

INSPECTION REPORT

ST THOMAS A BECKET RC PRIMARY SCHOOL

Abbey Wood

LEA area: Greenwich

Unique reference number: 100177

Headteacher: Mrs Monica Manley

Lead inspector: Mr Tom Shine

Dates of inspection: 22nd - 24th September 2003

Inspection number: 257969

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	240
School address:	Mottisfont Road Abbey Wood London
Postcode:	SE2 9LY
Telephone number:	(0208) 310 5394
Fax number:	(0208) 310 4449
Appropriate authority:	The governing body
Name of chair of governors:	Fr P Fox
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

St Thomas a Becket is a one-form entry mixed Catholic primary school. It is of average size and has 240 pupils on roll, including 45 children in the nursery who attend on a part-time basis. The school serves two local parishes and draws most of its pupils from the immediate area, which is one of some social disadvantage and high levels of unemployment. More families from minority ethnic groups, mainly from black African heritage, have moved into the area in the last few years and the school population reflects these changes particularly in the classes for younger pupils. The vast majority of these pupils speak English as their first language, with only three per cent coming from homes where a language other than English is normally spoken. There is very little movement of pupils joining or leaving the school other than at the usual times. The proportion of pupils with special educational needs (SEN) is above the national average, while there is an average number of statements. Most children join the nursery with low levels of attainment. In recent years the school has received three achievement awards for year-on-year improvement.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24254	Tom Shine	Lead inspector	Mathematics, history, music, English as an additional language
14347	Joan Lindsay	Lay inspector	
21171	Sally Handford	Team inspector	English, information and communication technology, special educational needs
15011	Marion Wallace	Team inspector	The Foundation Stage, art and design, design and technology, physical education
24024	Susan Phelps	Team inspector	Science, geography

The inspection contractor was:

Tribal PPI
Ground Floor
Barley House
Oakfield Grove
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	
AREAS OF LEARNING IN THE FOUNDATION STAGE	16 - 19
SUBJECTS IN KEY STAGES 1 AND 2	19 - 26
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school where all the staff are committed to high standards. Teaching and learning are good in most of the school. As a result, most pupils learn well in lessons, reach standards appropriate for their age and achieve well. At the same time, the headteacher and her senior staff strike the right balance between developing pupils' academic achievement and their welfare by producing well-rounded individuals through exceptional levels of support and guidance. The school gives good value for money.

The school's main strengths and weaknesses are:

- the headteacher has a very clear vision, leads the school very well and, supported well by her senior staff, manages the school effectively;
- though teaching is good overall and in some classes very good, children in the nursery do not make as much progress as in the rest of the school;
- provision in music is very good and pupils achieve very well;
- staff provide exceptionally high levels of support and guidance for all their pupils, including those with special educational needs (SEN);
- very good provision for pupils' personal development leads to very good attitudes to their work accompanied by very good behaviour;
- although standards in information and communication technology (ICT) have improved, the technology is not used enough to help pupils learn in the rest of the curriculum;
- the school works hard to develop very close links with parents; and
- teaching time is lost when some lessons do not start on time.

The school has improved well since the last inspection and has tackled the key issues identified in the last report effectively. Standards in mathematics in Year 2 have improved as has the curriculum and the quality of teaching is better. Teachers also have more confidence using ICT and the school has made enormous strides in music provision with the appointment of a specialist. Pupils' attitudes and behaviour, already good, are now very good. Links with parents have also improved. However children in the nursery do not learn as well as was reported at the last inspection.

STANDARDS ACHIEVED

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

In general pupils achieve well. In the Foundation Stage, most children are unlikely to attain the goals they are expected to reach by the end of reception and are achieving satisfactorily, although they make more progress in the reception. By Year 2, pupils are reaching standards broadly expected for their age in all subjects inspected and are achieving well. In music standards in singing are above those normally found. In Year 6, standards are in line with those expected in English, mathematics and science. Although these standards are not as high as the above table suggests, these pupils are achieving well, as there are 65 per cent of pupils in the class with SEN. In other subjects that were the focus of the inspection and where there was sufficient evidence to make judgements, standards were in line with those expected. Standards in music are good overall and are of high quality in singing.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are extended very well. Pupils are very keen to learn and show great maturity in their behaviour. Attendance is good and is above the national average. Punctuality is also good.

QUALITY OF EDUCATION

The school provides good quality education for its pupils. In general **teaching is good** and most pupils learn well. In some classes teaching is consistently of a high standard, most notably in Years 4 and 6, in English, mathematics and science lessons. In these lessons pupils are highly motivated because of the interesting way in which the lessons are presented and learn very well. In Year 6, pupils are making very good progress. Some lessons of high quality were also observed in Years 1 and 2. In the Foundation Stage, teaching is satisfactory overall and some lessons are good in the reception class. However, the general standard is not challenging enough to enable children to make the progress of which they are capable. All teachers check on their pupils' progress well. The SEN co-ordinator supports groups of pupils very well and the music specialist provides lessons of high quality, some of which are outstanding. The few pupils who speak a language other than English at home are supported well and achieve effectively.

In general the school's curriculum is good; it is satisfactory in the Foundation Stage. Provision for pupils with SEN is very good, including that given by learning support assistants and these pupils learn well. This is a caring school that provides outstanding levels of support and guidance. Links with parents are very good and help pupils with their learning, for example with homework and reading.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher leads the school very well. She has a very clear vision, leads by example and is highly respected by all staff. Many of the co-ordinators are new to their roles but in general subjects are well managed. Some subjects and areas are very well led such as English, ICT and SEN. The governing body has a good understanding of how well the school is doing and fulfils the majority of its responsibilities effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think highly of the school and were particularly pleased with how their children are learning, their behaviour, the leadership of the headteacher and the quality of teaching. Pupils have very positive attitudes to school and feel confident that their views and ideas will be listened to and acted upon if possible.

IMPROVEMENTS NEEDED

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

- improve the provision for children in the nursery;
- extend the use of ICT across the curriculum to help pupils learn;
- ensure lessons start on time consistently;

and, to meet statutory requirements:

- ensure the prospectus and the annual report contain the full range of information required.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage is **satisfactory**, but children in the nursery do not make sufficient progress because work is not challenging enough and consistently matched to their needs. In the rest of the school, achievement is **good** overall, although there are variations between classes. In Year 6 for example, with a high percentage of pupils with special educational needs (SEN), pupils are achieving **very well** because of the very good teaching. Although standards in the core subjects are currently in line with those expected, these pupils are making very good progress.

Main strengths and weaknesses

- Children in the Foundation Stage are unlikely to attain the expected standards in all areas of learning because teaching is not consistently good enough to allow children to achieve above satisfactory levels;
- In Year 2, standards in mathematics are at expected levels and are better than recent test results indicate because of good teaching;
- In Year 6, pupils are prepared very well for National Curriculum tests and achieve high standards at the end of the year;
- There is strong emphasis on singing, which, as a result of exceptionally good teaching, ensures high standards;
- Standards in information and communication (ICT) and design and technology (DT) have improved since the last inspection and are in line with those expected and pupils are achieving well;
- Pupils with SEN achieve well in line with their capabilities; and
- Teaching time is lost when some lessons do not start on time.

Commentary

9. Children enter the nursery with levels of attainment that are below those normally found and are particularly low in their personal and social skills and their communication, language and literacy skills. They make satisfactory progress in their learning in the nursery and reception classes and their achievement is satisfactory. They would make stronger progress if teaching was made more exciting and interesting to engage and challenge the children more. This is particularly so in the nursery where work set does not consistently take account of the different stages that children have reached in their learning. A minority of children make good progress and these children are on course to achieve the early learning goals by the end of the reception.
10. In Year 2, standards are in line with those expected for pupils' ages in reading, writing and mathematics and pupils are achieving well. These standards broadly reflect the national test results in the table below, except in mathematics, which in the tests were below the national average. They were also below the performance of similar schools in reading and mathematics. Unpublished data for 2003 indicates that standards in reading, writing and mathematics in Year 2 are likely to be below the national average. The prime reason for the improvements observed during the inspection was the quality of teaching which was never less than good and was often very good. Pupils are given good opportunities to develop effective strategies in reading and are showing signs of developing confidence in their writing and numeracy skills.

Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	15.7 (16.9)	15.8 (15.7)
writing	14.9 (14.7)	14.4 (14.3)
mathematics	16.0 (16.9)	16.5 (16.2)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

11. The table below shows that pupils are achieving very well in the national tests in English, mathematics and science. In comparison with similar schools they are achieving well above average in English and science and above average in mathematics. Unpublished data for the 2003 tests indicates similar results have been achieved, with improvements in science. Overall they are likely to be well above the national average. These results have improved very significantly since the last inspection. The inconsistency between test results and inspection findings is more apparent than real. Pupils in the current Year 6 are benefiting from very good teaching and they are very well prepared for the tests.

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

Standards in:	School results	National results
English	29.2 (29.0)	27.0 (27.0)
mathematics	27.7 (27.8)	26.7 (26.6)
science	29.7 (29.5)	28.3 (28.3)

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

12. Inspection finds pupils in Year 6 are enthusiastic readers and read a wide range of material. They read at levels appropriate for their ages and have good understanding of what they are reading and good recall. They are achieving well. In writing they also achieve well and this is developing effectively. Pupils write in a range of styles including letters such as those to the Mayor of London about congestion charging. Appropriate attention is given to handwriting and general presentation, including spelling. Their speaking and listening skills, which are low when they enter the school, have improved well and are broadly typical of those achieved by pupils of a similar age. In mathematics, pupils are developing their numeracy skills well with about a third of pupils currently achieving above expected standards. All pupils are achieving well and during the inspection were rapidly developing confidence in mastering their multiplication tables. In science, pupils are consolidating all areas of the curriculum effectively including the use of scientific enquiry where they are able to record their findings appropriately. By age 11, they are achieving well. Pupils with SEN are supported very well by teachers and learning support assistants are used effectively and provide good support. As a result, these pupils achieve well.
13. At the last inspection, standards were below those expected in ICT, DT and music. Standards in ICT and DT are now typical of those achieved by pupils of a similar age as a result of improvements to the curriculum and teaching. A music specialist ensures that standards in the subject have improved vastly since the last inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **good**. Pupils have **very good** attitudes to school life and they behave very well. **Very good** provision is made for pupils' spiritual, moral and social development.

Their cultural development is **good**. All of these aspects of school life have improved since the last inspection.

Main strengths and weaknesses

- Pupils have very positive attitudes to all aspects of school and these are reflected in good attendance;
- Pupils behave very well;
- Relationships are very good; and
- Older pupils develop a strong sense of responsibility and community.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7%	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.

Commentary

- Attendance is continuing to improve and there is very little unauthorised absence. Pupils generally arrive punctually. Although some parents remove their children for holidays during term time this is not yet greatly affecting attendance figures.
- Pupils of all ages greatly enjoy coming to school. Pupil and parent questionnaires confirm this view. Pupils become very involved in lessons such as in analysing waste to find clues to its source in a geography lesson. Such involvement and enjoyment has a very positive impact on achievement. The few pupils in the early stages of acquiring English are integrated well in the life of the school. Behaviour is generally very good in lessons and in the playground; in assembly it is exemplary. Pupils have no concerns about bullying and harassment, as there are positive strategies to make such behaviour very rare. As a result relationships are very strong and constructive throughout the school. Personal development is promoted by the responsible roles given to older pupils who take great pride particularly in their work with younger children, such as acting as book buddies. The good quality of provision for those with SEN helps pupils acquire positive attitudes to their work and to maintain their concentration.
- Pupils have very good opportunities to become spiritually aware through assemblies and through the strong part that music plays in the school. Moral development is consistently emphasised so that pupils of all ages know right from wrong and have a very high level of respect for the feelings of others. Pupils have a very strong sense of the need to support each other in the school community, such as the important role played by the school council. The opportunities for pupils to develop an understanding of multicultural life continue to improve through a range of visits, for example to a mosque. Visitors and topics in lessons also make a good contribution. Cultural development is enhanced through music, visiting poets and expeditions to venues such as the Royal Festival Hall.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	112	5	0
White – Irish	10	0	0
White – any other White background	8	0	0
Mixed – White and Asian	6	0	0
Asian or Asian British – Indian	4	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	42	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	13	0	0

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

17. The school excluded three older pupils on a temporary basis last year, as a result of unacceptable behaviour. These decisions were in spite of the school's best efforts and were taken in the interests of the majority of pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Although three teachers were on maternity leave during the inspection, in general the quality of education provided by the school is good. Teaching and learning are not as strong in the Foundation Stage as in the rest of the school, where most pupils make good progress and achieve well. The curriculum contains a broad range of worthwhile opportunities that it makes available to most pupils. Provision for pupils with SEN is very good.

Teaching and learning

Teaching is **good** overall and is consistently good in some classes. It is **satisfactory** in the Foundation Stage where children learn appropriately. In the rest of the school pupils learn well. Throughout the school, all teachers constantly check on their pupils' understanding of what they are learning and keep good records. The headteacher monitors teaching regularly and is committed to improving it further. Standards and the quality of teaching have improved since the last inspection.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	17 (35%)	15 (31%)	12 (25%)	3 (6%)	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.

Main strengths and weaknesses

- Most teachers plan their lessons very effectively and ensure that pupils of all abilities learn well;
- Teachers are confident teaching their subjects and are enthusiastic; as a result pupils are interested in what they are doing and enjoy learning;

- The majority of teachers manage their classes very well, although some are less effective;
- Most teachers use the support staff very effectively who work well together to enable all pupils in these classes, including pupils with SEN, to learn well; and
- Teachers use the information they record about pupils' progress to match work very effectively to their needs and amend pupils' targets when appropriate.

Commentary

18. Teachers plan using clear learning objectives and usually ensure they are crystal clear by displaying them on the whiteboard. They pay due regard to how skills and understanding are to be built up but they are willing to improvise and are ready to amend their plans when appropriate. This happens when, for example, as a result of good incisive questioning they find that some of their pupils have not fully grasped the concepts inherent in the planning. For instance, in a mathematics lesson in Year 2, the main objective being 'to recognise most coins' the teacher asked, "*What can you tell me about the 10p? – for example, what colour is it?*" At the time of inspection, very early on in the year, many of the class were not confident when responding. Accordingly the teacher spent longer than originally planned revising with the class. As a result, the pupils were more confident in tackling the pre-prepared tasks that were well matched to the tables grouped by ability and enjoyed their learning. Although planning is satisfactory in the Foundation Stage work is not consistently matched to the needs of individual children.
19. Teachers' confidence flows from their good subject knowledge. This, combined with their general enthusiasm, ensures that lessons are interesting and they engage their pupils in effective learning. Teaching in English is very good and is good in mathematics. Teachers are very familiar with the National Strategies for Literacy and Numeracy, but do not follow them slavishly. These lessons have variety and maintain their pupils' interest whilst at the same time they observe the spirit of the strategies. Teachers also have good subject knowledge in science and are confident in emphasising and developing pupils' investigative skills throughout the science curriculum. Teachers are much more confident in their own knowledge of ICT since the last inspection and teaching is now good. Subject specialists are employed in music, where teaching is very good and in art and design where it is good. They represent good value for money in complementing the class teachers' skills in subjects where they are less secure.
20. Because lessons are generally interesting and well-planned, class management and the establishment of high standards of behaviour seems to be relatively easily achieved. But such an impression is deceptive. Teachers spend much effort, especially at the beginning of the year, developing good relationships built on trust and fulfilling pupils' expectations that teachers will treat them consistently. Good teachers use a range of management strategies that seem almost effortless to suit the occasion. That they are not so effortless, was illustrated in one class where the noise levels were allowed to become unacceptably high and the teacher did not insist on a quiet atmosphere before speaking. The support from a learning assistant to a group of pupils was also intrusive and distracting. In this unsatisfactory lesson very little learning took place.
21. Learning support assistants are well trained and as a result teachers are confident of their ability to give effective support for the needs of pupils with SEN and other pupils with general learning needs in one or other subjects that may not be on the SEN register. Learning assistants also give effective support to the few pupils in the early stages of learning English and they achieve well. In one lesson in Key Stage 1 for example, a support assistant gave patient support to a pupil who spoke mainly French at home and was achieving well.
22. Teachers assess their pupils' work thoroughly and there is a consistent approach throughout the school. Marking of pupils' work is good and teachers keep helpful records of pupils' progress. Some records are exemplary such as those for music. Pupils are also given the opportunity to give their opinion of how well they have done at the end of each topic. The

school analyses performance data well and uses it to set both school and individual targets. These are amended in the light of a review of their progress. For example the school considers the targets in English and mathematics for the current Year 6 are now too conservative because of the good progress it made last year when the class was taught in smaller groups. Pupils with SEN are identified early in the nursery and this process enables support to be appropriately targeted and contributes to their good progress.

Curriculum

The **good**, broad range of curricular opportunities provides worthwhile and exciting experiences for pupils and meets all statutory requirements. In the Foundation Stage the curriculum is **satisfactory** but it does not consistently challenge or engage all of the children. A **good** range of visits and visitors enhance the curriculum, and the out-of-school activities are enjoyed and appreciated by pupils. The quality of accommodation is **satisfactory** but the range of resources is **good**.

Main strengths and weaknesses

- The curriculum has improved since the last inspection, but some lessons start late and teaching time is lost;
- ICT is generally not used enough to help pupils learn in most areas of the curriculum;
- The match of support staff to the curriculum is very good;
- There is a good library but the school lacks an ICT suite; and
- Out-of-school activities are good.

Commentary

23. The school has made good progress developing the curriculum areas identified in the previous inspection report. ICT, music and design technology, previously unsatisfactory, are now well established and the school has improved planning for all areas of the curriculum. National guidelines and planning have been adopted for most curriculum areas. There is a clear curriculum overview for all areas of the curriculum, which is well supported by weekly and daily planning. The length of taught time for some subjects is less than that actually planned. This is because assemblies often overrun their time and time is cut short in some lessons, for example when the lessons given by the music teacher go beyond their planned length and eat into time for other subjects, such as mathematics. The total amount of time lost adds up to at least an hour a week and as a result some lessons are shortened and opportunities for pupils to learn are reduced.
24. ICT is used to support learning in some subjects such as art and design, and in mathematics some pupils with learning needs use the class computer to access programs for numeracy to help them learn. Generally however, the technology is not used enough as a regular tool for learning.
25. The match of support staff to the curriculum is very good because there is a wide range of well-trained learning support assistants - a high number of these compared to most schools. These resources reflect the school's determination to include fully all pupils, whatever their needs, in the curriculum and the life of the school. It also reflects a higher than average proportion of pupils with SEN. These assistants work closely with the SEN co-ordinator (SENCO) and the class teachers who are careful to ensure that, as a result of good planning and close monitoring of pupils' progress, they adapt work and match it to the needs of these pupils. As a result the provision for pupils with SEN, including those with statements, is very good because the school targets support effectively in most subject areas.
26. The satisfactory accommodation includes a spacious, attractive library but the absence of an ICT suite is a particular disadvantage in a school that relies heavily on the use of a limited

number of laptops. However, resources for ICT are satisfactory overall. The outdoor play area for children is good in the nursery but is still developing in the reception class. Display throughout the school is good and contributes to the very good ethos. The school and grounds are very clean and well cared for contributing to the quality of the accommodation. Resources to support learning are good overall.

27. The good range of activities outside the school day includes a samba class and a French club. There is excellent provision for music outside of school hours; this and the general very good music provision in the school culminates in end-of-term concerts. After-school clubs are well attended by both boys and girls. The school also participates in Black History Month and works closely with the local police and schools on Racial Day.

Care, guidance and support

Pupils' care, welfare, health and safety are **well provided for**. Pupils are very **fully involved** and their views are highly valued.

Main strengths and weaknesses

- Counselling, support and guidance for pupils are excellent;
- Arrangements to regularly seek and value pupils' views are very good; and
- Pupils are well looked after and cared for.

Commentary

28. The outstanding personal support and guidance for pupils is illustrated by the initiatives such as the counselling available through 'The Place to Be' and 'The Place to Talk' as well as the strong commitment shown by all adults in the school to ensure that pupils feel very well supported, secure and valued. Outside agencies are involved where necessary to support pupils with specific learning or behavioural needs. Parents speak very highly and are very appreciative of the individual and effective support their children receive. The school provides limited funding for a learning support assistant to help identify and support the small number of pupils from homes where English is not the first language spoken.
29. Pupils' views are sought and valued through the school council and also through the use of questionnaires. Pupils feel that their views are acted upon and that they play an important role in developing the school, such as improving the environment through projects to decorate the staging and to improve games at break times. The school has given much emphasis to supporting pupils through the use of trained counsellors who run 'The Place to Be' and 'The Place to Talk' sessions for pupils. These give pupils the opportunity to talk through any concerns about school or home life with trained counsellors who visit the school three days a week. Pupils who have used the service speak very highly of how it has helped them and others feel secure in the knowledge that the service is there should they need it. Other initiatives such as the CHART (combating harassment and racial tension) programme to give advice and guidance on sensitive topics such as drug abuse and racism have also been of much benefit to pupils and have helped develop their awareness of such issues. This has had a positive impact on relationships within the school.
30. Arrangements for ensuring pupils' well-being are good. There are good procedures in place for child protection with staff appropriately trained. Some staff members have been trained in procedures to physically restrain pupils if necessary, but these procedures have yet to be translated into a school policy. Health and safety procedures are good and the grounds and buildings are very well maintained and cleaned to a very high standard. Pupils with specific medical needs are well looked after. The school's procedures for recording and dealing with accidents and illnesses are good although there are only two staff members trained in first aid.

Partnership with parents, other schools and the community

There are **very good** and effective links with parents. Links with the community and with the main secondary school to which pupils transfer are **good**. Extended educational and support programmes have been **very successful**.

Main strengths and weaknesses

- Parents have very positive views of the school and are very supportive;
- The local community provides a helpful resource;
- The good relationships with the receiving secondary school enable pupils to settle well; and
- Support programmes for parents have educational benefits for pupils.

Commentary

31. Parents' highly constructive views of the school reflect the much improved relationships between the home and school as a result of the school's efforts to forge closer links. The provision of guided reading workshops for parents is but one example of this improved partnership. The very high response to the pre-inspection questionnaire and the very positive views expressed by parents illustrate how supportive and appreciative parents are of the education and support their children receive. Parents make a good contribution to pupils' learning at home and at school by helping with homework and reading. This has a positive impact on standards. The Friends' Association has played an important role in enhancing the school environment as well as arranging social events for pupils and parents.
32. Pupils benefit from good links with the community, in particular a local premiership football club, in the shape of the CHART initiative which educates pupils about drugs awareness and racist issues. The local area is also used well for events such as whole-school picnics and visits to the supermarket for younger children as well as to the local parish church.
33. Close links have been established with the main receiving secondary school so that pupils are confident and settle happily there when they transfer. Several visits during the summer term and the weekly sports club run by a teacher from the secondary school, do much to enhance the connections.
34. The school has been very active in providing educational and support programmes for parents to enhance their confidence and skills. In particular two ten-week courses were organised in conjunction with the Family Learning Programme, on literacy and numeracy. Parents who attended spoke very highly of the benefits that, for some, have led to careers in education, with one parent now working as a classroom support assistant and another now running similar courses for parents in other schools. In addition, parents appreciate how these and other courses run by the school have enabled them to be more confident in assisting their own children with homework, particularly with numeracy and reading. As a result, the provision of such opportunities has had a positive benefit to pupils in the school as well as for the parents concerned.

LEADERSHIP AND MANAGEMENT

Generally, the school is **well led** and **managed**. The headteacher's leadership is **very good** and she is supported **well** by her senior staff, including the acting deputy headteacher. The management of the school is **good** even though some staff are new to their management roles. The governance of the school is **good**; the governing body is well informed and very supportive.

Main strengths and weaknesses

- The headteacher has an outstanding clarity of vision and inspires her staff to share it;
- She is highly committed to ensuring the needs of all pupils are met, regardless of their abilities;

- Most teachers with management responsibilities lead their areas well;
- The governors have a good understanding of the school and manage their finances effectively to achieve its main priorities; and
- Some items that should be in the documentation to parents are omitted.

Commentary

35. The headteacher's vision is one of high expectations that all pupils will achieve their best and behave well. She knows that this vision can only be achieved in a calm learning environment, where staff and pupils have the highest respect for each other. She strives continually to improve the school and improvement can be gauged from the steep rise in the National Curriculum results in Year 6 since 1999. She has carried her staff with her and formed a strong team with all members being committed to high standards in teaching and in pupils' achievements in learning and in their attitudes and behaviour. Despite three members of staff being absent on maternity leave during the inspection, staff morale was high and a caring, welcoming atmosphere permeated the school.
36. The headteacher ensures the needs of all pupils are met through effective systems to track pupils' progress and by ensuring that the generous number of learning support assistants are targeted to help those most in need to achieve their full potential. Support is reallocated on the basis of a study of pupils' progress. These procedures are managed very well by the SEN co-ordinator who works closely with the headteacher to ensure that provision is very effective and pupils achieve well. Teaching assistants are well deployed and used effectively. This is because they are provided with training; for example, in additional literacy strategy support, or speech and language therapy. Before the inspection, parents were full of praise for the way the school meets the needs of all of its pupils. Inspectors agree they are right to be so.
37. In addition to SEN, inspection finds that most of the subjects that were the focus of inspection are well managed. English, ICT and music are very well managed and the co-ordinators' leadership contributes significantly to a rise in standards in these subjects. The English co-ordinator, for example, provides a good role model for teaching the subject and in ICT the co-ordinator provides very good support for staff and has played a large part in raising teachers' confidence and pupils' achievements. In science and design and technology their management is good. In mathematics the co-ordinator has just taken over the management of the subject and although there is insufficient evidence to make overall judgements, he is enthusiastic and knowledgeable.
38. The governing body shares the headteacher's vision and has a good understanding of the school's strengths and weaknesses and is very supportive. Both the chair of governors and the vice chair visit the school regularly and know the school well. Other governors also visit the school and they and the staff find these visits more valuable as they are much more structured than they were. In order to help them shape the vision and direction of the school they have bought in training from the local education authority (LEA) to improve their awareness of how to monitor the performance of the school and to judge its effectiveness. As a result they are now better placed to interpret the school's performance data in the National Curriculum tests and have an improved understanding when judging its effectiveness compared with schools in similar circumstances.
39. One of the ways the governors demonstrate their support for the school is through the additional resources they approve to help pupils with SEN and others with general learning needs. There are at least ten such assistants on the staff, working part time and this includes some support for pupils whose home language is not English. The total amount of support equates to ten per cent of the school's budget and this very large investment represents the commitment and importance the governors attribute to this work. The governors have visited the school to monitor the value added benefit of these resources. Another example is the decision the governors made last year to group the (then) Years 4 and 5 into three classes of 20 pupils to enable the large proportion of SEN pupils to receive more support. Pupils in the

present Year 6 have benefited as a result and are well placed to respond to the very good teaching by making very good progress and achieving well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	683,028	Balance from previous year	97,859
Total expenditure	720,311	Balance carried forward to the next year	60,232
Expenditure per pupil	2,781		

40. Items omitted from the school's documentation include national comparative data for the statutory tests in the governors' annual report and school prospectus and the right of parents to withdraw their child from religious education and collective worship.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

FOUNDATION STAGE

41. Children enter the nursery after their third birthday. Attainment on entry is below the standards usually found with low attainment in communication, language and literacy and personal and social skills.
42. Children make satisfactory progress in the Foundation Stage. About a third of the children in reception are on course to achieve the early learning goals in all areas of learning by the end of the year, but the majority are likely to be still working towards them. They make better progress in the reception class because there is more teaching of good quality and the teacher is well organised. Children in the nursery enjoy coming to school but much of the work lacks sufficient challenge and insufficient emphasis is placed on extending their speaking and listening skills. Planning is linked well to national guidance for the curriculum in the Foundation Stage but the work is not consistently matched to the ability of the children.
43. The management of the Foundation Stage is satisfactory. The school has worked closely with the LEA and there has been a significant improvement in the planning and outdoor provision. Both classes are staffed with suitably qualified personnel who work closely with each other.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children enjoy coming to school and happily leave their parents and carers;
- Opportunities are missed in the nursery to develop children's social skills and for them to interact with others in the informal play activities; and
- All adults establish good relationships with children.

Commentary

44. When children enter the nursery they all settle in well and enjoy the activities and coming to school. Children develop a positive attitude to school; all adults ensure children feel secure and form good relationships with them which contribute to their satisfactory learning. In the nursery children often move too rapidly from one activity to another because adults do not always seize opportunities to challenge and interact in play activities. They are encouraged to help tidy up at the end of the sessions. Although adults develop good relationships, they do not consistently reinforce other personal and social aspects nor point out when behaviour is not always what it should be. Children in the nursery benefit from the weekly visit from pupils in Year 5, as the older pupils interact well with them and gain from the fun activities organised. In the reception class, children develop their levels of concentration well although their attention span is short. Expectations are shared with the children who contribute to their class rules with simple drawings and play together becoming aware of the needs of others. By the end of the reception, children are still working towards the early learning goals. In both classes, the quality of teaching in this area of learning is satisfactory, overall.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning in reception is good;
- There are good opportunities to develop speaking and listening skills in the reception; and
- All children take books home regularly and are given good opportunities to write.

Commentary

45. Children enter school with skills in this area of learning that are low for their age. By the end of the reception most children are still unlikely to attain the goals they are expected to reach, although some are on course to do so and most are learning and achieving satisfactorily. Teaching is good in the reception class and satisfactory in the nursery. In the reception, there are good opportunities for children to develop their speaking and listening skills, for example they are encouraged and challenged to ask each other questions about their favourite toys. Opportunities for speaking and listening and to extend their vocabulary are not always seized on in the nursery and there is not as much emphasis on developing children's vocabulary as might be expected. As a result, they are not achieving as much as they might.
46. The good opportunities in both the nursery and reception for children to take books home regularly help children to familiarise themselves with them and contribute to their satisfactory progress in their ability to listen to stories and to read books.
47. The good opportunities for children to write and mark paper on their own are extended to both the nursery and reception classes. They enjoy making notes and writing 'letters' to post in the class post box. Children make good progress selecting words for their night poems.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Not enough emphasis is placed on developing children's counting skills in the nursery.

Commentary

48. Children enter the nursery with few mathematical skills. They make satisfactory progress as they progress through the nursery and reception as a result of the satisfactory teaching in this area of learning. In the nursery, children's skills in counting and recognising shapes are not developed as much as they could be, as every opportunity to reinforce them is not taken. Most children in reception are able to identify the toys that are heavier and lighter than teddy. They enjoy placing the soft toys onto the scales to see if they go up or down. Higher attaining children are able to explain that the heavier toy will drop below teddy. The quality of teaching and learning is satisfactory. The reception teacher uses songs such as 'Five currant buns in the baker's shop' to help children with their counting skills. Higher attaining children count to 14, correctly and recognise the numbers 1, 2 and 3 and common shapes. About a third of children are on course to achieve the early learning goals by the end of the reception class.

KNOWLEDGE AND UNDERSTANDING

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

Main strengths and weaknesses

- In the reception, children are given appropriate opportunities to develop their skills on the computer; and
- The nursery nurse gives good support.

Commentary

49. Children enter the nursery with limited knowledge of their world. The quality of teaching and learning in both the nursery and reception is satisfactory and children make steady progress during their time in the Foundation Stage. In a good session taken by the nursery nurse, children in the nursery show curiosity and confidence when trying different foods. All children are able to recognise the taste of sugar but not all children can recognise salt. Children in reception are encouraged to identify their favourite healthy food. They know that plants need water to live and enjoy watering the plants. Staff provided frequent opportunities for children to develop their knowledge and skill using the computer. Children use the mouse and confidently move objects around the screen. The nursery nurse encourages children to be aware of the sense of touch. Children in the nursery are guided to slip their hands into the 'Feelie' bag and identify objects that are rough and smooth. Although children enjoy learning in this area and achieve satisfactorily, most are unlikely to reach all the early learning goals by the end of the reception class.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Accommodation and resources are good in the nursery; and
- Further development is still needed in the outdoor play area in reception.

Commentary

50. Staff provide regular opportunities in both the nursery and reception for children to develop their skills in holding paintbrushes, pencils and crayons, which are satisfactory. Children learn to handle small tools and manipulate objects with increasing control and confidence. There are good opportunities for children to develop their physical skills in the nursery during the outdoor play sessions when they ride tricycles. Children in reception have less opportunity to develop their physical skills outdoors. Although this area has been established and developed since the last inspection there is still scope for further improvement. For example, children lack opportunities to develop their physical skills such as balancing, aiming, swinging and climbing. However, the reception class has two lessons of physical education each week in the hall. Children respond imaginatively to the music 'Hickory dickory dock'. They enjoy scurrying and scampering around like mice. Teaching in both the nursery and reception is satisfactory. Although children achieve satisfactorily, most are unlikely to attain the expected goals by the end of reception.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Reception children benefit from specialist teaching in art and music and achieve well.

Commentary

51. Children have good opportunities to develop their creative skills through role-play, art and music. Reception children enjoy singing with children in Years 1 and 2 and make very good progress in their singing skills as a result of being taught by the music specialist. Excellent teaching enables children to achieve very well as they move rhythmically, clapping and swinging in time to the music and they enjoy singing and music generally. The art specialist works in both the nursery and reception class and by the time children are in the reception they are achieving well. Reception children are encouraged to use a mirror to observe their own facial features, with the teacher drawing attention to eyebrows and eyelashes. There is a role-play area typical for children this age such as the doctor's surgery, but none were observed using it. Children's ability to respond to experiences and express and communicate ideas is less well developed. Although children are on course to achieve some of the expected goals in music and in some aspects of art and design, they are unlikely to achieve all the early learning goals by the end of reception.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Very good standards are attained in National Curriculum tests by the end of Year 6 and pupils are achieving well;
- The quality of teaching is very good and pupils learn very well;
- Support of high quality is given to pupils with SEN and those for whom English is an additional language so that they achieve well;
- The subject is very well led and the co-ordinator provides staff with a very good model for successful teaching and learning; and
- Information and communication technology (ICT) is being used in the subject but more could be done.

Commentary

52. The well above average 2002 National Curriculum test results achieved in Year 6 are replicated in the unpublished data for 2003. These very good standards are the result of very good teaching and intensive preparation for the tests with support targeted on groups of pupils and booster classes to enable them to achieve to their full potential. Although during the inspection, pupils in this year group were attaining standards typical of those achieved by pupils of their age, they are achieving well and are making very good progress because of the very good teaching.

53. Teachers use questioning very well to assess what pupils have learned and this provides a very good opportunity for pupils to develop their speaking and listening skills. They are still below the standard expected in Year 2 as they enter the school with low skills, but are broadly in line with those expected in Year 6. Some of these pupils speak very confidently, for example

when speaking to the school during a presentation in assembly. A good level of support is given to pupils with SEN so that they are helped to understand and participate. There are many good occasions for pupils to work together with partners to discuss their work.

54. Pupils achieve well in their reading in Year 2 and are reading at levels typical for their age. They are given a very good basis in learning letter sounds and other strategies to help them with their reading. Those with SEN are given additional help, through programmes such as the 'Reading Reflex' scheme. Pupils enjoy the shared texts because they are chosen to interest and stimulate them and they are keen to discuss the ideas and style of writing. This has a positive influence on their written work. They enjoy reading and are eager to talk to visitors about their books. In Year 6, pupils are enthusiastic readers and read a wide range of material, including stories by J K Rowling, comics, magazines about pop music and football magazines. They read regularly at home and read at levels appropriate for their ages. They have good understanding of what they are reading and good recall. Their skills in locating books in the library are good and they are achieving well.
55. Pupils of all abilities achieve well in their writing. Throughout the school, pupils are encouraged to develop the basic skills of well-formed handwriting, punctuation and neat presentation of work. They are provided with good and appropriate examples of writing, which are well demonstrated by teachers so that pupils are well prepared to write effectively. Pupils in Year 2 use their imagination very well to write their own poems about what they can hear on the beach. Teaching assistants are skilful in their questioning to help pupils with SEN develop their ideas and improve their writing. In Year 6 pupils' writing is developing effectively. Pupils write in a range of styles including biography, short stories, poetry and letters such as to Ken Livingstone, *"regarding the controversial issue of reducing traffic in city centres"*. Appropriate attention is given to handwriting and spelling.
56. At the last inspection pupils in Year 2 were attaining standards broadly in line with those expected but high attaining pupils were underachieving. This is no longer the case because of the quality of teaching throughout the school. Teaching is very good and this leads to very good learning by all pupils. Pupils achieve well because there is very good attention to the development of the skills needed to be able to read and write effectively. Teachers set high standards, yet are realistic in the careful selection of work which is appropriate and interests pupils. Teachers are careful to adapt work to meet the needs of pupils of all abilities. The small number of pupils from homes where English is not the first language receive good support; as a result they feel confident and valued and they achieve well. All pupils have their individual targets to help them improve. Standards in English in Year 6 were reported as being above average at the last inspection. Although it is difficult to make direct comparisons as the last inspection took place much later in the year, on the basis of National Curriculum test results, there has been good improvement.
57. In a lesson in Year 6, the teacher used ICT well to direct her pupils' attention to the text being studied. However, pupils do not have sufficient opportunities to use it consistently in some of their work, such as in word processing when writing their stories.
58. The subject leader has contributed significantly to the rising standards in English through her close analysis of what is needed to bring about improvement. She has worked closely with the headteacher to inspire and motivate staff, especially by monitoring teaching and learning.

Language and literacy across the curriculum

59. On the evidence available, literacy skills are used effectively in many subjects and pupils' writing and reading skills and vocabulary are extended well. However this judgement is based on the work of older pupils in the last academic year, which was a stronger group than the current cohort. There was too little work of the younger pupils made available to make judgements in Key Stage 1.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 2 and 6;
- In Year 6 pupils are confident in their numeracy skills;
- Teaching is good overall, but some unsatisfactory teaching was observed;
- Learning support assistants are generally used effectively to help pupils with SEN and pupils in the early stages of acquiring English, to achieve well; and
- ICT is not used enough to help pupils learn.

Commentary

60. Pupils in Year 2 are doing better than their recent National Curriculum test results suggest because of the quality of teaching in both Years 1 and 2. Standards are typical of those achieved by pupils of a similar age. Standards and pupils' achievement have risen well since the last inspection when they were unsatisfactory at the end of Year 2. No written work was made available from the previous year but in two lessons most pupils were confident when counting to 20 and back. In the first lesson, the aim of which was to recognise coins, most pupils struggled with identifying them as this was early on in the year. The teacher therefore wisely spent more time on this part of the lesson, before setting them exercises. By the time of the second lesson observed, it was clear their good progress was being maintained. Most of the class was able to recognise all the coins and could use real coins to select the correct money to 'buy' items such as paper clips at 5p or crayons at 9p. This was because of good teaching and effective support given by two learning assistants.
61. In Year 6, pupils are achieving well and are making good progress as a result of the quality of teaching. In one lesson observed, they showed confidence in their numeracy skills and used different methods in division effectively to solve problems such as $256/7$, whilst the more advanced pupils (about a third of the class) were dividing by two digit numbers such as $682/44$. Pupils are learning very well in this class, including the high proportion of pupils on the SEN register. On the basis of recent test results for pupils in Year 6, standards have improved significantly since the last inspection.

Teaching is good for a number of reasons:

- in all lessons planning is good; lessons have clear learning objectives and teachers use a variety of strategies to ensure that pupils' skills and understanding are built upon their previous learning;
 - teachers find out about previous learning by constantly checking on pupils' work and progress and by using good open questioning; teachers' marking is helpful to pupils as it helps them to improve their work;
 - learning support staff are deployed to give effective support to pupils, some of whom have SEN, while others may be struggling with a particular concept;
 - teachers have a good grasp of the subject and are familiar and confident enough with the National Numeracy Strategy not to feel compelled to follow it in every detail; lessons are therefore interesting, pupils enjoy them and learn well; and
 - lessons move at a good pace and most teachers manage their classes well.
64. In very good lessons in addition to the above, the pace was very snappy; relationships were very good and pupils were strongly challenged and enthusiastic. Learning was therefore very good.
65. One lesson was unsatisfactory despite many of the attributes above being present. For example, the lesson was well planned and the teacher had a good command of the subject. However, the atmosphere for learning was unsatisfactory as the noise levels in the class were

unacceptable. This was because the teacher did not insist on the pupils' attention before speaking and tended to talk over the pupils which had the effect of raising the noise level further. Many pupils therefore switched off and very little learning took place. In this lesson the learning assistants gave support to groups of pupils that was intrusive and became an additional source of noise and disturbance. However, generally learning support assistants make a good contribution to pupils' learning. In a lesson in Year 2 a support assistant gave effective support to two pupils with SEN, who were working with a mathematics program and were learning well, but usually ICT is not used enough.

66. The co-ordinator had only just taken over the role at the time of inspection and had not had sufficient time to make a noticeable impact. However he is enthusiastic and knowledgeable. Resources are good and are generally used well to help pupils learn.

Mathematics across the curriculum

67. On the basis of limited evidence, mathematics is used in a number of subjects, including music, geography and design and technology, although there is no evidence of systematic planned development of the subject in these or other areas of the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils are achieving well in Year 6;
- Teaching is good overall; and
- The subject is well led; resources are good but ICT is generally underused.

Commentary

68. Limited evidence was available for Year 2, as recent work was not made available for analysis. In a good lesson observed in Year 2, pupils were working on electrical circuits, using a battery, wires and a bulb. All pupils had levels of knowledge expected for pupils of this age and were able to explain clearly that the bulb will light up when the circuit is completed. Higher attaining pupils were able to say that if two batteries were used the light would be brighter. Pupils are achieving well in this class and are attaining standards similar to those represented by the teacher assessments in the latest published National Curriculum results. Work in the books of the previous Year 6 shows that pupils have a good understanding and knowledge of the areas of study covered. All pupils are able to record their conclusions. Where concepts were not fully understood good marking by the teacher had picked these up and led to an improved understanding. In a very good lesson in the current Year 6, pupils were working at levels achieved by pupils of similar age and they are achieving well. They were able to turn their ideas about helping solids dissolve more quickly into an investigation and to decide how to carry out a fair test. They use good scientific vocabulary. Although in Year 2, ICT was used well to create an electrical circuit, generally it is not used very much in science.
69. Teaching is good in Years 1 and 2 and pupils learn well. They learn very well in Years 4 and 6 where teaching is very good. Overall teaching is good. Generally teachers have a good knowledge of the subject and use this effectively to help pupils' understanding. For example, some pupils were able to 'guess what would happen if ?' and give reasonable answers. Particularly for older pupils teachers are enthusiastic and energetic in their teaching. They seem to be as excited and enjoy the lesson as much as the pupils. In all the lessons seen pupils were engaged in practical activities that sustained their interest and assisted them in their learning. Many pupils could make predictions and a good attempt at justifying them. All teachers across the school delight in pupils' success. Pupils are particularly helped to use the correct scientific

vocabulary to help them in learning the processes for effective investigations. At this stage in the school year pupils are given strategies and formats to enable them to record their findings. Teachers are good examples for pupils and show them how to write and complete diagrams and charts. The needs of all pupils are taken account of very well, including those with SEN and those in the early stages of learning English and in response, they show positive attitudes.

70. The management of science in the school is good. Arrangements for checking on pupils' progress and understanding are good and teachers keep good records. Pupils also assess their own success at the end of each topic and are rewarded on their 'smiley face' sheet. The co-ordinator, on leave during the inspection, but interviewed before, is enthusiastic and has worked hard to develop the subject. In-service training for teachers, the purchase of additional resources and regular monitoring of teachers' plans and pupils' work have been features of the co-ordinator's work. Resources are good, serve a whole class well and generally make a good contribution to pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved since the previous inspection and pupils are achieving well;
- There is good assessment practice to record how well pupils are learning;
- Subject leadership is very good; and
- ICT is not yet fully used across other curriculum areas.

Commentary

71. Standards are typical of those attained by pupils of similar age and they are achieving well. There are dedicated lessons for ICT and enough laptop computers for pupils to work on in pairs so that they receive good hands-on experience. However there are only enough laptops for one class to use them at a time. Since the last inspection, when standards were below those expected, they have improved because all the aspects of the subject are now taught fully and it meets statutory requirements.
72. Pupils of all ages confidently use the laptops and stand-alone computers. Younger pupils use the mouse successfully to click and drag, so that, in Year 2, they are able to use the brush and move the cursor to create interlinking shapes. In Year 3, most pupils are able to alter the font size and colour but not the type, for example they were not able to add shadow. They are becoming more adept using the controls. In Year 5, pupils enjoy the challenge of experimenting with a robotics toy and making the connections to get it to move. Because teachers are careful to emphasise the correct terminology, pupils use it confidently. Some pupils use the Internet to research information to help their learning.
73. The main reason for the improved standards and higher achievement since the last inspection is that teachers are more confident in the subject and teaching is good. As a result, pupils learn well and on occasion very well, where teaching is very good. Teachers use the projector confidently to demonstrate and explain to pupils what is required. Good attention to the skills, knowledge and understanding required, typifies teaching and reinforces good learning. Lessons take account of the needs of all groups of pupils and, when using the laptops, they are paired so that the pupils with more advanced skills can work with those who are less confident. The teaching assistants are well briefed and provide skilled support both to pupils with SEN and to other pupils who struggle with the technology. The good practice to assess how well pupils are learning is the result of the teachers' good, incisive questioning and their good records of pupils' achievements. They also allow pupils to record their own progress.

74. Subject leadership is very good and provides very good support to staff. The good scheme of work ensures there is a broad and balanced curriculum. This very good leadership has ensured the strong development of the subject since the previous inspection and a clear action plan is in place for its continued development.

Information and communication technology across the curriculum

75. Generally, as other sections of the report indicate, teachers do not use the technology in all areas of the curriculum consistently. However, it is used effectively but to a limited degree in some subjects, for example in art and design. Some younger pupils also use mathematical programs to aid their learning in numeracy.

HUMANITIES

Very few lessons were observed in geography and history and the little work available in pupils' books was that from the last academic year. No work was seen in the work from pupils in Year 2. There is insufficient evidence to make overall judgments on pupils' standards and achievement or teaching and learning.

Geography

76. In one satisfactory lesson in Year 2, pupils compared the life of a girl on a Scottish island to their own. In this lesson, there were good links to literacy. Standards were broadly typical of those achieved by pupils of this age. Teaching was satisfactory and work was appropriately matched to the different ability levels in the class. In Year 4, pupils made very good progress in understanding principles of investigation and issues such as recycling waste. In this lesson teaching was very good, as it was well paced and the teacher had high expectations of his pupils. As a result the pupils learned very well throughout.

History

77. Only one lesson was seen in Year 6. In this class, pupils were achieving standards above those usually typical for their age. Pupils had a good understanding of the similarities and differences when comparing modern schooling with that in Victorian times. They had a very clear understanding that the expectations of boys and girls were quite different and were particularly interested in the different punishments meted out in former times. In this lesson teaching was very good and as a result, pupils learned very well. The teacher has a very good rapport with the class, has very good subject knowledge and uses a good range of teaching strategies. ICT was used well by the teacher, using the BBC web-site to find information about 'School in Victorian times'.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Teaching and learning are good;
- There are good links with other subjects; and
- The subject is well led.

Commentary

78. An analysis of pupils' work and the two lessons observed indicate pupils achieve well and standards are typical of those achieved by pupils of a similar age. These are similar standards

to those at the last inspection. Some textile work in Year 1 is above the standard expected. Pupils design and make felt pictures depicting cut sections of fruit and use colour and shape effectively to produce above average pictures. They make good progress when drawing and create attractive self-portraits using a mirror to identify facial features. Year 3 pupils investigate patterns and create their own to transfer onto material; they make good progress learning how to create their own batik.

79. There is a clear progression in all aspects of the work. This is because all classes are taught by a specialist art tutor. She is supported well by both class teachers and support staff. Her good subject knowledge helps pupils learn about different techniques such as work in batik. The quality of teaching and learning is consistently good and the work is well linked to other subject areas such as history and ICT. For example, in Year 1, pupils draw their own portrait on the computer and in Year 3 they use clay to make attractive Anglo-Saxon pendants and use the computer to create symmetrical patterns. All pupils have their own sketchbooks to record well different aspects of their work, for example pencil drawings in Years 5 and 6, to design a print of a moving figure.
80. The co-ordinator is enthusiastic and knowledgeable and her good leadership is shown in the way she has encouraged pupils to have positive attitudes and to value art. Work is attractively displayed around the school and resources are good.

Design and technology

81. Only one lesson was seen in design and technology but inspectors sampled pupils' previous work and looked at teachers' planning. Standards of attainment are typical of those achieved by pupils of a similar age. They have improved since the last inspection because the school follows national planning and appropriate curriculum time is allocated to the subject. Language skills are well used as pupils use their own writing to describe the methods they will use to make their product. Photographic evidence indicates standards of making are not as well developed as the skills of designing and evaluating. In Year 1, pupils show good use of imagination and attention to detail when learning to fold and stick materials together when making their house. In Year 2, pupils design and make glove puppets and develop their skills of joining materials further. Pupils in Year 6 design and make slippers and shelters of acceptable standard. There is insufficient evidence to judge the quality of teaching and learning because only one lesson was observed. This lesson was unsatisfactory because of lack of consistency in insistence on high standards of behaviour and lack of challenge. The subject is well managed and there is a clear plan for developing the subject.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Teaching is generally of high quality and on occasion is outstanding;
- Pupils enjoy their lessons and sing very well; many receive instrumental tuition;
- Music is an important element in many assemblies, but singing assemblies overrun and teaching time is lost for other subjects such as mathematics; and
- The subject is very well led.

Commentary

82. Two lessons were observed in Years 1 and 6; in addition, two singing assemblies, in Key Stages 1 and 2 respectively were observed. In Year 1, teaching was good and was very good in Year 2. In the singing assembly in Key Stage 1, it was excellent and was very good in Key Stage 2. This teacher has excellent subject knowledge and has enthusiasm that rubs off on the

pupils who look forward to and enjoy the lessons. Planning is of a very high quality and all pupils know what is to be done, as the lesson objectives are made very clear at the beginning. The teacher has very good class management skills. All pupils listen intently, are fully involved in the lessons and learn very well. In the outstanding lesson, there was an enjoyable, lively warm-up with excellent vocal exercises, reflecting the teacher's high expectations of her pupils. As a result, all pupils sang well and modulated their voices effectively. The teacher included all pupils, even the few who found it difficult to sing in tune and learning of a high order took place. The lesson in Key Stage 2 was of a similar standard, but the teacher tried to cover too much ground in the time allowed. Instead of changing her plans the lesson overran significantly and time was lost for the following lessons.

83. About 40 pupils receive instrumental tuition, including lessons on the descant and treble recorders, the clarinet, flute and trumpet. In three assemblies good singing that was tuneful and melodic was a strong feature. In one, approximately ten pupils, led by the music tutor, played their instruments confidently and competently as they accompanied the school in singing during an uplifting moment. This assembly overran significantly as a result; the following lessons started 17 minutes late.
84. The subject is very well led because the co-ordinator inspires her pupils and class teachers and has raised the profile of music in the school and the locality. She keeps exemplary records of pupils' achievement.

Physical education

Only one lesson was observed in physical education and there is insufficient evidence to judge the quality of provision and standards.

In the one lesson observed in gymnastics in Year 6, standards were typical of those achieved by pupils of a similar age and pupils were achieving well. Pupils showed appropriate ability in creating movement sequences and performed them with satisfactory control. They were able to evaluate their own and other's performance and suggested sensible ways to improve and refine their work. They were able to work sensitively by themselves and with a partner, to match their movements of stretching, balancing, jumping and rolling with appropriate control.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Drama is used well to teach the subject and assemblies also make a good contribution. The CHART initiative teaches pupils awareness of sensitive issues such as drugs abuse and racism and the school council provides opportunities for personal and social concerns to be discussed. Intimate concerns can be discussed with trained counsellors in 'The Place to Be' and 'The Place to Talk'.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	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	1
How well the school seeks and acts on pupils' views	2
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

The leadership and management of the school	3
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).

