accommodation. There are no significant differences between the achievement of boys and girls.

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

- Results of the national tests in English, mathematics and science have significantly improved in 2002 and 2003. Results are now well above national averages and they compare favourably with results in similar schools.
- Standards in English, mathematics and science are above national expectations and all pupils achieve well as a result of good teaching.
- Pupils' skills in English are developed and applied well in subjects.
- Standards in ICT at the end of Year 6 are below national expectations. Although resources and teachers' expertise have significantly improved, pupils are not yet achieving satisfactorily enough, particularly because of weaknesses in the provision for reviewing, modifying and evaluating work and for comparing the use of ICT in and out of school.
- Pupils achieve well in music and physical education as a result of good teaching. Pupils also achieve appropriately in history and geography.
- In the work seen in art and design, and design and technology, pupils are not achieving satisfactorily enough because the quality and range of experiences is too narrow.
- Pupils with special educational needs achieve well.

#### **Commentary**

1. Since the last inspection, results of the national tests in English at the end of Year 6 are above the national trend. Results have been well above national averages, with the provisional results at the higher level improving significantly in 2003. When compared with pupils' prior attainment in similar schools, the results in 2002 were average but in 2003 the provisional results are likely to be well above average. The trend in results in mathematics and science at the end of Year 6 has fluctuated but is broadly in line with the national trend. Results in both subjects improved in 2002 and again in 2003. In 2003, the provisional results in mathematics are likely to be well above the results in all schools nationally and above average when compared with pupils' prior attainment in similar schools. In science, the provisional results in 2003 are likely to be very high – in the top five per cent in England and well above average when compared with pupils' prior attainment in similar schools. Overall, however, results in mathematics are not yet as high as results in English and science. In each subject, the results of both boys and girls are above the national average for boys and girls. There are no significant differences between the results of boys and girls in the school in mathematics and science but the overall results of boys in the school are lower than those of girls in English, reflecting the lower overall attainment of boys in English on entry. The school's targets in English and mathematics were achieved well in 2003.

### **Standards in national tests at the end of Year 6 – average point scores in 2002**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 29.3 (29.4)    | 27.0 (27.0)      |
| mathematics   | 28.8 (26.9)    | 26.7 (26.6)      |
| science       | 31.3 (28.8)    | 28.3 (28.3)      |

*There were 68 pupils in the year group. Figures in brackets are for the previous year.*

2. Boys and girls, including pupils from different ethnic backgrounds, achieve equally well. Pupils who come from backgrounds where English is an additional language (EAL) are orally fluent in English and achieve in a similar way to other pupils; their standards reflect the spread of attainment in the school. Pupils with SEN achieve well against their prior attainment. They achieve particularly well in the national tests in English and science at the end of Year 6 where the majority now reach the nationally expected level. Classroom assistants contribute effectively to the achievement of these pupils. Plans to extend and enrich the learning of pupils who are gifted and talented are included in the school improvement plan for 2003/4 but, in general, higher attaining and more able pupils are extended appropriately and achieve well, especially in English, mathematics and science.
3. Standards in English are above national expectations, reflecting the results in the national tests at the end of Year 6. Good progress has been made since the last inspection and standards, particularly of higher attaining pupils, have risen. All pupils achieve well as a result of good teaching and effective monitoring of achievement. Pupils' skills in English are developed well in subjects. All pupils listen very well and the vast majority are able to express their opinions clearly, using a good range of vocabulary. Standards in reading are a significant strength of the school as there are effective arrangements to support lower attaining pupils as they get older. Additional teaching time each week is used effectively to enhance pupils' achievement in writing, particularly in writing at length. When starting writing tasks, however, girls generally organise themselves and produce extended pieces of writing more rapidly than boys. Standards in handwriting are good. Standards in spelling are at least satisfactory but lower attaining pupils continue to have difficulty spelling longer words.
4. Good progress has been made in improving achievement in mathematics, especially the standards achieved by higher attaining pupils over the last two years. Standards are now above national expectations, reflecting the improved trend in the results of national tests in 2002 and 2003. Pupils develop good mental arithmetic skills and know their multiplication tables because of good teaching. There are good opportunities for pupils to apply their knowledge of number in investigations and this boosts the achievement of higher attaining pupils. In the vast majority of lessons, tasks are usually well matched to the particular needs of lower attaining pupils and pupils with SEN but very occasionally the work is not matched well enough with their prior attainment. The annual tracking of the progress of all pupils contributes effectively to raising standards and the extensive use of ICT programs helps to consolidate mathematical skills well. Some opportunities are provided to develop and apply pupils' mathematical skills in other subjects but opportunities are not yet fully explored.
5. The school has successfully addressed the under-achievement of its more able pupils in science since the last inspection. Standards are now above national expectations and results in the national tests at the end of Year 6 are well above average. Good progress has been made in improving pupils' skills in scientific enquiry and much of their learning now takes place through practical investigations and hands-on experiences. This provides good opportunities for higher attaining pupils to achieve well. By Year 6, all pupils know how to conduct a fair test, make predictions and start to take account of patterns to draw conclusions. Pupils in Year 6 have further opportunities to use these skills, but on some occasions do not have sufficient challenge to refine this aspect of the subject. Class discussion and the sharing of ideas in pairs are used very well to present challenges so that pupils work hard and with great enjoyment as a result. In addition, activities such as research

tasks and scientific vocabulary games contribute effectively to extending the knowledge and understanding of all pupils.

6. Overall standards in ICT by the end of Year 6 are below national expectations. Since the last inspection, pupils are not achieving enough in relation to their potential, particularly because of shortcomings in the provision for reviewing, modifying and evaluating work, and they have too few opportunities to compare the use of ICT in and out of school. Pupils now regularly use ICT in subjects but a number of the ICT based tasks do not do enough to build pupils' subject knowledge. Pupils use spreadsheets and simple databases for mathematical and subject investigations, but do not attain the nationally-expected levels in using them appropriately. However, resources for ICT have been greatly expanded and teachers' skills in using ICT have significantly improved.
7. In the work seen in other subjects, pupils achieve well in music and PE as a result of good teaching and they attain standards which are above national expectations. Pupils achieve appropriately in history and geography and standards are in line with expectations. In the work seen in art and design, and in design and technology, pupils are not achieving satisfactorily enough because the quality and range of experiences is too narrow.

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

Pupils' personal development, including their spiritual, moral, social and cultural development, is **well above average**. Their attitudes and behaviour are **very good**. Attendance is **well above average**.

### **Main strengths and weaknesses**

- Pupils have very good attitudes to school and to their work.
- Behaviour is very good in lessons and around the school.
- Relationships are very good throughout the school; pupils behave with maturity.
- Attendance is well above average and punctuality is good.
- There is very good provision for pupils' spiritual, moral, social and cultural development.

### **Commentary**

8. Boys and girls have very positive attitudes to their work. Pupils of all ages have maintained the very good attitudes that were seen at the time of the last inspection. Views expressed by parents confirm almost unanimously that their children like coming to school and behave well, while the pupils also reported that they like coming to this school. Boys and girls from differing backgrounds, including pupils from EAL backgrounds, are well motivated while any pupils with SEN are as keen as other pupils to make progress. In lessons, boys and girls are hardworking and listen carefully to teachers and to each other. They work well collaboratively in pairs and in groups, for example, in PE lessons and when "talking partners" are used in English and science lessons. They settle quickly to tasks and always try their best. In a very good mathematics lesson in Year 5, on investigating data to produce a bar chart, for example, all pupils worked enthusiastically at a rapid pace throughout the lesson, sorting and tallying their data, identifying possible patterns and drawing neat bar charts, and this contributed to all pupils' learning very effectively.
9. Pupils behave very well, both in classrooms and around the school. They move around the school sensibly. In the playground, their play, although lively, is always inclusive and good-natured. The very few pupils whose behaviour is less impressive are managed well and they do not disrupt the learning of others. A small number of parents report that there have been some instances of bullying, but the vast majority of parents responding on the parents questionnaire and at the parents meeting are very confident that any issues will be dealt with swiftly and fairly. Pupils, too, reported that if any incidents of intimidation do occur, they are encouraged to inform an adult and issues are resolved quickly.

## Exclusions

There have been no exclusions in recent years.

### *Ethnic background of pupils*

| Categories used in the Annual School Census         |
|---|
| White – British                                     |
| White – Irish                                       |
| White – any other White background                  |
| Mixed – White and Black African                     |
| Mixed – White and Asian                             |
| Mixed – any other mixed background                  |
| Asian or Asian British – Bangladeshi                |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean                  |
| Black or Black British – African                    |
| Chinese   |
| Any other ethnic group                              |
| No ethnic group recorded                            |

### *Exclusions in the last school year*

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 198                  | 0                                 | 0                              |
| 18                   | 0                                 | 0                              |
| 15                   | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 11                   | 0                                 | 0                              |
| 4                    | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 9                    | 0                                 | 0                              |
| 4                    | 0                                 | 0                              |
| 2                    | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |

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

10. Attendance levels at the school are well above average and punctuality in the mornings and during the school day is good. Parents are very supportive in this area.

### *Attendance in the latest complete reporting year (96.0%)*

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data:       | 3.9 | School data:         | 0.1 |
| National data:     | 5.4 | National data:       | 0.5 |

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

11. Pupils' spiritual, moral, social and cultural development is fostered very well. Pupils' spiritual and moral development is very well catered for, for example, through assemblies and religious education. Relationships around the school are very good. Pupils respond well to the trust placed in them by staff, for example, when they are allowed to work without direct supervision on mathematics programs on computers in corridors and classrooms at playtimes. The vast majority of pupils' responses on the pupil questionnaire indicate that teachers trust pupils to do things on their own. Pupils are keen to take on responsibility but they have good levels of respect for each other's feelings as exemplified by a pupil helping in the library who explained that competition for a library monitor badge 'would be a very unchristian thing to do'. As a result, pupils mix well together, regardless of background, race or special need, and they have a good understanding of the impact of their actions on others.
12. Pupils' social development is fostered well through the many opportunities they have to work and play together during the day and on visits and residential trips. For example, boys and girls take part enthusiastically in the good range of extra-curricular activities provided. These

and other activities help many pupils to develop very mature attitudes for their age and they are able to speak confidently to visitors about their work and opinions of the school. During a recent visit, for example, a local Member of Parliament was questioned thoroughly by pupils on the School Council. Parents indicate that the school helps their child to become mature and responsible. For example, pupils in Year 6 support newly arrived pupils through the 'buddy' system. Pupils are able to learn about their own culture by visits to art galleries and music performances in the local area, and pupils' awareness of other cultures has been increased through additional resources and books, as well as support for charities abroad.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Taken as a whole, the quality of education provided by the school is **good**.

### Teaching and learning

The overall quality of the teaching across the school is **good**, with some very good teaching in several subjects. Pupils learn effectively in most subjects, **except in ICT and art and design**. Continuous assessment is well-organised across subjects. The assessment of pupils' work in English, mathematics and science is very well organised and recorded. The recording arrangements and the use of assessment in other subjects are patchy but it is planned to introduce systematic recording of assessment in all subjects during this year.

### Main strengths and weaknesses

- The majority of the teaching is consistently good in English, mathematics, science, history and PE, with some very good teaching in each of these subjects.
- Assessment of pupils' achievement in English, mathematics and science is used very well to support and monitor pupils' progress from the time they join the school.
- The teaching of music is good.
- The overall quality of the teaching provided for pupils with special educational needs is good so that these pupils make good progress.
- The vast majority of pupils display good learning skills. They concentrate very well during class and group work, and can work well independently.
- Teaching and learning in ICT are not yet satisfactory as the teaching does not focus enough on how pupils can improve their work by checking, reviewing and evaluating it, and best use is not yet made of the full range of the school's ICT resources to increase pupils' knowledge and understanding in different subjects.
- Teaching and learning in art and design are not yet satisfactory because the national guidance and subsequent planning have not yet been adapted to match the development of the skills pupils need as they progress through the school.
- On-going weekly assessment is organised across subjects but the arrangements for recording and using assessments based on National Curriculum levels in subjects other than English, mathematics and science are not yet consistent enough.

### Commentary

13. Good and very good teaching was observed in each year, but particularly in Years 3 and 5. Quality has improved since the last inspection as a result of the systematic support for and monitoring of planning, teaching and pupils' learning, especially in English, mathematics and science, by the headteacher and staff with management responsibility.

#### *Summary of teaching observed during the inspection in 31 lessons*

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 1 (3%)    | 10 (33%)  | 12 (39%) | 7 (23%)      | 1 (3%)         | 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.*

14. In all lessons, there are very good relationships. Teachers ensure that there is a very strong work ethic in classrooms, with all boys and girls, whatever their prior attainment, expected to behave well. Pupils almost unanimously report that they have to work hard. The vast majority of pupils display good learning skills. They concentrate very well during whole class tasks and when asked to work independently. Teachers generally make very good use of class discussion and of the sharing of ideas in pairs or groups. This contributes effectively to mental work in mathematics and to extending pupils' understanding in science. Pupils consider that the majority of lessons are interesting and fun, they regularly find out new things in lessons and they regularly get help when they are stuck.
15. The overall quality of the teaching provided for pupils with special educational needs is good and these pupils make good progress as a result. In English and mathematics, for example, teachers take account of the needs of pupils with SEN in lessons and some receive extra support in small, withdrawal groups. Teachers usually provide tasks which match pupils' prior attainment well. When classroom assistants are in lessons, they work well with lower attaining pupils and pupils with SEN, prompting them to contribute to class discussions and helping them to complete tasks in groups. Pupils from backgrounds where English is an additional language are taught appropriately.
16. The majority of the teaching is consistently good in English, mathematics and science, with some very good teaching observed in each of these subjects. Teachers have good subject knowledge and organise the planning for the teaching very well; learning objectives are clear, activities are well chosen and sufficient resources of good quality are readily available. This contributes to pupils working at a good pace and enhances the pupils' already very good attitudes to learning. Subject leaders analyse pupils' performance in the national tests and identify where pupils' skills need to be developed further. This has contributed to focused improvements in pupils' learning, particularly in mathematics, but has also resulted in improved results for higher attaining pupils in each of the subjects.
17. Although the teaching and learning of ICT seen in lessons during the inspection was satisfactory, evidence from samples of pupils' work and discussions with pupils indicate that teaching is not yet satisfactory enough over time. Since the last inspection, teachers' expertise has significantly improved as a result of training; pupils now have regular opportunities to use computers for writing and to develop their skills in mathematics while some of the ICT tasks in subjects, history, for example, focus appropriately on how ICT can enhance subject learning. In subjects, however, ICT tasks are not yet related enough to increasing pupils' subject knowledge and understanding, and overall, there is not enough attention paid to how pupils can improve their work by checking, reviewing and evaluating it.
18. In other subjects, the majority of the teaching observed was consistently good in history and PE, with some very good teaching observed in each of these subjects. The teaching seen in music was good. Teaching and learning in art and design are not yet satisfactory enough. Although the national guidance for art and design is used, the planning of work has not yet been adapted to match the development of the skills pupils need as they progress through the school. There is insufficient evidence to comment on the overall quality of the teaching in geography and design and technology as too few lessons were observed.
19. Assessment and tracking of pupils' achievement in reading and writing in English, in mathematics and in science are very well organised so that any pupil who is in danger of underachieving is identified early each year and action is taken to support and monitor these pupils throughout the year. Although there have been several changes of staff this year, the tracking system alerts teachers to pupils' prior achievement and helps them with their planning to meet pupils' needs. All pupils have discussed targets for their development in English and mathematics with their teachers and parents in 2002/3 but these are not yet recorded in such a way that pupils can easily refer to and review them on a regular basis.

- 20 The school policy for assessment is good. Assessment is organised across subjects so that teachers focus their assessments on particular pupils on a weekly basis. Assessment of pupils' speaking and listening skills in English is carried out in this way but systematic arrangements to record their attainment have not been introduced. Teachers mark pupils' work regularly and usually add a constructive comment to show pupils what else they need to do to improve a piece of work. In lessons, teachers regularly adapt their teaching to take account of pupils' learning. For example, some good use of assessment was observed in science when teachers engaged pupils in assessing how well they had met the learning objective in lessons. Pupils almost unanimously report that teachers show them how to make their work better.
- 21 As the school is aware, the arrangements for assessing and recording pupils' attainment in ICT and in other subjects are patchy and unsatisfactory overall but, as outlined in the school improvement plan, it is planned to introduce recording systems for assessment in all subjects during this year. However, the current procedures are not making a satisfactory contribution to teaching and learning as they are not detailed enough to identify the next steps in learning. This hinders teachers, particularly where there are changes of teacher, to plan effectively for pupils of differing attainment.

### **The curriculum**

Apart from ICT, art and design, and design and technology, the school provides a **good** range of learning experiences which effectively help to promote high standards.

### **Main strengths and weaknesses**

- The curriculum provided in English, mathematics, science, music and PE is good. Provision in history also has strong features.
- English language and literacy skills are well promoted in all subjects.
- Citizenship and thinking skills programmes broaden the curriculum and enable pupils to learn from a good range of visiting speakers.
- The quality of extra-curricular music and sports activities, including competitive team sports, is good; pupils' achievement in extra-curricular and competitive sports is very good.
- The curriculum for ICT, design and technology, and art and design meets statutory requirements but the range of learning experiences is not extended enough.

### **Commentary**

- 22 The overall quality of the curriculum has been maintained and improved since the last inspection through the adoption of the National Literacy and Numeracy Strategies and improved schemes of work for other subjects, for example, in science and PE. These measures contribute to pupils of differing prior attainment making good progress in their learning as they move from year to year. There is effective personal, social and health education and a drugs education programme. The curriculum is systematically reviewed and the priority given to English, mathematics and science has resulted in significant improvement in standards, especially over the last two years. The teaching of citizenship and of thinking skills for older pupils have added well to the range of pupils' experiences, particularly as they have widened the range of visiting speakers from whom the pupils learn. Provision for pupils to develop and apply their English skills in subjects is good. ICT is being used more widely in subject lessons since the last inspection, and is being used particularly effectively to promote pupils' mathematical skills. However, it is not being used effectively enough in all subjects, because the tasks set tend to focus on word processing and presentation, and do too little to deepen pupils' subject understanding. In design and technology, the scheme of work, developed by the neighbouring technology college, covers all of the national requirements, and resources have also been improved through partnership

with the college. Pupils have opportunities to design and make products but there are weaknesses, however, in building pupils' understanding of planning and design processes and of how to review and improve their work. In art and design, the scheme of work has not been adapted sufficiently to ensure that pupils' skills are progressively developed and that the range of experiences provided is sufficiently wide.

- 23 Since the last inspection, the provision to meet the needs of all the pupils has improved and is now good. Pupils are no longer routinely withdrawn from lessons for music and choir practice. The strength of the links between the good quality music and PE curriculum and the extra-curricular music and sports activities promotes all pupils' achievement in those subjects as well as their contribution to the wider life of the school and the local community. Higher achieving pupils have contributed to the school's very good record of success in local team sports competitions. Provision for pupils with SEN has improved and overall provision is now good. The targets in pupils' individual education plans are very clear, appropriate and measurable, and based on detailed analyses of need. Attention has been focused recently on addressing the needs of these pupils in numeracy and this is helping to raise standards in mathematics. While the number of support staff is relatively low in relation to the size of the school, they are effectively deployed to support pupils in lessons. In targeted literacy and numeracy lessons, for example, classroom assistants work effectively with groups of pupils, including those with SEN, and help them to make good progress.
- 24 The quality and range of resources to support the curriculum is good. Since the last inspection, resources to better reflect the multi cultural nature of society in Britain have been improved. There are many attractive books and images which help pupils appreciate differing cultures in Britain and in the wider world. The resources for ICT have also been improved greatly, but too little use is being made in different subjects of the full range of the schools ICT resources. The accommodation has been improved inside and outside since the last inspection. Since the beginning of September, a specialist creativity classroom, which was refurbished during the last academic year, is being used for lessons in music, art and design, and design and technology. It is too soon for this facility to have had a marked impact on pupils' achievement in art and design and in design and technology, but there are signs of improving achievement in Years 3 and 4 in art and design. Although the inspection occurred early in the year, the displays of pupils' work in classrooms and corridors to enrich pupils' curriculum experience and celebrate the quality of their work varies too much between different parts of the school.

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

There is **good** provision for the care and welfare of the pupils. Health and safety is monitored well. Support, advice and guidance for pupils, based on the monitoring of their achievements and their personal development, are well established. Pupils are involved well in the work and development of the school.

### **Main strengths and weaknesses**

- The very caring ethos of the school ensures that the procedures for the welfare and the health and safety of the pupils are used well and there is strong personal support for individual pupils.
- Induction procedures are good.
- Good support is provided for pupils with special educational needs.
- Child protection procedures are in place but there has been no recent training for staff.
- Assessment information is used well to target support to enhance pupils' achievement, especially in English and mathematics.
- Targets for each pupil's attainment are now agreed with pupils and parents but pupils do not yet record these in such a way that they can easily refer to and review them.
- There are very good systems for surveying pupils' opinions and acting upon their views.





## Commentary

- 25 The school has a very caring ethos and pupils feel happy and safe there. The vast majority of pupils indicate that teachers are fair to them and that there are adults that they can turn to for help if they are worried. General welfare procedures for first aid and illness are well organised and pupils know who to see if they are hurt or unwell. Thorough systems are in place for collecting information on pupils' health needs and clear procedures are followed when administering medicines. Comprehensive procedures are in place for ensuring the health and safety of all, with regular safety checks and risk assessments taking place. The headteacher is the person trained and designated to deal with any child protection concerns; all staff are made aware of this and of the school policy. However, no recent training has been provided for staff in this area and staff are still awaiting an external training course.
- 26 The co-ordinator for SEN ensures that statutory requirements are effectively implemented, arranges all of the pupils' reviews, and offers appropriate support to teachers so they can properly take responsibility for the pupils in their classes who have SEN. The school works well with support agencies and specialists in order to identify specific areas of need for individual pupils. As a result, targets for individual pupils are well matched with their needs and help pupils to make good progress.
- 27 The induction of new pupils is handled well. There is good liaison with staff at the Infant School and pupils are able to visit the school before they transfer. As a result, pupils say that they settled quickly into the school's routines. Staff work hard to get to know pupils when they arrive at the school and track their progress effectively. Pupils are given good advice on choosing a secondary school and supported well through the transfer.
- 28 The comprehensive system for tracking pupils' achievement in English, mathematics and science is used well to identify annual targets for all pupils and to support any pupil who is identified as underachieving. Teachers use the information to group pupils appropriately in class activities in English and mathematics and this contributes to teachers deploying classroom assistants effectively. A target setting day, much appreciated by parents, was held in the spring term 2002/3 for pupils and their parents. During this day, all pupils were involved in evaluating their own progress, their parents contributed to the discussions and targets for each pupil in English and mathematics were discussed and set. Written reports on pupils, which are issued in the summer term, contain useful information on the progress pupils have made and the work they have covered over the year. Pupils themselves are able to contribute by commenting on how well they think they have progressed but at this stage the reports do not include the targets for improvement previously agreed. Overall, there are very effective systems for tracking pupils' achievement in English, mathematics and science with the involvement of both pupils and their parents but the way in which pupils and their teachers update their targets varies and is still being developed.
- 29 Through the well-organised class councils and the school council, pupils have very good opportunities to have their say about the work and development of the school. These contributions are valued by staff and appropriate action is taken on them, wherever possible. Pupils are confident that they will be listened to if they have a problem or a complaint.

## Partnership with parents, other schools and the community

The school's links with parents are **very effective**. Links with the Catholic parishes which the school serves are good and links with the local community are sound. Links with other schools and colleges are good.

## Main strengths and weaknesses

- There are high levels of parental satisfaction with the school.

- Good information is provided for parents.
- Parents are very supportive of the school and its work.
- There are good links with local schools and parishes.
- Links with the local community are sound but limited.

## Commentary

- 30 Partnership with parents has improved since the last inspection. The school has very good links with its parents, who are very happy with the education and care that their children receive. They particularly appreciate the school's strong Catholic ethos and all agree that their children enjoy attending this school. This has a positive impact on pupils' achievement as parents are very supportive of their children's learning, for example, through the regular completion of pupils' reading diaries, attendance at events to enhance their understanding of areas of the curriculum, etc. A good range of information is provided for parents in the form of letters, newsletters and information meetings. The 'meet the teacher' meetings, where curriculum information is given out, are particularly valued by parents. The school brochure and the governors' annual report to parents are informative and clear, covering all the legal requirements for their content. Questionnaires are used to seek parents' views, with governors involved in implementing actions suggested. Consultation meetings on pupils' achievement are held termly. Pupils with SEN and their parents are involved in the process of setting and addressing targets on pupils' individual education plans so that school and home are following the same strategy and providing good, all-round support for each pupil. Parents find staff approachable and caring and are satisfied with the system for dealing with concerns or complaints. Parents are very supportive of the work of the school. The Friends Association is well organised and holds regular fund raising events which are very well attended by parents. As a result, a substantial amount of money is raised each year to provide extra resources for the school.
- 31 There are good links with both the infant school and the two main secondary schools to which pupils transfer. There is good liaison between teachers when pupils are transferring, for example, on SEN issues when pupils transfer from the infant school and on the handwriting scheme used in the infant and junior schools. Liaison on the curriculum with the two main secondary schools has enhanced the provision in science, ICT, design and technology, mathematics and PE. For example, pupils in Years 5 and 6 have benefited from some science lessons in the neighbouring secondary school and specialist science staff have also visited the school to provide some teaching. Strong links exist with the four parishes from which pupils come. Some links with the immediate area have been established recently, for instance, a local artist and a recycling group have recently visited the school.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**.

- The headteacher provides very good leadership.
- The leadership provided by other key staff is good.
- The school is managed well.
- The governance of the school is good.

## Main strengths and weaknesses

- The headteacher ensures that there is a very clear focus on raising achievement in English, mathematics and science, and is supported very well by the co-ordinators for these subjects; pupils who are in danger of underachieving are identified early each year and their progress in English and mathematics is supported through links with the teachers' performance management scheme.

- Planning for the development of the school is very systematic, with clear measurable targets for English, mathematics and science.
- Leadership and management of subjects other than English, mathematics and science are systematic but targets in these subjects lack a sharp focus on the extent to which the actions taken will contribute to raising standards in each subject.
- The governors help shape the vision and the direction of the school well but the arrangements for the annual review of the school improvement plan limits opportunities for all governors to contribute to the process of constructing the new annual plan and leading the school's development.

## Commentary

- 32 The headteacher provides very good leadership and a clear educational direction for the school. This results in a very clear focus on raising achievement and on providing pupils with a broad range of learning experiences. The comprehensive tracking system for each pupil from Year 3 to Year 6 is used well to monitor the attainment, progress and needs of each individual pupil and enables appropriate individual targets to be set for pupils each year, based on their prior performance. The performance management system is linked well with this tracking system to support any pupils who are in danger of underachieving by identifying objectives for pupil progress in English and mathematics for each teacher in each class linked with these pupils. There is also a clear identification of priorities as the headteacher and the senior managers work closely each year with subject co-ordinators to identify and prioritise areas for development in the school improvement plan (SIP). For example, the need to continue to raise standards in mathematics, in comparison with standards in English and science, is clearly recognised and the priorities identified through self-evaluation closely match the areas identified as being in need of most improvement in this inspection.
- 33 The leadership provided by other key staff is good overall. Subject leadership is clearly organised. English, mathematics and science are led and managed very well and given annual priority for support and monitoring across the school. The co-ordinators for English, mathematics and science analyse pupil performance in the national tests to identify pupils' strengths and weaknesses and provide guidance on the findings for other teachers at staff meetings. The action taken has been particularly effective in raising the attainment of higher attaining pupils in English, mathematics and science in the national tests at the end of Year 6 and there is a good level of awareness of issues that still need to be improved. To address the lower level of attainment in mathematics, in comparison with English and science, for example, key weaknesses in pupils' performance have been discussed by staff while parents have been given guidance on how to help their children. Leadership and management of other subjects are at least satisfactory as each subject is supported annually and monitored on a rolling programme every two years. The co-ordinator for SEN provides good leadership and management for SEN. As a consequence of the overall good leadership, the school's aims, values and policies are reflected well in its work.
- 34 The school is managed well. Planning for the development of the school is very systematic and there is a shared commitment to improvement. The SIP is very carefully structured so that all teachers and support staff with management responsibilities are aware of what is expected of them and of the timescales involved. Each subject co-ordinator has an action plan in the SIP, all of the action plans are very well organised and there are clear measurable targets for English, mathematics and science. The SIP is used successfully as a working document to implement and monitor developments throughout the year. Links between the actions to be taken and the school's expectations with regard to improved quality are specified for each subject. However, targets in subjects other than English, mathematics and science lack a sharp focus on the extent to which the actions will contribute to raising the standards achieved by pupils; links between the actions to be taken and the school's expectations with regard to raised standards are not specified clearly enough. The comprehensive annual review of the priorities in the SIP shows how well pupils have achieved in the national tests in English, mathematics and science at the end of Year 6 in

comparison with their performance in the national tests at the end of Year 2. Although the impact of each of the action plans in the SIP is evaluated, the quality of the individual evaluations is inconsistent between the plans. Overall, insufficient use is made of measurable targets for subjects other than English, mathematics and science.

- 35 The structure for the review of teaching and of teachers' performance each year is thorough. The systems underpinning the planning for the teaching in English, mathematics and science are very good. This results in planning for the teaching being carefully supported and monitored. The outcomes in pupils' work are regularly scrutinised and used effectively to influence the planning of further work. The current vacancies created by promotion, maternity leave and illness have been managed appropriately so that pupils are taught by teachers who are known to the school. Although the senior management team has also been disrupted because of the promotion of the deputy headteacher, the development of the role of the upper and lower school co-ordinators in recent years has resulted in the senior management continuing to provide a clear direction on raising standards.
- 36 The joint governing body with the infant school contributes to the continuity of pupils' education as they move from the infant to the junior school. The governors' strategy committee for the junior school and joint work with staff on the aims of the school, help shape the aims and the direction of the school well. Through the close work of governors with particular responsibilities with linked staff and visits to the school, governors have a good understanding of the school's strengths and areas for development. The governors' strategy committee reviews progress on the SIP termly so that on-going evaluation contributes to the production of the new plan at the start of the new financial year in the spring term. However, the formal annual review of the SIP is not discussed with the full governing body until the summer term and this limits opportunities for all governors to contribute to the construction of the new annual plan.
- 37 Financial planning is carefully considered and the governors monitor income and expenditure effectively through the very thorough termly reports which they receive on the budget. The recent auditors report in July 2003 indicated that the school's financial records and systems are very good. Expenditure per pupil is about average in comparison with primary schools in London. At present, the school is trialling interactive whiteboards in ICT for use in classrooms. If the trial is successful, it is intended that part of the budget balance will be used to buy the new equipment and to update the existing computer network.

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

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 660,469 | Balance from previous year          | 44,123 |
| Total expenditure          | 654,294 | Balance carried forward to the next | 50,298 |
| Expenditure per pupil      | 2,460   |                                     |        |

- 38 Amongst the aids to raising achievement in the school, the most significant include:
- The very clear identification of key priorities through self-evaluation and the strong drive in the school led by the headteacher and co-ordinators, in raising achievement and in improving results at the end of Year 6 in English, mathematics and science.
  - Pupils' very positive attitudes and supportive parents.
  - The clear annual focus on monitoring and improving the quality of teaching and learning.

Pupils are well motivated and, as the school is aware, they are not yet achieving as they should in aspects of creativity, particularly in art and design, and design and technology because of insufficient development. In general, pupils would benefit from more effective use of ICT, for example, through greater use of the library system, email and publishing, and

through further opportunities for pupils to demonstrate initiative through taking part in such activities as debating, writing and poetry competitions.

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

## **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Good progress has been made since the last inspection and standards, particularly of higher attaining pupils, have risen. All pupils are achieving well.
- Standards achieved by both boys and girls are above national expectations, with standards in reading being a significant strength of the school.
- The quality of teaching and learning is good but teacher's questioning strategies to engage more pupils in class discussions in a small number of classes are not varied enough.
- Pupils' attitudes to learning are very good.
- Curriculum leadership is very good.
- The use of ICT is not extended enough to enhance pupils' skills further in English.

### **Commentary**

- 39 Good progress has been made since the last inspection and standards have risen. Overall, standards achieved by boys and girls are above national expectations. This reflects the results achieved in the national tests at the end of Year 6. Results in the tests at the nationally-expected level for 11 year olds have continued to be well above the results in all schools and have improved in comparison with results in similar schools because more pupils than nationally reach the higher level. For example, seven pupils in ten attained the higher level in the national tests in 2003 while the proportion of lower attaining pupils who achieved the nationally-expected level was also very good. This indicates particularly good achievement for these pupils. The results of both boys and girls in national tests are consistently above the national results for boys and girls. The overall results of boys in the school are lower than those of girls, reflecting the lower overall attainment of boys in English on entry and action has been taken to improve the results of boys. There are no significant differences in achievement between pupils from different ethnic backgrounds. Pupils who come from backgrounds where English is an additional language achieve well.
- 40 Pupils from all backgrounds are very attentive. They listen very well to their teachers. When asked to work in groups they listen well to the viewpoints of others, take account of what they say and co-operate very well. As they get older, higher attaining pupils are able to interpret meaning well when it is not explicitly stated. Boys and girls are able to express their opinions clearly, they are keen to contribute to class discussions and higher attaining pupils demonstrate a good range of vocabulary, including technical vocabulary, when needed. Classroom assistants often help pupils with SEN to contribute orally so that they participate fully in class discussions. Speaking and listening are monitored through the planned weekly assessments but systems to record these assessments are too informal, particularly where classes are shared between two teachers.
- 41 Overall, standards in reading are a significant strength of the school, with the vast majority of pupils at least in line with or above expectation. Higher attaining boys and girls read fluently, accurately and with good understanding throughout the school. Pupils have favourite children's authors whose books they have read widely. Expression in reading aloud is generally very good. In each year, there are very small numbers of pupils, particularly boys, below expectations. These lower attaining pupils are identified when they join the school and are given appropriate, additional support, while reading diaries are used to provide close links with parents. This enables them to make good progress and achieve well.

- 42 In addition to the literacy hour, additional time is allocated each week to the teaching of English, which is used effectively to provide pupils with an extended period of time to write at length. Pupils have opportunities to write in a wide range of styles. Oral work helps pupils to prepare for writing. Pupils also have good opportunities to plan their writing and quality improves with redrafting. This results in higher attaining pupils producing accurate and fluent pieces of writing with good use of words to create particular effects, such as in a story in Year 3, for example, when a pupil wrote ‘aah, aah, aah, run for your life, bellowed Seb’. Standards in handwriting are good across the school. Overall, standards in spelling are at least satisfactory but lower attaining pupils continue to have difficulty spelling longer words. When starting writing tasks, girls generally organise themselves more quickly than boys and produce extended pieces of writing more rapidly. Strategies such as writing for a real audience or for publication, for example, are not yet used enough in all classrooms to stimulate some boys to write more quickly. ICT is used appropriately for drafting and word processing to support pupils’ writing. Beyond this, the use of ICT is too limited to enhance pupils’ skills further in English.
- 43 Assessment of pupils’ progress in reading and writing is very well organised so that any pupil who is in danger of underachieving is identified early each year and action taken to ensure that the pupil’s progress is supported and monitored throughout the year. All pupils have discussed targets for their development with their teachers and parents during the spring term in 2003 but these are not yet recorded in such a way that pupils can easily refer to and review them on a regular basis.
- 44 The overall quality of teaching and learning is good, although there is a range from very good to satisfactory. There is a very strong work ethic in classrooms, with all boys and girls expected to behave well and work hard. Pupils concentrate very well during class work and when asked to work on their own or with a partner. Classroom assistants work well with lower attaining pupils and pupils with SEN, prompting them to contribute to class discussions and helping them to complete tasks in groups. Pupils who come from backgrounds where English is an additional language are fluent in English and are supported in a similar way to other pupils. The planning for the teaching is very well organised. As a consequence, teachers provide good models for pupils’ oral work and for their writing, and time in lessons is well used. This contributes to pupils working at a good pace and enhances the pupils’ already very good attitudes to learning. In addition, it enables higher attaining pupils to extend their learning. In a well planned lesson in Year 3, for example, imaginative use of a text and very good use of ‘talking partners’ to encourage all to participate, combined with the teacher’s enthusiastic and lively approach, resulted in all pupils reading aloud with very good expression. They also included speech in their writing and punctuated it appropriately, using exclamation and question marks, while higher attaining pupils had the opportunity to write more extended pieces. In a few class discussions in some lessons, a limited number of boys and girls answer questions and the teachers’ questioning strategies to engage more pupils in these situations are not varied enough. All pupils contribute when they work in groups and when they make class presentations.
- 45 Curriculum leadership is very good. The co-ordinator’s systematic monitoring of teaching and learning results in continuous feedback and support for teachers each year to continue to improve the quality of the provision. Differences in the performance of boys and girls have been identified and action taken to raise the standards achieved by boys.

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

46. Pupils’ skills in English are developed and applied well in subjects. In science, history and PE, for example, particularly good opportunities are provided for the pupils to develop their understanding through talking about the work they are doing with ‘talking partners’. In mathematics, they have good opportunities to show how they interpret problems and to explain the processes they have used in solving problems. Good support is provided for the pupils to acquire technical vocabulary in subjects, while language games in science and



history enhance pupils' reading skills. Pupils' writing skills are also developed well, for example, through opportunities for research and recording in science.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Overall, standards are above national expectations and results in national tests at the end of Year 6 are well above national averages.
- Pupils achieve well. They learn basic skills well and the strong emphasis on investigative work extends their knowledge and understanding.
- The quality of teaching is good overall and, at times, excellent.
- Very occasionally, the work is not matched well enough with pupils' prior attainment in some parts of a few lessons.
- Leadership and management of the subject are very good.
- There is scope to extend the use of mathematics in other subjects and for greater use of ICT.

### **Commentary**

47. Since the last inspection, and particularly over the last two years, good progress has been made in improving standards, especially those achieved by higher attaining pupils. Standards are now above national expectations. Although the trend in the results of national tests has fluctuated at the end of Year 6, the results improved in 2002 and again in 2003, when the provisional results are likely to be well above the results in all schools nationally. The results are now well above national averages because more pupils achieve the expected level and the higher level than nationally. In addition, pupils' provisional results in comparison with those in similar schools in 2003 have improved and now compare well. Girls and boys achieve equally well and their results in the national tests at the end of Year 6 are above the national results for boys and girls. There are no significant differences between the achievements of pupils from differing ethnic backgrounds and those who come from backgrounds where English is an additional language. The action taken by the school has been effective in raising standards; the use of the tracking system for each pupil from Year 3 – Year 6 has ensured that the achievement of individual pupils is systematically monitored from the time they enter the school, with appropriate annual targets set for each pupil; the analysis of the strengths and weaknesses in pupils' performance in the Year 6 national tests has led to the identification of pupils' key weaknesses, which are followed up in the teaching; and parents have been given guidance on how to help their children. Pupils report that mathematics is one of their most popular subjects. Overall, however, results in the national tests in Year 6 are not yet as high as results in English and science.
48. The quality of teaching and learning is good overall and has improved since the previous inspection. Some very good and outstanding teaching was seen during the inspection. The unsatisfactory teaching previously reported has been eliminated. The main strengths of the teaching are: the teachers' subject knowledge and application of the National Numeracy framework; the way the teachers engage pupils in relevant and challenging work and provide scope for higher attaining pupils to generate their own problems; very high expectations of work and behaviour; and the very good relationships which underpin pupils' confidence and willingness to work hard.
49. Basic skills are taught well so pupils develop good mental arithmetic skills and know their multiplication tables. In all lessons, mental and oral starters effectively extend, reinforce and test pupils' mental agility and number skills. In general, mental and oral work contributes effectively to pupils' speaking and listening skills. There are good opportunities for pupils to apply their knowledge of number in investigations. Year 6 pupils, for example, were given the

task of working out the profit and loss of an 'Elvis' tour, given the expenditure and income from ticket sales for different performances. Other areas of mathematics, including shape and measure and data handling, are also planned well to provide both interest and challenge during lessons. In an excellent Year 5 lesson, for example, the skills of 'tallying' and building frequency charts and graphs were learned enthusiastically when the data was collected from a tube of 'smarties' and resulted in all pupils grasping such concepts as range, frequency and mode.

50. In almost all lessons observed, higher attaining pupils were challenged well because teachers planned appropriately and had high expectations for what these pupils could achieve, especially in the teaching groups based on prior attainment in Years 5 and 6. Very occasionally, however, a few higher attaining pupils are not challenged enough by some tasks. Pupils with SEN and lower attaining pupils are generally supported very well in lessons. Teachers ensure that work is suitably matched to their particular needs and, where appropriate, apparatus is modified to help their understanding and accuracy. Classroom assistants have a very good understanding of pupils' additional needs, work sensitively with them and make a valuable contribution to their learning and progress. Very occasionally, the work is not always matched well enough with their prior attainment in some parts of a lesson and when these pupils are withdrawn for additional teaching. Pupils use ICT programmes extensively to consolidate mathematical skills and this makes a good contribution to developing their skills. However, there is scope for better use of ICT as an investigative tool, for example, using the ICT system in the library to search for data to draw conclusions about numbers of books borrowed, preferences and preferred authors.
51. Very strong subject leadership has contributed to standards rising. The co-ordinator monitors the teaching and maintains an overview of standards by regularly scrutinising pupils' work. Systems for identifying pupils' achievement and setting targets for future attainment levels are effective. Potential underachievement by groups of pupils is closely monitored.

### **Mathematics across the curriculum**

52. Opportunities to develop and apply pupils' mathematical skills are taken appropriately in science and geography lessons. However, there is scope for the application of mathematical ideas in a wider range of subjects and opportunities are not yet fully explored in all subjects.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Overall, standards are above national expectations, with all pupils now achieving well.
- Results in the Year 6 national tests are very good, with a significant number of pupils reaching the higher level.
- The good teaching ensures pupils make good progress in all aspects of the subject.
- The school has improved the teaching of experimental and investigative science since the previous inspection, although the oldest pupils need more opportunities to record and extend this work.
- The co-ordinator monitors and evaluates performance very well in order to raise the quality of teaching and learning.
- Limited use is made of ICT to enhance pupils' learning.

## Commentary

53. The school has successfully addressed the underachievement of its more able pupils since the previous inspection. At the end of Year 6, although the trend in results in the national tests has fluctuated, results improved significantly in 2002 and again in 2003. For example, the provisional results of the 2003 national tests show that slightly over three-quarters of the pupils attained the higher level. All pupils attained the nationally-expected level, indicating that pupils with SEN make very good progress. Standards in the work seen in pupils' books and in lessons during the inspection support the results at the end of Year 6 and standards are above national expectations. Overall, pupils, including those who come from backgrounds where English is an additional language, achieve well against their prior attainment. Boys and girls achieve equally well. There are no differences in the achievement of pupils from different ethnic backgrounds.
54. By Year 6, pupils have very good knowledge and understanding of life processes, materials and their properties, and physical processes. The school has worked hard to improve pupils' skills in scientific enquiry and much of their learning now takes place through active, hands-on experiences. Pupils in Year 5, for example, have many enriching opportunities for practical investigations. They know how to conduct a fair test, make predictions, present their observations and start to take account of identified patterns in order to draw conclusions. Although Year 6 pupils have further opportunities to use these skills, they do not have sufficient challenge to refine and extend this aspect of the subject. For example, there is little recorded evidence of pupils working independently to set up an experiment of their own choice, of conducting a series of observations and precision measurements, or of interrogating graphs of their results. Overall, however, good improvements have been made in this important aspect of science since the previous inspection.
55. The overall quality of teaching and learning is good. In lessons observed during the inspection, it was at least satisfactory and predominantly very good. Teachers make very good use of class discussion and the sharing of ideas in pairs to engage all pupils and to extend ideas and understanding. The challenges presented enthuse the pupils and they work hard and with great enjoyment as a result. For example, Year 6 pupils responded very positively to the task of designing a 'super seed' that could develop a secondary method of dispersal if the primary method failed. Teachers have secure subject knowledge. They plan their lessons carefully so that a good pace is maintained; there are very clear learning objectives, activities are well chosen and sufficient resources of good quality are available. In a lesson in Year 3, for example, this resulted in pupils conducting a fair test to investigate and order a set of liquids very well. Due to the very good relationships between staff and pupils, behaviour is very good and pupils respond very well to the demanding challenges that are set. Some good use of assessment was seen, both when teachers adapted a lesson to take account of pupils' learning, and when teachers engaged pupils in assessing how well they had met a learning objective. Teachers' marking also relates appropriately to learning objectives and often a question is set to check the pupils' understanding further. Literacy skills are promoted well through research tasks, through games to develop scientific vocabulary, and when pupils independently record their work in depth and in detail. Recently, more attention has been paid to the use of numeracy, but this needs to be further developed, alongside the use of ICT, for recording results in graphs and charts, and using these to draw conclusions and make scientific connections. Teachers use homework effectively to reinforce pupils' learning and extend knowledge.
56. The subject co-ordinator provides very good leadership and good management of the subject. She regularly monitors pupils' work and teachers' planning, observes lessons and analyses the results of the national tests. She uses these processes to identify any weaknesses and implements an agreed action plan to address these accordingly. This has effectively raised the quality of teaching and learning and efforts are continuing to make further improvements. Together with the headteacher, for example, the achievement of individual pupils is carefully tracked each year and challenging targets are set for the next.

The progress of different groups of pupils is monitored to ensure that they are achieving as well as their peers. Pupils in Years 5 and 6 have benefited from some science lessons in the nearby secondary school and specialist science staff from the school have also visited to provide some teaching. The annual school journey to the Isle of Wight, visits to the local Ecology Centre and the visit of the mobile Planetarium to the school enhance pupils' learning and contribute well to their enjoyment of science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Overall standards are below national expectations but pupils develop good skills in using word processing programs to share information.
- Curriculum plans have improved since the last inspection, but do not include reviewing, modifying and evaluating work, and comparison of the use of ICT in and out of school, effectively enough so that teaching and learning are not yet satisfactory across all of the requirements and all pupils are not yet achieving as well as they should.
- Resources have improved considerably since the last inspection and now provide for all national requirements.
- The school's computerised catalogue system in the library offers excellent opportunities for pupils to develop "real world" skills.
- ICT is being used in many subjects; it makes a good contribution to developing pupils' skills in a number of subjects but in other subjects it is not used effectively enough to build pupils' subject understanding.
- Safe Internet rules are displayed but pupils do not always know these rules.
- There is not yet an effective system for recording assessments of pupils' achievement, although it is planned to introduce a formal system this year.

### **Commentary**

57. Standards by the end of Year 6 are below national expectations. Since the last inspection, resources for ICT have been greatly expanded and teachers' skills in using ICT have improved so that pupils now regularly use ICT to enhance their learning in subjects, but pupils' overall achievement is not yet satisfactory. Overall, pupils do not achieve enough in relation to their potential by the end of Year 6, particularly because of shortcomings in the provision for reviewing, modifying and evaluating work, and the comparison of the use of ICT in and out of school. In these areas, too little has been done since the last inspection to ensure that pupils achieve as they should. There are no significant differences in achievement between pupils from differing ethnic backgrounds or from backgrounds where English is an additional language.
58. Boys and girls use word processing, presentation and paint programs to exchange and share information in a variety of formats, including poems, reports and stories, mini-posters, slide shows and emails. They use CD-ROMs and the Internet to find out information, for example, to locate portraits of Tudor monarchs in history. However, they do not learn enough about how to use search facilities efficiently and they do not know the rules of safe Internet use. They use spreadsheets and simple databases for mathematical and subject investigations, but do not attain the nationally expected levels in using them appropriately. They can program screen robots and motorised models. A small number of older pupils, mainly girls, run the school's very good computerised library catalogue system. They issue and check loans and demonstrate the system to younger pupils. Lower attaining pupils and pupils with SEN are usually well-supported in lessons because they frequently work in pairs with classmates who help them succeed. However, there is scope for improving the use of "talking" word bank programs and similar programs to help those pupils with language difficulties work

independently on improving their reading and writing skills. Overall, pupils rarely review or evaluate their work and do too little comparison of the use of ICT in school, at home and in the wider world.

59. Over time, teaching and learning have not been challenging enough, and lessons have not covered all the necessary skills development, which has resulted in pupils not achieving as well as they might. As a consequence, teaching and learning are not yet satisfactory but the teaching and learning seen in lessons during the inspection was satisfactory. Teachers regularly set tasks which require pupils to take turns in using word processors to write about what they are learning. They provide regular opportunities for all pupils to use a good quality, mathematical skills learning program, which they enjoy doing. A number of the ICT-based tasks in subject lessons, however, do little to build pupils' subject knowledge, because they are too often variations on simple word processing or worksheet completion tasks. For example, pupils who were learning about mountain ranges in geography were set to use word processing to write accounts of how mountains are formed, rather than using the Internet or CD-ROMs to find out about where the main mountain ranges are, and what conditions are like at different heights above sea level. Evidence from samples of pupils' work and discussions with pupils show that there is too little teaching of how to make the best use of such tools as digital cameras, electronic microscopes and search engines, what makes a good web site or a well-designed page layout, and how to improve their work by checking, reviewing and evaluating it. Although the school's library catalogue system offers excellent opportunities for pupils to contribute their own book reviews, build up non-fiction recommendation lists and do investigations of what the favourite books of each year group are, only a tiny minority of the pupils are currently using the system.
60. Overall leadership and management of ICT are satisfactory. The co-ordinator has led the improvement of resources and the training of staff. This has greatly extended the use of ICT in subject lessons. The school now has well-equipped, networked and internet-linked computers in and outside each classroom and pupils regularly use them. At present, the co-ordinator is leading the trialling of interactive whiteboard technology for use in classrooms. Since the last inspection, the co-ordinator has also developed new curriculum plans, but they do not yet provide enough attention to pupils reviewing and evaluating their work, and to comparing the use of ICT in and out of school, for example, through the use of the school's library catalogue system, which potentially offers many of these opportunities. Arrangements for assessing and recording pupils' progress are not satisfactory; the school has too little information on the standards pupils reach and how well they achieve in relation to their potential and skills when they join the school. However, action is already planned in the school improvement plan for a formal assessment system to be introduced this year.

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

61. Pupils have regular, planned opportunities to use ICT. There are well-organised opportunities to write, using word processors, in subjects. There are also good opportunities provided for pupils to use ICT to develop their skills in numeracy and their knowledge and understanding in history. Overall, however, too little use is being made in different subjects at this stage of the full range of the schools resources, such as the digital camera and scanner and its electronic microscope.

### **HUMANITIES**

Overall, the school has maintained the quality of the provision in the humanities seen in the previous inspection.

Insufficient work was seen to form overall judgements about provision in **Geography**. Inspectors observed only one lesson, looked at samples of the work pupils have recently completed and scrutinised the co-ordinator's file, as the co-ordinator was absent through illness. On the basis of this evidence, **provision in geography is satisfactory overall, with some weaknesses, but**

**pupils are achieving satisfactorily.** Standards in the work seen are at age-appropriate levels and older pupils benefit from a residential journey to the Isle of Wight, when they undertake a detailed study of the seashore habitat and environment. Pupils in each year cover a range of geographical topics as required. In the recorded work seen, overall achievement was satisfactory but the lack of extended writing noted in the previous inspection has not been sufficiently addressed as much work is completed on printed work sheets. Recently, plans for using ICT have been developed, but ICT use in practice is not always appropriately focused on developing pupils' geographical skills. For example, pupils in a Year 6 lesson used ICT to reproduce a prepared diagram about mountains and valleys instead of conducting relevant research. End-of-topic assessments have been introduced but do not show clearly how they are matched to National Curriculum levels and used to raise standards in aspects of pupils' learning in subsequent topics but action on this is already planned in the school improvement plan.

## History

Provision in history is **satisfactory, with some strong features.**

### Main strengths and weaknesses

- Almost all pupils achieve standards in line with national expectations.
- Pupils are achieving satisfactorily; work in pupils' books is well presented and indicates that a broad and balanced curriculum is covered.
- The quality of teaching and learning observed was good overall and has improved since the last inspection.

## Commentary

62. Standards have been maintained since the last inspection. Pupils cover two topics in depth each year and they build up a secure base of factual knowledge and understanding of aspects of British history and of major civilisations. They understand the main events and changes that took place, and why. They gain skills in seeking information from a variety of sources, such as pictures, artefacts and written materials, and benefit from visits to places such as Hampton Court. Literacy, numeracy and ICT skills are used effectively to support work. Pupils conduct independent research from books, CDs and the Internet and write empathetically as World War II evacuees. They create time lines to illustrate the major inventions that occurred during Queen Victoria's reign. Work is completed carefully with attractive illustrations. Pupils are achieving appropriately; the more able pupils benefit from the open-ended style of tasks set; and those with SEN take a full part as the range of resources available and the opportunity to work with a partner provide the necessary support for them to make the same progress as their peers. Similarly, pupils from EAL backgrounds achieve appropriately. There are no significant differences in achievement between boys and girls and pupils from differing ethnic backgrounds.
63. In all of the lessons observed, the quality of teaching and learning was at least satisfactory, with the majority being good and, on occasion, very good. Teachers plan a variety of interesting and imaginative activities that engage the pupils' interest, so they work with enjoyment and enthusiasm. Pupils in Year 4, for example, made good gains in their knowledge and understanding of Henry VIII when they interviewed a pupil dressed as 'King Henry VIII' in a role-play to begin their investigation into his character and appearance. By working in pairs and recording the information they gleaned from studying pictures, CDs and books, pupils built up a bank of interesting facts and ideas about him which they then had to support. In a very good lesson in Year 5, pupils quickly became deeply involved in paired discussions concerning a set of facts about life in either Athens or Sparta to determine which were positive and which were negative features. The teacher skilfully challenged pupils' responses and helped them to 'stand in someone else's shoes' in order to understand the various influences on the citizens' lives. Although lessons are sometimes short, they move at

a good pace, are purposeful and challenging, so pupils achieve well. Procedures have been put in place for the assessment of pupils' progress since the last inspection. For example, pupils now assess their own learning by completing a 'What I know about ...' sheet, teachers' marking refers to how well pupils have met a learning objective and there are end-of-topic assessments. These do not make clear how they are matched to National Curriculum levels and how they are subsequently used to improve teachers' planning to raise standards in aspects of pupils' learning where this is required, but action is already planned in the school improvement plan on establishing a consistent system to be introduced during this year. Due to recent illness, the co-ordinator was not in school, but evidence from the work in the co-ordinator's file and in the school improvement plan indicates that the leadership of the subject is at least satisfactory.

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

**Insufficient work was seen to form judgements about the overall provision in design and technology.** No lessons were observed during the inspection, but inspectors looked at samples of pupils' recent work and the school's curriculum plans and assessment records, and held discussions with pupils and the subject co-ordinator. On the basis of this evidence, **standards are below national expectations by the end of Year 6 and pupils are not achieving satisfactorily enough.** Pupils have opportunities to design and make products, including foods, toys and working models, in a variety of media each year. In examples of pupils' completed work seen, however, pupils did not spend enough time investigating and testing "real life" products, and on developing well-finished final products. They usually draw simple designs before they make a product from a choice of materials. They fill in a straightforward end of project review in which they identify how they have made their product and how they could have improved it. Overall, they do not achieve consistently well enough across classes by the end of Year 6. This is because they do not learn to see the design process as one which involves investigating existing products, finding out what the users need, documenting how they make their products and evaluating how well the finished products turned out for the purpose for which they were designed. Since the last inspection, the school has adopted improved curriculum plans, developed by the nearby technology college, which cover all of the national requirements. Through partnership with the college, resources, including the use of computer-controlled and motorised construction kits, have also been improved. Taken as a whole, leadership and management are satisfactory, but the subject co-ordinator has limited opportunities to check the quality of lessons and to ensure that curriculum plans have been implemented as intended because the school monitors teaching and learning in the subject on a two-year cycle. Arrangements for assessment are not yet satisfactory. Although a simple system has been introduced, based on a detailed checklist of national expectations, it is not yet being used in all years. However, action is already planned on this in the school improvement plan during this year.

### **Art and design**

Provision in art and design is **not satisfactory**.

### **Main strengths and weaknesses**

- Standards are below national expectations and have not risen sufficiently since the previous inspection.
- Although provision is improving, the quality and range of art experiences is still too narrow and this results in unsatisfactory achievement.
- Pupils use their sketchbooks well for recording and storing.
- The use of national subject guidance and the improved accommodation has contributed to some progress being made recently so that art and design lessons are taught more consistently.
- National subject guidance provides a sound basis for planning but has not been adapted to address the specific needs of the pupils in the school so that there is insufficient planning for the progression of pupils' skills.





## Commentary

64. By the end of Year 6, the range and quality of pupils' work does not meet national expectations and pupils are not achieving as they should because of lack of opportunity. Boys and girls record and store ideas in their sketchbooks well; techniques for colour, shade tone and texture, combined with examples they have collected from other sources, provide a useful bank of ideas. However, these ideas are 'stored' rather than used as a starting point for exploring and developing work through other media. The newly-established 'creativity room' now enables all classes to have timetabled art and design lessons. Although it is too soon for this to have had an impact on standards and quality across the school, there are signs of improving achievement in the lessons observed in Years 3 and 4. Pupils have also benefited from a recent 'creativity day', which gave access to a range of art and design activities, and pupils say that art and design is one of their most popular subjects.
65. Teaching and learning are not yet satisfactory as evidence from pupils' completed work indicates that over time, art and design has not been taught well throughout the school. In the lessons observed during the inspection, the quality of the teaching was not consistent. It ranged from good teaching and learning to unsatisfactory. In the best lessons observed, pupils were fully engaged in activities such as using viewfinders in Year 3 to discover the intricacies of Egyptian designs which they might use in their own work, or developing ideas for decorating their facemasks in Year 4. These lessons were in contrast to another lesson where discussion of paintings was directed more towards the description of the paintings than to developing pupils' understanding and appraisal of artists' different styles, with insufficient opportunity for pupils to try out ideas for themselves. Boys and girls have good attitudes to learning in lessons. No time is wasted as they move from their classrooms to the 'creativity room'. They behave well and use materials sensibly and carefully. The school has taken account of recent national guidance for the teaching of art and design, and uses this as a source of ideas. However, the guidance and subsequent planning has not yet been adapted to match the development of skills pupils need as they progress through the school.
66. Developing pupils' creativity, including work in art and design, is a focus in the school improvement plan for 2003/4. Because art and design has not been a top school priority in the past, opportunities for the co-ordinator to contribute to quality and standards have been too limited. The quality of teaching and its impact on learning have not been rigorously monitored and the quality of display is not satisfactory. The subject leader now works hard to raise the profile of art and design in the school. There are developing links with the Tate Gallery and a local artist has visited the school to talk about her work. Arrangements for assessment are too limited but action is already planned in the school improvement plan on this during the current year.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Standards are above national expectations and pupils achieve well. Standards have been maintained since the last inspection.
- The quality of pupils' singing is very good.
- Pupils are taught well.
- The management of the subject is good but there are insufficient opportunities for the skills of the subject leader to be shared with colleagues.

## Commentary

67. Pupils' musical knowledge and skills in composing and performing are better than typically seen at the end of Year 6. Boys and girls from differing backgrounds, including EAL backgrounds, achieve well at similar levels. Pupils have a good understanding of music terminology and use this appropriately in discussion. Singing is very good. Pupils perform confidently both in unison and in part singing. Singing is tuneful, expressive and controlled. There are good opportunities for pupils to extend their skills further through instrumental tuition for guitar, violin and brass instruments, as well as through a flourishing recorder club and the school choir. The teacher arranges groups in lessons thoughtfully so that more able and skilful pupils can support lower attaining pupils by sharing ideas. This also encourages more confident performances, for example, when some pupils in a lesson in Year 5 put their lyrics and melodies together to perform for the class. The pupils' very good attitudes to learning contribute to their achievement as they can sustain interest very well in whole class work and collaborate very well with each other in group work.
68. The quality of teaching and learning is good. All pupils are taught by the specialist music co-ordinator. Her lively style, combined with her in-depth knowledge and excellent singing skills, ensure that there is both pace and challenge in lessons. A varied selection of music is used to encourage pupils to listen and become familiar with musical structures. This generally works well and pupils are engaged throughout. On occasion, there is a need for a wider selection of music to demonstrate musical structure and some more practical elements, such as a song or percussion, to add interest to a lesson. Pupils are encouraged to collaborate when composing lyrics and melodies, and to perform these confidently. Musical performance is the focus for the current action plan, and this aspect is promoted well in lessons. As a result, boys and girls, including lower attaining pupils and pupils with SEN, are not inhibited by the presence of others when performing their work. School productions and incidental performances for choir and instrumentalists add to the opportunities.
69. The subject is led and managed well by the specialist music teacher so that there are good opportunities for all pupils to learn. The quality and standards achieved, however, rely too heavily on the skills of the subject leader because there are insufficient opportunities for her expertise to be shared with colleagues. This restricts their capacity to provide additional effective support for pupils' learning in music.

## **Physical education**

Provision in PE is **good**.

### **Main strengths and weaknesses**

- Overall standards are above national expectations at the end of Year 6; pupils' standards in dance are not quite as high as in gymnastics and games.
- Teaching and learning are good, often very good, so that pupils achieve well as a result.
- Leadership and management are very good.
- Recently introduced curriculum plans and good staff training by the co-ordinator have improved the quality of teaching since the last inspection.
- The subject makes a strong contribution to the school's success in local team sports events; achievement in extra-curricular and competitive sports is very good.
- The recently-introduced assessment system has not been established long enough to provide clear information on pupils' progress.

## **Commentary**

70. Standards at the end of Year 6 are above national expectations. Standards have risen since the last inspection and boys and girls achieve equally well. They start Year 3 with good standards in gymnastics and develop their skills well by the end of Year 6 in a wide range of team games, dance and athletics. Standards in gymnastics and team ball games are high.

Pupils' standards in dance are not quite as high as in gymnastics and games and, as the school is aware, more needs to be done to help them to develop a dance vocabulary. Pupils develop their knowledge of good exercise practice well, and are able to explain the importance of warm-ups and stretching exercises. There are no significant differences between the achievements of pupils from differing ethnic backgrounds.

71. Teaching and learning are at least good, with some very good teaching observed. Teachers manage pupils very well. They structure and pace lessons well, effectively using warm-ups, short, well-focused tasks to practise skills, and end of lesson reviews. They use prepared cue cards to provide extra challenges to the highest achievers while lower attaining pupils and those with SEN are well supported in lessons. They use questions very well to enable pupils to explain how they plan moves, how they work safely, and how they can improve their performance. As a consequence, pupils' oral skills, including the skills of those pupils who come from backgrounds where English is an additional language, develop as well as their physical skills. In a very good lesson in Year 3, for example, pupils readily demonstrated and explained what "log roll" and "egg roll" movements are; in another very good lesson in Year 6, the pupils demonstrated and discussed how they developed and managed challenging sequences of mirroring and counterbalances. Teachers give good feedback and encouragement during lessons, building on pupils' differing attainment. Boys and girls enjoy lessons, getting changed and responding to instructions very promptly. They collaborate very well when asked to work in pairs or in mixed gender teams. Pupils indicate that PE is one of their most popular subjects.
72. Leadership and management are very good. Since the last inspection, the school has improved provision by adopting very good local authority curriculum plans, so that teaching now covers all the national requirements. The co-ordinator has provided good training and guidance for teachers, leading to improved quality of teaching and learning since the last inspection. An assessment system based on the plans is being used, but it is still at an early stage of being established. There is not yet enough recorded information about pupils' knowledge and skills when they start Year 3, so that the school lacks the basis to check accurately how well pupils achieve as they get older. However, further action is already planned in the school improvement plan on this during this year. Through good partnership with the nearby technology college, the use of digital cameras is being developed to record and evaluate performances, but this is not yet established in all years. The very good range of extra-curricular sports provision offers opportunities for pupils at all levels of achievement. The school's teams have consistently won local league competitions in boys and girls football, tag rugby and indoor athletics. Higher attaining pupils have contributed to the school's very good record of success in local competitions.

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

Provision is **good**. The school has maintained the overall quality of the provision since the last inspection. The adoption of new national initiatives on the teaching of citizenship and of thinking skills for older pupils have added well to the range of pupils' experiences. The oldest pupils, for example, are being introduced to some key philosophical ideas, such as Bertrand Russell's paradoxes. These broaden the curriculum and enable pupils to learn from a good range of visiting speakers. The provision covers drugs education and sex and relationships education appropriately.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

|  |          |
|--|----------|
| <b>The overall effectiveness of the school</b>                       | <b>3</b> |
| How inclusive the school is  | 2        |
| How the school's effectiveness has changed since its last inspection | 3        |
| Value for money provided by the school                               | 3        |

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>3</b> |
| Pupils' achievement               | 3        |

|   |          |
|---|----------|
| <b>Pupils' attitudes, values and other personal qualities</b> | <b>2</b> |
| Attendance  | 2        |
| Attitudes   | 2        |
| Behaviour, including the extent of exclusions                 | 2        |
| Pupils' spiritual, moral, social and cultural development     | 2        |

|  |          |
|--|----------|
| <b>The quality of education provided by the school</b>           | <b>3</b> |
| The quality of teaching  | 3        |
| How well pupils learn  | 3        |
| The quality of assessment  | 4        |
| How well the curriculum meets pupils' needs                      | 3        |
| Enrichment of the curriculum, including out-of-school activities | 3        |
| Accommodation and resources                                      | 3        |
| Pupils' care, welfare, health and safety                         | 3        |
| Support, advice and guidance for pupils                          | 3        |
| How well the school seeks and acts on pupils' views              | 3        |
| The effectiveness of the school's links with parents             | 2        |
| 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>3</b> |
| The governance of the school                       | 3        |
| The leadership of the headteacher                  | 2        |
| The leadership of other key staff                  | 3        |
| The effectiveness of management                    | 3        |

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