

INSPECTION REPORT

JUBILEE PRIMARY SCHOOL

London, N16 6NR.

LEA area: Hackney.

Unique reference number: 100253.

Headteacher: Ms J Bruton – Simmonds.

Lead inspector: Mr D J Halford.

Dates of inspection: 1 – 4 December 2003.

Inspection number: 262909.

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary.
School category:	Community.
Age range of pupils:	3 – 11 years.
Gender of pupils:	Mixed.
Number on roll:	434 pupils.
School address:	Filey Avenue, London.
Postcode:	N16 6NR.
Telephone number:	020 8806 5446.
Fax number:	020 8806 2135.
Appropriate authority:	The Governing Body.
Name of chair of governors:	Mr A Joseph.
Date of previous inspection:	22 February 1999.

CHARACTERISTICS OF THE SCHOOL

Jubilee Primary School is a very large school, of rich cultural diversity, serving an area of substantial material hardship. The school accommodates a unit for Visually Impaired pupils. Children enter the Nursery at the start of the term after their third birthday. The majority of children enter the Nursery with very low levels of skill and by the end of the Reception Year many children are still working with levels of skill which are below those expected for their age. Many cultures and nationalities are represented in the school, amongst the staff and the pupils, and a very high percentage of the pupils speak English as an additional language. Over 35 per cent of the pupils are on the register of special educational needs and nineteen have statements of special educational need. The number of pupils on the register of special educational need is well above average. Pupil mobility is also very high with many children leaving the school without completing their primary education there.

The school has received many awards, including Investor in People (2000), two Achievement Awards and a Healthy Schools Award (2002) and a Silver Artsmark Award, Science Teacher of the Year Award and an Out-of-School Learning Award in 2003. The school is also involved in a number of national initiatives, including Sure Start and an Education Action Zone, together with a Behaviour Improvement Project and an involvement in the DfES initiative, Creative Partnerships.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12908	Mr D J Halford	Lead inspector	English English as an Additional Language History Geography Religious Education (RE)
9420	Mr D Martin	Lay inspector	
27677	Mrs D Davenport	Team inspector	Mathematics The Foundation Stage Curriculum Art and Design Special Educational Needs
33064	Dr D G Harries	Team inspector	Science Music
18790	Mr G Morgans	Team inspector	Information & Communications Technology (ICT) Design and Technology Physical Education (PE)

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school striving for excellence. In it, pupils are cared for very well, feel secure and achieve very well. Pupils' standards of work are average overall, above average in some subjects, but below average in mathematics. The teaching is good, particularly for older pupils and this has a positive impact on the pupils' learning. The curriculum is broad, very rich and diverse. The school is managed very well and provides **very good** value for money.

The school's main strengths and weaknesses are:

- The school provides a good, secure and caring environment in which its children are valued and included. Their attitudes to school are very good and they behave very well.
- Pupils' standards of work are good in the creative arts and in information and communication technology (ICT). They are broadly average in the core subjects of English and science but this is not always reflected in national test results. Pupils achieve very well to attain these standards, although attendance rates are well below average. Standards in mathematics are below average. The personal development of pupils is very good.
- The quality of teaching is good overall, and very good in a significant percentage of lessons. This has a positive impact on pupils' learning.
- The provision for pupils with special educational needs – including the Visual Impairment Unit - is very good and this enables them to make good progress in their learning.
- Leadership and management are very good overall. The leadership of the headteacher is outstanding and provides the drive and purpose for the school. The role of curriculum co-ordinators needs further development.

The school has made **good** progress since the last inspection despite this being a time of substantial staffing instability. Pupils' standards in English and science have improved from being well below average to broadly average, although standards in mathematics remain below average, particularly for younger pupils. Provision for information and communications technology has improved significantly and pupils' standards of attainment are now above average. The governing body have appropriate systems in place and have established a systematic approach to risk assessment and health and safety issues.

STANDARDS ACHIEVED

Most pupils enter the school at the age of five with standards in reading, writing and mathematics which are very low when compared to the average for their age.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	E	C
mathematics	E	D	E	B
science	E	D	E	B

*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.*

Scrutiny of written work shows that overall, pupils' achieve **very well** and attain standards which are broadly average. Many pupils attain **above average** standards in creative subjects by the age of eleven and **average** standards in English and science. Standards in mathematics are **below average**, particularly for younger pupils. However, national test results do not reflect this overall position. This is due to many factors. The percentage of pupils on the special educational needs

register is well above the national average and the percentage of pupils whose first language is not English is also very high and attendance is well below average. A significant proportion of pupils do not stay in school for the whole of their primary education, and a high percentage of pupils leave the school before they take the national tests for eleven-year-olds.

The spiritual, moral, social and cultural development of the pupils is **very good**. They constantly show very good attitudes to their work and behave very well throughout the school. Attendance, however, is well below average despite the school's best efforts to improve it.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is **good** overall, but is often very good for older pupils and this has a positive impact on pupils' learning. Teachers throughout the school plan very well, question pupils very well, manage them very effectively and encourage them to work hard and develop their understanding. More needs to be done for teachers to establish a consistent approach to the marking of pupils' work.

The curriculum is **good**. It is broad and balanced and supplemented by a very good range of opportunities for enrichment. The school provides a safe and secure environment for its pupils values them as individuals and cares for them very well. The school enjoys a good partnership with its community and its parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides outstanding leadership and is the driving force behind the school's pursuit of excellence. She is very well supported by her senior management team and has the confidence of colleagues and governors. The governors are knowledgeable about the school and support it very well. Many curriculum leaders are subject specialists and several hold part-time employment in school. A significant number are relatively new to their roles and beginning to work effectively. Further development of the role of curriculum coordinators is needed to secure the continued development of this very successful school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the work of the school and support it well. Almost all pupils like being in school and know that the school cares for them.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to:

- Further develop the role of the curriculum co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **very good**, particularly for older pupils, taking into account the pupils' very low attainment on entry to the school. Standards are **average** in English and science and **below average** in mathematics. Standards are at expected level in religious education. In the creative arts and in ICT standards are **above average**, and broadly in line with the expected standards in other subjects where judgements were possible.

Main strengths and weaknesses

- Pupils' standards in the creative arts and in ICT are above average. Standards in music are particularly good.
- Standards in mathematics are below average, but improving.
- Pupils with special educational needs achieve well.

Commentary

1. When children first start school their attainment is **very low** when compared to that normally found. Through the Nursery and Reception years most children **achieve well**, but many children are still working at a level **well below that expected** by the time they begin compulsory schooling. Many children have not securely attained the nationally agreed Early Learning Goals by the age of six. This position is similar to that reported when the school was last inspected.

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

Standards in:	School results	National results
reading	12.8 (14.0)	15.9 (16.0)
writing	12.5 (13.0)	14.4 (14.5)
mathematics	12.8 (13.6)	16.5 (16.7)

There were 55 pupils in the year group. Figures in brackets are for the previous year

2. National tests for seven-year olds in 2003 showed that pupils attained levels which were well below the national average in reading, writing and mathematics. The results in reading and mathematics were also well below average when compared to schools with similar percentages of pupils entitled to free school meals, but below the national average in writing. Overall, this represents a good level of achievement on the part of the pupils since many have progressed well from the very low levels of attainment they demonstrated when they first started school.

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

Standards in:	School results	National results
English	23.6 (26.3)	27.0 (27.1)
mathematics	24.4 (25.7)	27.0 (27.0)
science	26.4 (27.5)	28.9 (28.7)

There were 44 pupils in the year group. Figures in brackets are for the previous year

3. A similar position can be seen in the 2003 tests for eleven-year-olds, where results were well below the national averages in all three core subjects of English, mathematics and science. A comparison with similar schools has been rather more favourable, particularly in 2000 and 2002, but these comparisons fluctuate substantially.
4. The test results themselves, for pupils aged seven and eleven are unreliable, as a measure of the school's work, for many reasons. Firstly, the school admits many pupils whose first language is not English and who do not always accurately perform to their true potential in the tests. Secondly, the school has a high percentage of pupils on the register of special educational needs, and who find it difficult to learn. Thirdly, and most importantly, the school serves an area where pupils move frequently, and very few pupils who start their primary education at the school stay there until the age of eleven. Many older pupils transfer to private education during Year 5, and some also move from the school in order to secure places in secondary education out of the immediate catchment area of the school. These pupils do not stay in the school to complete the national tests for eleven-year-olds. Their achievement over time, therefore is not recorded in the school's overall performance tables.
5. Pupils' literacy and numeracy skills required improvement at the time of the last inspection, and while much work has been undertaken in the intervening period, literacy and numeracy skills have improved, but numeracy skills remain below average. The school is aware of this position and has good plans to further develop pupils' numeracy skills. Good provision has recently been made available for ICT, and this is leading to improved standards. Younger pupils are working at around expected levels for their age and older pupils working at an above average standard.
6. In all the creative arts, and particularly in aspects of art and in music, pupils' standards are above average. In art, there are examples of very good water colour paintings. Pupils have the opportunity to play a wide range of music instruments, and are developing a clear understanding of musical notation. Singing throughout the school is also of good quality, culminating in standards of particularly good quality in assembly on Thursday. Here, achievement is very good. In all the other subjects where a secure judgement is possible, including religious education, pupils' standards of attainment are broadly in line with national expectations.
7. Very good provision is made for pupils with special educational needs, particularly for those with visual impairment. They receive very good support and as a result they achieve well in relation to their prior attainment. This is a strength of the school. Higher attaining pupils achieve well, as can be seen in the small group work taking place, where older pupils were very adept at working out a mathematical formula. There is no significant difference in the attainment of boys and girls in the standards of work seen in their books. The school has a significant percentage of pupils for whom English is an additional language. A higher than average percentage are at an early stage of English language acquisition. They also make good progress in their work and achieve well. They regularly work at similar tasks to their peers, and there is no significant difference between the standards attained by particular ethnic groups.

Pupils' attitudes, values and other personal qualities

Attitudes to learning are **very good**. Attendance is **poor** being well below national average. Behaviour in class and around school is **very good**. Relationships between staff and pupils are **very good**. Pupils' personal development is **very good** overall.

Main strengths and weaknesses

- Attitudes and behaviour are very good.
- Relationships are very good.
- Attendance is well below average and punctuality is unsatisfactory, although the school works very hard to improve the position.

Commentary

8. The attendance is poor being well below the national average. Punctuality is unsatisfactory. The level of unauthorised absence is also above the national average although the school has detailed procedures which enable reasons for absence to be established. The school has good procedures and strategies in place to encourage children to attend on a regular basis. The school monitors pupils with poor attendance and punctuality records very well and the school and the Education Welfare Officers (EWO) target these. The registers are taken efficiently and statutory returns made. The school displays whole class attendance statistics prominently and gives significant emphasis on the promotion of good attendance. It is difficult to identify what more the school can do to improve this position.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	1.6
National data	0.4

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

9. The pupils have very good attitudes to learning, working very well together with a very good level of trust in the teachers and staff. Pupils feel they can discuss any problems with teachers or members of staff and that problems are dealt with promptly. The behaviour in class and around the school is very good with the staff managing any problems well. Although there were no elements of unsatisfactory behaviour seen during the inspection, it was clear that a minority of pupils present challenging behaviour. The school has a detailed behaviour policy which is very clear and comprehensively applied by all members of staff. There have been exclusions during the last school year, in accordance with the application of the policy. Pupils report that any bullying is dealt with quickly and effectively.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Asian or Asian British – Indian
Black or Black British – Caribbean

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
51	1	0
130	1	0
58	4	0

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

10. The pupils' personal development is very good overall. Spiritual development is very good. Pupils are given wide ranging opportunities in many areas of the curriculum including art, music and collective worship, and they are constantly praised and encouraged to give of their best. Collective worship was greatly enhanced by very good quality singing at the Thursday assembly. Cultural development is very good. The school has a very wide range of cultures represented within it, and all are celebrated and included
11. Social development in the school is very good with pupils having many opportunities to be involved in the life of the school. Pupils act as monitors, help in a wide variety of ways and are actively involved in the successful working of the school council. Pupils from every class are elected to the school council and each representative has their photograph displayed in the entrance hall. Classes do discuss and have their own rules agreed by the pupils. Moral development is good and the pupils have a clear understanding of right and wrong. The school has assemblies that encourage pupils to consider the wider moral issues.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Teaching and learning, and the quality of the curriculum are **good**. Pupils receive **good** levels of care.

Teaching and learning

The quality of teaching is good overall throughout the school. This has a positive impact on the learning of the pupils and contributes significantly to the pupils' above average levels of achievement throughout the school. Assessment is very good.

Main strengths and weaknesses

- Teaching is good throughout the school and adults support pupils well.
- Teachers' planning is very good and they work very hard to promote good behaviour.
- Pupils work hard when thoroughly challenged by their tasks.
- Teachers marking is inconsistent and does not always tell pupils what they must do next to improve their work.
- Assessment information is very detailed and used very effectively to promote good learning

Commentary

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (20%)	27 (48%%)	17 (30%)	1 (2%)	0 (0%)	0 (0%)

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

12. In the Nursery and Reception Year the quality of teaching is satisfactory overall. It is never less than satisfactory and sometimes good. The staff have a good understanding of the areas of learning they are covering and their planning is linked effectively to the 'stepping stones' which identify children's progress in their learning. Coverage of the early years curriculum is thorough over time. This can be seen from teachers' planning and from good evidence of children's past learning experiences. Children's learning in language and literacy is helped significantly by a consistent approach to the teaching of phonics (letter sounds) and satisfactory assessment procedures mark children's individual progress. Support staff in the

Nursery and Reception classes are particularly effective in developing the children's language and social skills. Throughout the early years, children of all abilities achieve well in their learning.

13. In Years 1 and 2 the quality of teaching is good and sometimes very good. Teachers are generally confident in the lessons they are teaching, engage pupils well and manage their classes effectively. There is a significant emphasis on holding pupils' attention and an insistence on good levels of behaviour. Most pupils listen well and overall a good atmosphere for learning is created. There is a strong emphasis on the development of pupils' basic skills in literacy and numeracy. Most pupils show an ability to concentrate well over a sustained period of time.
14. The quality of teaching is equally good in Years 3 to 6 and often very good. The management of pupils is very good here, although more challenging for teachers in those rooms which are relatively small for the older pupils. Where pupils are thoroughly challenged by their work, they rise to the task very well.
15. The quality of teaching for pupils with special educational needs is very good overall and all pupils are valued and included in all activities. In most lessons, activities and tasks are very well matched to individual pupils' needs with the majority of pupils making good progress towards the targets identified in their individual educational plans.
16. There are good opportunities for pupils to work independently. Planning and assessment are good in the Foundation Stage, but very good through the rest of the school and for pupils with special educational needs. Here, information gathered is used very well to plan work to meet the needs of individuals and groups of pupils. The scrutiny of pupils' written work across the school has highlighted an area for further development, which is that teachers' marking is inconsistent. Most marking encourages pupils and clearly celebrates their successes. However, not enough marking identifies what pupils need to do next to improve their work.

The curriculum

Curriculum provision is **good**. There are **very good** opportunities for enrichment. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- Provision for the creative arts is very good.
- The school is making every effort to develop curricular provision.
- Provision for pupils with special educational needs (SEN) is very good.

Commentary

17. The requirements to teach all subjects of the National Curriculum and religious education are fully met. The school is giving a great deal of thought to how the curriculum can be made relevant and exciting for its pupils and this has resulted in a number of recent developments. The creative arts provision is very good with a wide range of curriculum opportunities for all pupils. This is resulting in very good quality learning in aspects of art and music
18. The school effectively prepares the children for the next stage of learning as they benefit from a wide range of experience. Provision for pupils with special educational needs is very good overall. These pupils have full access to a broad and balanced curriculum and the creative arts provide enhancement and enrichment for all pupils. Resources are managed effectively in a complex situation. There are good initiatives in place provided by the staff and external agencies. These have a positive affect on the education and social development of these pupils. Special educational needs provision is ably led by the co-ordinators who provide

valuable support to meet the individual needs of the pupils. The creative arts provides very well for those who are talented in music, dance and art.

19. Pupils enjoy a wide range of extra-curricular activities both before, during and after the school day. This includes a very well organised Out of Hours Scheme providing very good opportunities to broaden the pupils' interests and talents. There is a high take up rate. Members of staff and outside experts provide coaching of a high quality. The pupils can take part in a good range of activities, often making good use of the funds provided by the Education Action Zone (EAZ)
20. Prior to the inspection some pupils had been taken to an opera and during the inspection they heard a performance of the London Symphony Orchestra playing in a neighbouring school.
21. The provision for pupils' personal, social, health education and citizenship is good. Pupils are helped to gain an increasing awareness of their personal development and responsibilities as they progress through the school. Staff set high expectations of behaviour. The pupils are encouraged to co-operate, show respect and be sensitive to the needs of others. Health education is taught well in science lessons. The school has good systems in place to encourage the pupils to discuss their problems, including circle time and mediation.
22. Accommodation is satisfactory and resources are good overall. The buildings are well utilised with every space providing a teaching or administration area. The school uses very attractive displays of pupils' work to enhance the environment. The school has worked hard to improve the accommodation and a current building programme is providing a new hall for younger pupils. Some of the classrooms for older pupils are quite small. The playground provides relatively limited space for the number of pupils on roll.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. Pupils are given **very good** support, advice and guidance. Pupils' views are sought and acted on **well**.

Main strengths and weaknesses

- Very good support with for pupils with special educational needs and parental involvement in pupils' individual education plans (IEP's)
- Very good support for visually impaired pupils.
- Effective child protection and health and safety procedures are established.
- Pupils' views are formally taken into account.

Commentary

23. The school has effective child protection procedures in place which are well known to all staff. The special educational needs coordinator (SENCO) has responsibility for looked after children and the Child Protection Policy is in line with the local LEA procedures. The staff have been trained in the procedures and the signs to look for with regard to child abuse.
24. The school carries out all statutory checks on equipment in the school. The school has a teacher responsible for all Health and Safety issues and an annual survey is carried out in conjunction with the site manager. The head carries out risk assessment for which she has had training and is responsible for educational visits. Fire drill is carried out each term with clear duties to ensure that pupils are checked at the assembly points.
25. The pupils feel that they can consult teachers and other members of staff when faced with a problem. There are very good relationships between staff and pupils. The pupils are well cared for at lunchtime and the kitchen attempts to provide healthy meals. The lunchtime

supervision is effective with sufficient supervisors. The supervisors have been trained in how to manage behaviour problems or to help pupils to play and there are trained first aiders on duty. The headteacher is frequently present over the lunchtime period.

26. The school provides personal advice on a wide range of issues. The nurse visits school on a regular basis and covers sex education and drugs. Pupils with SEN are very well supported and parents are involved in agreeing IEP's. The school formally consults the pupils through a school council, which allows pupils to have their views taken into account.

Partnership with parents, other schools and the community

Links with parents are **good**. Links with other schools and the community are **good**.

Main strengths and weaknesses

- Parents have a high regard for the school and feel that communication is good.
- The school enjoys a good reputation within its local community and links well with other schools.

Commentary

27. The parents' questionnaire shows a very positive view. Those parents who were seen during the course of the inspection also spoke very well of the school and would not want their children to attend any other. Although there were some reservations about behaviour and bullying, there is strong support for the headteacher who is seen as the person to take immediate action on any reported problem.
28. Communication is seen by parents to be good. There are regular newsletters of good quality, an informative prospectus and governors' annual report to parents. There is a parents' association. The headteacher and other staff are regularly available to parents before and after school. There are three parents' meetings each year when information is shared. The pupil reports are good in that they detail progress and standards, and provide information on individual targets and personal development.
29. Some parents volunteer to help on school visits. The arts and music events are well attended by parents. Most parents are interested in their children's progress and assist by completing the home/school books appropriately. The school has taken steps to help those with language difficulties and has access to translators, where possible. The out of school club continues to be a great help to parents and an organised and often exciting start and end to the day for the pupils.
30. The school has very good relationships with the parents of pupils with special educational needs. This is particularly the case for pupils in school who have visual impairment. Parents know the special educational needs co-ordinators and are informed of any concerns at the earliest stage. They are welcomed into the school to discuss courses of action. Parents of pupils who have individual education plans take part in the review process by contributing their views about the setting of targets.
31. Parents and pupils have a wide choice of secondary education and the school advises where necessary on making applications. However, some parents move their children before the end of Year 6 to seek places in an 'out-of-catchment' secondary school. Transition project work, of good quality, completed by the pupils is passed on to the receiving secondary school.
32. Links with the community are good. The school is active in its participation in the work of the Education Action Zone. There are visits from performing arts groups, with pupils currently

engaged in writing their own opera. During the inspection, some pupils were engaged on a film-making project, which was being undertaken with great enthusiasm by the pupils involved. These links add very positively to the rich quality of education available to the pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The leadership of the headteacher is **outstanding** and provides the drive and purpose for the school. The Governors provide support and challenge and are therefore **very effective** in their role.

Main strengths and weaknesses

- The Governors know the school well and provide the school with challenge and support and make a very effective contribution to the work of the school.
- The leadership team and Governors have a clear vision for the future of the school.
- The headteacher has developed an outstanding model of school leadership that works well and gives a high priority to achievement, inclusion and quality of education.
- The senior management team and middle management team work extremely effectively to ensure that staff are working to a common purpose.
- The role of the curriculum co-ordinators now needs further development.

Commentary

33. The governors of the school are very effective in the way they involve themselves in school life. Under the good leadership of the chair of governors they provide both challenge and support to the senior management team and to the school as a whole. Governors are very clear about the strengths and weakness within the school and share a vision with the headteacher. They value the headteacher's presentations to them but use other information as well to help them draw conclusions about the school's future direction. They are fully involved in the school development plan and do not instigate anything without seeking clarification of its potential impact on pupils and staff. The Chair of governors challenges if he is unable to agree with proposals and in this way he feels that the governors can add a different dimension. The headteacher has a high regard for the Chair of governors and appreciates the support he gives to the school.
34. The governors each have a curricular role, receive regular co-ordinators reports and can empathise with points raised as they have a good knowledge of the working of the school. They are ambitious and proud of their school and have an important input into the schools improvement cycle. The governors are well aware of the complexities of managing an inner city school with constant pupil mobility and inclusion issues. Now that plans are in place for the headteacher's performance management all statutory duties and legal requirements are fulfilled.
35. The headteacher brings a unique style to the school's leadership. Her outstanding educational direction is as a direct result of her personal educational research, reading and professional training. Consequently she knows exactly what she wants the school to achieve. The headteacher strives for high standards and all staff know that, for her, satisfactory is not good enough. She consults widely and devolves responsibility carefully, sometimes reluctantly, but still keeps a firm grip on what is happening. She had devised a leadership team that is complex but works very well. She has created a number of teams around her that all have clear lines of responsibility, communication between the teams is very good and everyone knows what is happening. The strength of the headteacher is the way she provides direction for each of these groups. She knows what she wants of them and as a result of the information she gains from different sources she knows her school very well. The deputy headteacher and senior teacher form the senior management team and ably support the

headteacher. The members of this team complement each other extremely well. Their roles are clearly defined and their influence within the school is marked. The role of the middle management team is being developed and they too have a significant impact on the leadership. This team is receiving training from the National College of School Leadership which will benefit them professionally as well as have an impact on the school. The headteacher puts a great deal of emphasis on the development of her leadership team. The leadership system helps all staff to feel involved in whole school decision-making, makes staff feel valued and is highly motivating.

36. Leadership is particularly effective for the core subjects of English, mathematics and science but the role of the other subject co-ordinators is at present under developed. These subject co-ordinators are yet to monitor effectively and need training and support in order to have the autonomy to evaluate their area of expertise. The headteacher is aware of this and it is an area of future development.
37. The senior management team is responsible for evaluating the effectiveness of the school's work. This group is involved in looking at the quality of pupil's achievement and at the impact that teaching is having on learning. It deals very effectively with analysis of data from the National Curriculum test results and uses the information gained to focus on areas that require development. It looks carefully at results to ensure that all groups within the school are making the required progress. The analysis of results is very detailed and there is always action planning where certain groups do not perform. Recently the concern over two ethnic minority groups resulted in additional support and targeted after school activities. As a consequence of this involvement pupils feel more valued and their performance has shown encouraging progress.
38. The strong management structure provides support for all staff. Teaching strengths and weaknesses are analysed and support and challenge provided for all staff. Newly qualified teachers are well supported by the deputy headteacher and the standard of their teaching at this stage in their career is impressive. There are plans for the school to become a Graduate Training School where training will be provided for new teachers. In addition there are records that show that there is a clear system in place to promote staff development for each individual member of staff. Performance management for teachers is secure and appraisal for support staff is undertaken in the summer term. This is a school where all staff feel valued and well supported.
39. The headteacher, working closely with the Governing Body manages resources very effectively. The headteacher excels at writing business plans in order to attract additional funds in the form of grants. She has recently acquired £40,000 for an operatic project and £500,000 for a new school hall. This money is included in the school's balances. In the School Development Plan financial resources are carefully linked to educational priorities. Money is allocated to different projects wisely and high priority given to seeking the best possible value for spending decisions. The school provides very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1 643 894
Total expenditure	1 696 108
Expenditure per pupil	3 908

Balances (£)	
Balance from previous year	196 409
Balance carried forward to the next	144 195

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Children are taught in two nursery classes and two reception classes. During the inspection only one reception class was in operation because children are admitted into reception in September and January of the school year in which they are five. Most children start school with levels of attainment that are very low for their age. They make good progress in the nursery and reception classes and achieve well, but only about half of the children reach the nationally expected standards by the end of the reception year in each of the areas of learning. Children with special educational needs and those who have English as a second language achieve well because of the good support they receive, enabling them to be fully included in all activities. The quality of teaching, although good in some aspects, is **satisfactory** overall and support staff contribute well to the children's achievement. The staff work well together as a team, forming good relationships with the children and successfully creating a secure environment for them. Work in all areas of learning is regularly assessed and staff annotations show which work the children have done independently and where they have had adult support. This information is used well to inform teachers' future planning and to track the children's progress closely.
41. Curricular planning is **good** and linked well to the national guidelines. The varied range of well organised, practical activities within an attractive environment has a positive impact on children's learning. The curriculum is further enriched by a good range of good quality resources and visits out of and visitors to the school. Very good induction procedures, information to parents and daily contact with parents and carers help children to settle very quickly into school routines. The Foundation Stage is **well led and managed** and improvements since the last inspection have been satisfactory.

Personal, Social and Emotional Development.

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

Main strengths and weaknesses

- It is promoted well in all areas of learning.
- Most children work and play well together.
- Relationships are good and children behave very well.
- Children develop good personal skills.
- Good teaching provides very good attitudes to school and to learning.

Commentary

42. The provision for children's personal, social and emotional development permeates all areas of learning and children achieve **very well**. They quickly settle into school life and follow well the established class routines. Although some children like to be on their own, the majority work and play amicably together and behave very well because of the good relationships they form with each other and with adults. Both nursery and reception children are developing good personal skills and independence, as they put aprons and undress and dress themselves for physical education sessions with minimal adult help. The majority handle equipment and resources with care and help tidy up after activities. Good teaching promotes very good attitudes to learning and children listen attentively and follow instructions carefully. The staff know all the children well. They are sensitive to their individual needs, use praise well to boost children's confidence and foster enjoyment in learning.

Communication, Language and literacy

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

Main strengths and weaknesses

- Most children have poor communication skills when they start school.
- Good emphasis is placed on developing children's speaking and listening skills.
- Teaching is good and learning support assistants contribute well to children's achievement.
- Many well planned activities to promote this area of learning.

Commentary

43. For the majority of children in the nursery English is the second language and most children start school with very poor communication skills. Their vocabulary is very limited and many lack confidence when speaking to adults. However, good emphasis is placed on developing the children's speaking and listening skills through a good range of well planned activities across all areas of learning. Teaching is good and learning support assistants are used well to develop children's communication skills, Nursery children engage whole heartedly in role play activities, whilst reception children have daily opportunities to talk about their personal experiences. Children listen with interest to stories and, with good support, show a satisfactory understanding of the main points and know that words and pictures carry meaning. The language enrichment programme is used very effectively to develop the children's listening and speaking skills and all adults use repetition to good effect to reinforce vocabulary. The reception children enjoy the planned approach to the teaching of letter sounds but few are able to put these accurately into simple words when writing independently. Handwriting skills are taught systematically using these sounds and there are some examples of independent writing. However, for the majority of the children these skills are still underdeveloped.

Mathematical Development

Provision for mathematical development is **satisfactory**.

Main strengths and weakness

- Good range of practical activities engage children's interest well.
- Work is not always appropriately matched to the abilities of all the children.
- Good opportunities to develop mathematical language.

Commentary

44. The good range of practical activities such as sorting and counting objects, and practical money and shape work engage the children's interest well and contribute appropriately to their satisfactory achievement in this area of learning. Most reception children can recognise and count numbers reliably up to five but only a small minority have a secure understanding of ordering and counting numbers to ten and beyond. Singing rhymes and computer programs effectively consolidate this early number work. However, teachers' planning is not always matched well enough to the children's abilities, as seen when reception children were asked to count in one's to 100. Mathematical language is developed effectively through the use of soft toys, real life situations, physical education sessions and sand and water play. Nursery children are beginning to name simple shapes such as circle and rectangle and identify these in 3D shapes, whilst most reception children understand the terms "longer", "taller" and "shorter" as they compare blocks of cubes and sequence family pictures.

Knowledge and Understanding of the World.

Provision in this area of learning is **good**.

Main strengths and weaknesses

- A well planned range of activities to stimulate children's curiosity.
- Visits out of and visitors to the school enrich the curriculum.
- Learning support assistants contribute well to children's achievement.

Commentary

45. The teachers' well planned range of practical activities enable the children to achieve well in all subjects included in this area of learning. Good links are made between subjects as, for example, the nursery children learn about other countries through literacy and role play activities, whilst the reception children explore the theme "Ourselves" through creative activities. Visits out of school and visitors to the school further enhance the children's learning experiences. Learning support assistants contribute well to children's learning, using questioning effectively to further develop the children's language skills.

Physical Development.

Provision for physical development is **good**.

Main strengths and weaknesses

- Teaching is good and learning support assistants are used well to support learning.
- Good use is made of the outside play area.

Commentary

46. Children develop their manipulative skills well through the good range of opportunities presented to them to use, for example, scissors, pencils, and paint brushes, cut shapes from playdoh and use small construction equipment. Children enjoy the physical education sessions because of the lively teaching which impacts very positively on their personal development and enables them to achieve well. They show a good awareness of space, demonstrate different ways of moving and follow instructions well. The well resourced outside play area is used well on a daily basis to allow freedom of movement, and provides good opportunities for children to explore climbing and large play equipment in order to develop their co-ordination and balance. Learning support assistants use this area well to enhance children's learning across the curriculum.

Creative Development.

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Varied range of practical activities which are linked well to other areas of learning.

Commentary

47. Most children enjoy the good opportunities provided to draw, paint and make pictures and models from a variety of media, enabling them to achieve satisfactorily. Children's work is

often related to other areas of learning. For example, nursery children make observational drawings of flower heads and reception children use pastels effectively to make masks illustrating the story of the "Owl Babies". The good opportunities for role play, which the children really enjoy, are used well by all adults to develop the children's language skills and to boost their confidence. Children sing rhymes enthusiastically, joining in happily with actions to accompany them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**

Main strengths and weaknesses

- Standards of attainment of pupils aged eleven are satisfactory and better than test results would indicate.
- Good teaching enables pupils to achieve very well, but a more consistent approach to marking pupils' work is needed.
- Teachers' planning is well matched to the different abilities of all pupils.
- Leadership and management are good.
- Assessment information is detailed and tracks pupils' progress carefully.

Commentary

48. Overall, pupils' standards of attainment in English are below average by the age of seven, and broadly average by the age of eleven. This represents an improvement on the position reported at the time of the last inspection. Pupils' work indicates that a significant minority of pupils exceed this and produce work of an above average standard. This position is not accurately reflected in the national test results obtained by pupils at the end of Year 2 and Year 6. These results consistently record pupils' performance in English as below average or well below average. Pupils' achievement, however, cannot be judged on test results alone. Many pupils start school with very low levels of literacy skills and a higher than average number of pupils have special educational needs or are pupils whose first language is not English. In order to make the progress they do, these pupils achieve very well. Substantially this is due to the consistently good quality of teaching they receive which has a positive impact on their learning. By the end of Year 6, the majority of pupils are attaining the expected levels for their age. The pupils' test results are also adversely affected by the fact that many pupils leave the school before taking their national tests for eleven-year-olds, either to move into independent education, or to move into the catchment area of a popular secondary school. Accordingly, the progress made by these pupils and the standards they attain are not recorded in the tests.
49. Pupils' listening skills are good. Throughout the school most pupils listen intently in lessons and can sustain their listening for long periods of time. Pupils' speaking skills are not developed to the high quality of their listening. Pupils are often willing to speak, in a wide variety of situations, but often answer questions and express themselves briefly. One-word answers are frequently heard. There are insufficient opportunities for pupils to develop their spoken language. The school has a significant number of pupils for whom English is an additional language, although only a small number are at the early stages of English language acquisition. They are supported well and make good use of the additional support available to them. They achieve well and are regularly seen undertaking the same activities as their peers.
50. Pupils' reading skills vary widely, from those who are confident readers to those who read with a limited degree of fluency and expression. Overall, standards in reading are below average, but improving. There is a significant number of older pupils who read accurately and with good levels of understanding. The school has worked very hard to promote reading activities with parents and pupils are given every encouragement to read at home. This initiative is good and is having a positive effect upon pupils' reading. Pupils make appropriate

use of books, sometimes with teacher direction and sometimes independently. Overall, most pupils achieve well in their reading.

51. Attainment in writing is average. The scrutiny of pupils' written work shows that an increasing number of pupils are becoming secure with the structure of simple sentences by the end of Year 2 and some are beginning to use increasing detailed descriptions between Years 3 and 6. The presentation of pupils' written work is generally good. There are a high percentage of older pupils who take a good level of pride in how they present their work. There are insufficient opportunities for pupils to write at length. There are, however, occasions when some older pupils produce good quality writing, as seen in their work in history on World War 2. Pupils' achievement in writing is satisfactory overall.
52. Pupils with special educational needs, and the pupils for whom English is an additional language generally make good progress in their learning. They are very well supported by caring, knowledgeable and well-informed staff.
53. Teaching and learning in literacy lessons is often good, and sometimes very good. Teachers are confident in their teaching of literacy, and manage the pupils well. Occasionally, time spent on the carpet can be overlong and the pace of the lesson is lost. One area of improvement required is a more consistent approach to the marking of pupils' work, so that the pupils themselves know what they need to do next to improve their work.
54. The management of English is good. The co-ordinator is confident in her subject knowledge and developing a clear view of the strengths and weaknesses of the subject. Detailed and accurate records of pupils' progress are kept and used well to track pupils' progress. She is gaining increased opportunities to check planning and aspects of teaching and learning, but these aspects of the role need further development.

Language and literacy across the curriculum

55. The National Literacy Strategy has been implemented well and adapted successfully to support effective learning widely across the curriculum.

French

56. Pupils in Years 5 and 6 receive tuition in French. Only one lesson was seen and so it is not possible to reach an overall judgement on the standards achieved or the quality of teaching and learning. In lesson observed, pupils in Year 5 engaged well in conversational French. They took part enthusiastically, and demonstrated a good recall of simple conversational sentences. They listened very well and made good attempts at accurate pronunciation. They had undertaken some homework, in discovering facts about Marseilles, and many had been successful in completing it well. Overall, this was a good lesson which was well prepared and effectively delivered.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards of attainment of pupils in Year 2 and Year 6 are below average.
- Good teaching enables pupils to achieve well.
- Teachers' planning is well matched to the different abilities of all pupils.
- Resources are used well to support pupils' learning.
- Leadership and management are good.
- Pupils' progress is effectively tracked as they move through the school.

Commentary

57. Standards of work of pupils in Year 2 and Year 6 are below those expected, although a small minority of pupils in Year 6 are working at levels above those expected. Achievement throughout the school is **good** when compared to the pupils' very low starting point. Pupils with special educational needs and those for whom English is an additional language also achieve well because of the good support they receive. Overall this represents an improvement on the position reported at the time of the last inspection.
58. The quality of teaching overall is **good**, with good emphasis given to the teaching of basic number skills. Teachers use their good knowledge and understanding of the subject to plan an appropriate range of activities that meet the different needs of all pupils. In most lessons learning intentions are clear and instructions precise and, as a result, pupils are secure about what they are expected to learn. Teachers' good questioning and clear explanations, as they work through examples enable pupils to build satisfactorily on their previous learning. Aids, such as number fans, clocks and the interactive whiteboard effectively support pupils' thinking. However, a significant number of pupils throughout the school are not secure with basic number facts or how to apply these when solving problems. Older pupils particularly enjoy the stimulating mental calculations at the beginning of lessons, which effectively sharpen their mental skills. The brisk pace, lively delivery, and teachers' effective questioning skills, as seen in a Year 6 lesson on angles, challenge pupils' thinking as they eagerly explain different strategies for solving problems. Support staff are used well to support pupils with special educational needs, including those with visual impairment, and those whose first language is not English, ensuring that all pupils are fully included in lessons and achieve as well as they can. However, teachers do not involve learning support assistants well enough during some parts of lessons. Most pupils have very good attitudes to their work, showing interest and enjoyment and responding well to the teachers' high expectations by behaving very well. This, together with the very good relationships, and good use of praise and encouragement by adults, has a positive impact on pupils' learning. However, where pupils are unsure about their learning, are not sufficiently challenged and the pace of the lesson becomes too slow, they become restless and lose interest and concentration. A good amount of homework is set to reinforce and extend learning.
59. Leadership and management are good. The subject co-ordinators have a clear understanding of the strengths and weaknesses in the subject. Their good action plan is clearly focused on raising standards and achievement. Teaching and learning is effectively monitored and evaluated through examining teachers' planning and observing lessons. All tests and assessment results are thoroughly analysed. This information is used well to inform teachers' future planning, set individual and group targets and track individual pupils' progress as they move through the school. However, there needs to be a more consistent approach to teachers' written marking to show pupils what they need to do next to take their learning forward. Resources are good overall and, together with appropriate mathematical displays, are well used to support learning.

Mathematics across the curriculum.

60. Pupils use their mathematical skills appropriately in other subjects as, for example, they use block graphs to record scientific data and weigh out ingredients in design and technology. Information and communication technology is used well to support pupils' learning in mathematics as they collate and input data to produce pie charts and Venn diagrams. The interactive whiteboards are very effective teaching aids, which have a positive impact on pupils' learning. Good multi cultural links make a positive contribution to pupils' spiritual, moral, social and cultural development.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- There is a strong emphasis on scientific enquiry
- The subject is well taught and well resourced

Commentary

61. The provision for science is good and pupils achieve well. Children enter school with a knowledge and understanding that is well below the level that is expected for their age. By the age of seven, pupils attain standards that are still below, but closer to the levels expected nationally in all areas of the subject. This is because many of the pupils are at the early stages of learning English as an additional language or have only recently come to the school. The teachers make effective use of worksheets to help the children record scientific concepts when language skills are a barrier. By the age of eleven, national test results indicate that attainment is still below national expectation. However, achievement is good and inspection evidence indicates that pupils' standards are broadly average by the age of eleven. Mobility of higher attaining pupils has a negative effect on results for the school and therefore a negative impact on performance tables. Additionally, the school has a higher than average percentage of pupils on the register of special educational needs.
62. Teaching and learning are predominantly good. Teachers use a wide range of interesting resources and they ensure pupils are purposefully involved in a range of practical activities. They take care to give clear explanations and instructions and often encourage children to talk in pairs to develop their individual understanding. This along with effective use of classroom support staff, enables pupils with special educational needs to make effective progress. The practical work develops pupils' social skills effectively for example taking turns to complete a task as part of a group. Scientific words are introduced, explained and used correctly. Planning is effective and opportunities for pupils' self-evaluation are identified. For example pupils' are encouraged to contribute to the whole class session at the end and identify what they have found out and learnt as a result of the experiment or test that they did not know at the start of the lesson.
63. There are good examples of marking pupils' work to help pupils improve for example where comments are made offering suggestions as to how the work might be improved. This is not consistently applied. It is very effective when the children are encouraged to add their own comment on the marking. Where marking is less effective, it makes emphasis solely and routinely on improvement of presentation. Where this happens pupils' do not record a personal comment and it is unclear as to the effect the marking has had on future work.
64. The co-ordinator is new in post but has already got a good grasp of what is required to improve the subject. The co-ordinator with the support of the senior management team is leading the subject forward well though resources are insufficient. There is effective use of ICT for example the proactive use of the interactive white boards for which all staff have had training. Opportunities for the pupils to reflect on the scientific concepts and findings makes a good contribution to the pupils' spiritual, moral and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology [ICT] is **good**. There has been significant improvement in the standards and use of ICT across the curriculum since the previous inspection.

Main strengths and weaknesses

- ICT is used very well throughout the curriculum.
- Resources are good but the deployment and use of recently acquired laptops is unsatisfactory
- Pupils achieve well, particularly from Year 2 – Year 6
- Teachers are very confident in using resources and in helping pupils make good use of ICT across the curriculum
- The subject is well led but the procedure for monitoring pupil progress throughout the school is underdeveloped.

Commentary

65. Provision for ICT and the standards that the pupils are achieving have both improved considerably since the last inspection. Resources are of a high quality and have benefited from a heavy investment in new technology with the provision of interactive whiteboards in all the classes from Year 2 – Year 6. Staff training has been effective in enabling teachers to develop the expertise to exploit this technology to its fullest, not only to teach basic skills but also to enhance teaching and learning in other subjects. The school also has a computer suite that is effectively time-tabled and used throughout the year groups and also by the visually impaired pupils who benefit for the specialised enlarged fonts on certain computers. The suite is well used by clubs who teach children to touch type. Seating in the suite is unsatisfactory as pupils have to share chairs or kneel down. When pupils are expected to share a computer the pace is not as good and progress is therefore not as rapid. The school is fortunate to have a site manager who is able to act as a technician and support teachers when problems with the hardware occur.
66. Teaching and learning are good. Pupils are being effectively taught the full range of ICT skills and by the end of Year 2 standards are in line with that expected for their age. By the end of year 6 however, standards are slightly higher than expected for their age. Pupils are clear about what is expected of them before they go to the computer suite. Teachers work to a well organised planning system and good use of the interactive whiteboard prior to leaving for the suite ensures that there is no time wasted and pupils are able to maximise their time in front of the computer. Examples of pupils' work show that they are learning to use ICT for word processing, graphics, the Internet and data handling as well as control, monitoring and modelling. Computer paint packages have been used to good effect in year 4 and 5 where pupils have successfully produced patterns in the style of the artists Kandinsky and Ben Nicholson. Digital photography has enhanced the Black Africa Month corridor display and pupils have gained an insight into making cartoons alongside a specialist by using flat bed animation.
67. Confidence levels are high amongst pupils and they enjoy the subject. Lessons are exciting and they enjoy the challenges that are posed. Work is carried out at a demanding pace with the teachers making full use of the 'demonstrator mode' to help pupils understand what is expected of them. The new laptops have yet to be used effectively and some thought needs to be put into the location and organisation of these computers in order for the pupils to make the most use of them. The subject leader knows the strengths and weaknesses of the subject and has done much to raise the profile of ICT in lessons but as yet there is no formal monitoring of the subject

Information and communication technology across the curriculum.

68. There is good use of ICT across the curriculum. The introduction of the interactive whiteboards has helped to enable this to be a strong feature in the school. ICT is used in mathematics for assisting learning to tell the time, to interpret pie charts and help with fractions. Spreadsheets were also used to analyse the costings of a school tuck shop. In

geography ICT is used to locate famous landmarks and find out which animals roam the worlds continents. Data bases to classify information enabled pupils to understand what dinosaurs eat and how they moved. In a year 4 class Design and Technology was linked to ICT to look at various nets prior to making boxes for Xmas presents. The Internet is used by both staff and pupils to research work in the foundation subjects.

HUMANITIES

69. Because of the organisation of the timetable it was not possible to observe any lessons in geography, and there had been no subject coverage in pupils' books in Year 6 during the autumn term. Only one lesson in history was observed, but more evidence of past work was available. It is not possible, therefore to make overall judgements on the standards attained, or the quality of teaching and learning in either subject.
70. From the pupils' past work in geography, pupils by the age of seven are able to compare and contrast major geographical features in two contrasting countries and they are developing a sound understanding of the major features within their locality. Good links are made with literacy, in the pupils' writing about South Africa, and with history in the work undertaken on the life of Nelson Mandela.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The school provides coverage of a wide range of religious festivals
- Better provision needs to be made for the systematic monitoring of pupils' work.

Commentary

71. Standards of attainment throughout the school are in line with the requirements of the locally agreed syllabus for religious education, covering a wide range of religious festivals and celebrations. Pupils, including those with English as an additional language and those with special educational needs, achieve satisfactorily. Because only a small number of lessons were observed no secure overall judgement can be made on the quality of teaching and learning.
72. The coordination of the subject is satisfactory. Additional resources have been purchased, which is an improvement since the last inspection, and the local authority guideline is followed appropriately. The subject is well supported by visits. Some monitoring of teaching, and scrutiny of pupils' past work is being undertaken, but this is unsystematic.

History

Provision in history is **satisfactory**

Main strengths and weaknesses

- There are good links between history and other subjects
- Monitoring of pupils' work is an area for further development.

Commentary

73. In history, pupils in Year 5 are currently undertaking work on the Tudors, and pupils in Year 6 are working on aspects of World War 2. In each, the work is linked well to art, with effective classroom displays, and good links to literacy. The Year 6 work, particularly, is detailed and very well presented. In both these areas of work, pupils attain standards which are appropriate for their age.
74. Whilst it is not possible to reach an overall judgement on the quality of teaching and learning, the quality of marking is particularly good in the books of the Year 6 pupils. It is positively marked, with perceptive comments which gives pupils helpful indications of what to do to improve their work.
75. Leadership of history and is satisfactory. Detailed plans give appropriate coverage and the subjects are satisfactorily resourced. Monitoring of pupils' work is underdeveloped.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. During the inspection there was insufficient evidence in **design and technology** to reach a secure judgement on the standards pupils attain, their overall levels of achievement, the quality of teaching and learning or the leadership and management of the subject.

Art and Design

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

Main strengths and weaknesses

- Good, often very good, teaching effectively promotes pupils' very good attitudes to their work.
- Good emphasis is placed on developing good observational skills in all pupils.
- A very rich art and design curriculum with a wide range of experiences for all pupils.
- Good leadership and management.

Commentary

77. Standards in art for pupils in Year 2 are satisfactory and in Year 6 standards are good. The achievement of pupils throughout the school is good, with a significant number of pupils achieving very well by the end of Year 6.
78. Good, often very good teaching, based on a secure subject knowledge, results in all pupils acquiring good observational skills and using a wide range of media to produce works of art of which they are justly proud. This good focus on developing observational skills from an early age result in, for example, pupils in Year 1 using pastels to good effect to colour match their different skin tones, while Year 6 pupils use colour mixing techniques and different brush strokes very effectively to create the correct form and texture of landscape paintings. Pupils are highly motivated, find art and design lessons very interesting and enjoyable and become increasingly competent at using a wide range of skills and techniques in their work. Effective planning links art well to other subjects and successfully encourages pupils to use their artistic knowledge and skills to illustrate their work in, for example, literacy, history, geography and religious education. As pupils progress through the school, they learn about the techniques used by an appropriate range of famous artists and represent these well in their work. The art and design curriculum is enriched and enhanced as for example, pupils work with a visiting sculptor creating large scale wire sculptures and ceramic sculptures to create a very attractive sculpture park at the entrance to the school. The study of aboriginal art to

illustrate literacy work and visits to galleries and museums contributes well to the pupils understanding of other cultures.

79. The subject is well led and managed by a skilled and enthusiastic co-ordinator and staff and pupils praise highly the impact that this teacher has had on their artistic development. Planning is securely based on national guidance and suitable procedures are in place to assess and record pupils' work. This information is used well in curricular planning and there are clear plans to guide the further development of this subject. The newly created studio is well equipped and resources are good, with information and communication technology used well to enhance pupils', artistic knowledge and skills. The high quality displays effectively enhance the accommodation, providing a stimulating learning environment.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The subject is well led by a teacher with good skills and expertise. The school has many teachers with musical skills.
- Pupils sing very well in assembly.

Commentary

80. Although only one music lesson was seen, it was sufficient to judge pupils' standards of attainment as above average by the age of eleven. It is not possible to reach a secure judgement of standards by the age of seven. Older pupils sing very well in assembly on the one day each week when it is led by the subject coordinator. They prepare well and clearly enjoy the activity. The quality of their singing adds significantly to the overall atmosphere for assembly. There is a school choir which performs very well and is developing a very professional approach to their singing. Pupils are able to read musical notation accurately and can perform simple and complex rhythms well using a wide range of good quality percussion instruments. Pupils work very well together, listening to each other effectively and collaborating well over their performance. Achievement is very good.
81. The music coordinator who works alongside class teachers directs most lessons. Many class teachers have very good expertise in music, and working alongside the coordinator ensures that the pupils' musical skills are developed very well and in a well coordinated manner. The quality of teaching and learning is very good. A very good range of visits complements the subject. During the inspection the whole of the pupils in Years 1 and 2 visited a neighbouring school to hear a performance by members of the London Symphony Orchestra, and before the inspection some pupils had been taken on a visit to an opera. The pupils are engaged in writing an opera at the present time. On a day during the inspection, when it was not possible for Year 5 pupils to go for a swimming lesson, the time was allocated to learning an Elizabethan dance which linked well to the work they were undertaking in history.
82. The subject is very well led, and there are good plans for further development.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- The school makes good use of specialist teachers who enable the pupils to achieve well.
- There is good provision for out of hours clubs

Commentary

83. During the course of the inspection no lessons were observed in Years 1 and 2. All lessons observed were taken by subject specialists, and the standards attained by the pupils were good. They achieved very well. The lessons seen were taken either by the teacher employed by the school to take games this term, or a football coach who specialises in ball skills, particularly with the youngest pupils. Pupils and staff were dressed appropriately for the lessons and attention was put on warm -up and cool down activities. Safety aspects were never overlooked, hair was tied back and jewellery removed. The quality of teaching observed in these lessons was very good, the class teacher and specialist worked as a team to ensure that the children were challenged and supported. The specialists subject knowledge was very good, they were able to demonstrate skills and made good use of choosing pupils as role models. They insisted on high quality performance and were able to achieve this with encouragement. This good quality teaching results in pupils games skills being of a high standard, they make good use of space in the hall, are aware of the importance of good passing and receiving techniques and are aware that they are an important member of a team. Pupils know that the skills they had learnt in hockey, cricket and basketball are inter-related and can be used in other games.

84. Pupils' achievement in the lessons was very good. They enjoyed their games activities and respond with a great deal of enthusiasm. They follow instructions and watch others carefully in demonstration and use it well to improve their own performance. They behave responsibly, showing a respect for others and a concern for safety. Pupils co-operate well with each other in moving around the hall and working in teams. Lessons were differentiated to take account of pupils who needed extra support. This was very well demonstrated in a Year 3 class where the teacher worked with the less confident pupils and in Year 4 when a visually impaired pupil participated with a ball containing a bell.

85. Leadership of physical education is satisfactory. From viewing planning, discussions with pupils and teachers it is evident that all strands of the subject including swimming and adventurous activities are regularly taught during the course of the year. Year 5 pupils have swimming sessions at the local swimming pool, and attain appropriate standards for their age, and Year 6 are fortunate to attend sailing sessions at the local reservoir on a weekly basis. Clubs enhance provision for the pupils, dance sessions and football take place before school and the school is successful in competitions as a result of the clubs held after school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A good policy is in place
- There is a school council

- Good links are made through a wide variety of subjects to promote healthy eating

Commentary

86. The school has a good policy to promote pupils' personal, social and health education. Aspects of health education are included in the science curriculum. In physical education, pupils learn well about the benefits of exercise and its effects on the heart. There is a well-established school council, in which every class from Year 2 to Year 6 is represented. It operates effectively and helps pupils to express their own views and listen to the views of others. Pupils are confident in offering their opinions and know that others value the contributions which they make.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	4
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	6
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	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

