

INSPECTION REPORT

Ashmount Primary School

Highgate

LEA area: Islington

Unique reference number: 100432

Headteacher: Mrs Pana McGee

Lead inspector: Malcolm Weaver

Dates of inspection: 17th to 20th January 2005

Inspection number: 266328

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
Gender of pupils: Mixed
Number on roll: 370

School address: Ashmount Road
London

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Telephone number: 020 72727973
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Appropriate authority: Governing body
Name of chair of governors: Mr David Barry

Date of previous inspection: 4th and 5th December 2003

CHARACTERISTICS OF THE SCHOOL

The school is situated in the north of Islington on the borders with Haringey and Camden in a mixed socio-economic area, with the attainment of children on entry to school being below average. The school has 370 boys and girls on roll with slightly more girls than boys, including 54 children attending the nursery and reception classes part time and full time, the majority having previously received some pre-school nursery experience. The number on roll has dropped since the infant and junior schools were amalgamated, but is now believed to be stable. A little over half of the pupils are of white British heritage with all other pupils from at least 12 other ethnic origins. One hundred and twenty six pupils speak English as an additional language, 12 of whom are at an early stage of using English and receive funded support. Ninety-six pupils have a special educational need, which is well above average, the majority having moderate learning difficulties and social, emotional and physical difficulties. Only four pupils have a Statement of Special Educational Need and this proportion is below average. The number of pupils eligible for free school meals at 44 per cent is well above average. The number of pupils joining the school after the normal starting age and leaving before the end of Year 6 is low. The headteacher has been in post for eight months, following a period of disruption due to amalgamation of the infant and junior schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9352	Malcolm Weaver	Lead inspector	Personal, social and health education and citizenship
9577	Elaine Parrish	Lay inspector	
15023	Ali Haouas	Team inspector	English English as an additional language Information and communication technology Music Physical education
32226	Teresa Quick	Team inspector	Science Art and design Design and technology History Religious education
12997	Chris Cheong	Team inspector	The Foundation Stage curriculum Special educational needs Mathematics Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school that provides a **satisfactory** level of education. Although standards remain below average in English, mathematics and science in Year 6, pupils are achieving satisfactorily. The leadership and management of the recently appointed headteacher are good. Pupils' attitudes, behaviour and relationships are good. Teaching is satisfactory overall, with examples of very good practice taking place. Despite the high overspend prior to the headteacher's appointment, the school now provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The new headteacher leads the school effectively and is well supported by the deputy headteacher.
- Standards in Years 3 to 6 are improving, but remain too low in English, mathematics and science, and too little use is made of mathematics across the curriculum, and of computers in classrooms. Standards in music, however, are above average in Years 3 to 6.
- The good teaching in Years 1 and 2 is having a positive impact on pupils' writing.
- Too few subject co-ordinators are monitoring lessons.
- Governors are effectively involved in setting the school's direction.
- The school's ethos and provision for pupils' moral, social and cultural development are good; all pupils have good access to the curriculum and provision for pupils who speak English as a second language is good.
- Pupils' attitudes, behaviour and relationships are good.
- The accommodation is in continual need of improvement.
- Pupils' attendance and punctuality are unsatisfactory.
- Performance management is only partially implemented.

The school has made satisfactory improvement since the time of the last inspection overall but more rapid and focused attention is being pursued across all aspects of the school by the effective new headteacher. As a result, the school is now well placed to continue to improve further. Standards have improved in English, particularly in Years 1 and 2, in mathematics, and in music. The earlier issues of pupils' underachievement, weaknesses in teaching and assessment, pupils' attitudes and behaviour, unsatisfactory leadership and management and failure to teach religious education have been resolved and the school is making satisfactory progress. Because of the improvements the school is no longer judged to have serious weaknesses.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	D	E	E
Mathematics	E	E	D	D
Science	E	D	E	E

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.

Achievement is **satisfactory**. Children in the Foundation Stage achieve satisfactorily. Although the majority are unlikely to attain the Early Learning Goals in most of the six areas of learning, they achieve well in their personal, social and emotional development. Pupils' achievement in Years 1 and 2 is good; standards are average in English, mathematics, science, religious education and design and technology by Year 2. Standards by Year 6 are below average in English, mathematics and science, average in information and communication technology, religious education, history and design and technology and above average in music. There is clear evidence that standards are improving, and gaps in the oldest pupils' learning are steadily being eliminated. The large proportion of pupils speaking English as an additional language achieve well. Pupils in Years 3 to 6 are now achieving satisfactorily.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **good** overall. Pupils' spiritual development is satisfactory; their awareness of living in a multi-cultural society is very good. Pupils' attitudes, behaviour and relationships are good. Attendance and punctuality remain unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. Teaching is **satisfactory** overall although examples of very good teaching were seen during the inspection. Children in the Foundation Stage make a satisfactory start to their education. This is built upon well in Years 1 and 2 where teaching and learning are good. Teaching and learning are satisfactory overall in Years 3 to 6. Satisfactory assessment systems are in place for pupils of all abilities, but the tracking of pupils' progress is at an early stage of development and is yet to fully impact on standards across the school. The school provides a satisfactory range of learning opportunities. Provision for pupils' care, welfare, health and safety is good. Links with parents are good, while links with the community and other schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher provides good leadership and management and clear direction for the work of the school; she has rigorously dealt with weaknesses in teaching, and ensures that effective systems for improving the provision for all pupils are being systematically implemented. As a result staff confidence and morale have improved. The headteacher has made some good and important appointments and she is well supported by the deputy headteacher. The leadership of key staff subject co-ordinators is satisfactory but too few are monitoring teaching and learning. The role of governors is **satisfactory**; they are effectively involved in the strategic management of the school and are good critical friends. Most statutory requirements are met except for the provision of daily acts of collective worship for all pupils and the full implementation of performance management for staff. Some aspects of health and safety need attention and the school is aware of these.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents appreciate the support and care shown for their children. Pupils enjoy school and many say that learning is fun. Inspectors agree with these findings.

IMPROVEMENTS NEEDED

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

- Further raise standards across the school, particularly in English, mathematics and science in Years 3 to 6;
- Improve the use of mathematics across the curriculum and computers in classrooms;
- Develop the role of subject co-ordinators in monitoring standards, and teaching and learning;
- Continue to improve the quality of accommodation;
- Improve pupils' attendance and punctuality;

(Each of the above is already identified by the school for action)

and, to meet statutory requirements:

- Fully implement the requirements for performance management, and acts of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory overall. Pupils achieve well in Years 1 and 2 and attain average standards by the age of seven. Standards are below average at the end of Year 6, although their achievement is satisfactory. Children in the Foundation Stage achieve satisfactorily although they do not reach the Early Learning Goals in most areas of learning.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well in their personal, social and emotional development.
- Standards in pupils' writing skills in Years 1 and 2 have improved.
- Standards in English, mathematics and science are too low at the end of Year 6, but are improving.
- Standards in music are above average in Years 3 to 6.
- Standards have improved in design and technology and information and communication technology in Years 3 to 6, and in religious education throughout the school.
- Pupils speaking English as an additional language achieve well, particularly in Years 1 to 6.
- Pupils in Years 1 and 2 achieve well in English, mathematics and science.

Commentary

Foundation Stage

1. Children start in the nursery with below average standards of attainment and their achievement is satisfactory. Standards at the end of reception are below the expectations of the Early Learning Goals in all areas of learning and most children are unlikely to reach the national expectations except in their personal, social and emotional development, which already matches the national expectation. Nevertheless, this indicates satisfactory achievement for children in the reception classes, including those with special educational needs and those for whom English is an additional language.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	15.4 (n/a)	15.8 (15.7)
Writing	15.4 (n/a)	14.6 (14.6)
Mathematics	16.4 (n/a)	16.2 (16.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

(Note. School data is not available for 2004)

2. The results of the national tests in 2004 were below average in reading, above average in writing and average in mathematics. Standards attained by more-able pupils achieving the higher Level 3 were above average in reading, well above average in writing and average in mathematics. When compared with similar schools, standards were well above average in reading, writing and mathematics. Pupils' rate of improvement is broadly in line with the national improvement trend. Standards in

information and communication technology, design and technology and religious education have improved and are now average, due to more focused teaching, greater use of computer resources, and adherence to the locally agreed syllabus in religious education. Standards in history are average. No judgements were made in art and design, geography, music and physical education which were sampled, as they were not a focus for inspection.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	24.6 (26.2)	26.9 (26.8)
Mathematics	26.1 (25.1)	27.0 (26.8)
Science	26.3 (27.7)	28.6 (28.6)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

3. The results for Year 6 pupils in the 2004 national tests were below average in mathematics and well below average in English and science. When compared with schools with similar numbers of pupils eligible for free school meals, standards have been almost always in line with similar schools except in 2004 where standards were below average in English and science but above average in mathematics. However, when compared with their prior attainment at Year 2, pupils' attainment in 2004 was below average in mathematics and well below average in English and science. Year 6 pupils' rate of improvement has remained below the national improvement trend over the last five years.
4. Inspection findings show that, although pupils' achievement is now satisfactory, standards remain below average in English, mathematics and science, due to the underlying underachievement in Years 3 to 6 as a result of the earlier unsatisfactory provision. No underachievement was evident during this inspection other than in the one lesson where teaching was unsatisfactory. This school's downward trend in attainment has been rigorously addressed and has been halted as a direct result of improved leadership and management, better teaching and more effective use of assessment information. Standards in music have improved and are now above average as the result of specialist teaching by the part-time peripatetic teacher, who is committed to ensuring high standards in pupils' learning. Standards have improved in design and technology, information and communication technology and religious education in Years 3 to 6 and are now average, as are standards in history. No judgements were made in art and design, geography and physical education which were sampled, as they were not a focus for inspection. Inspection findings indicate that pupils are achieving at least satisfactorily in lessons and that standards are improving.
5. The majority of pupils who speak English as an additional language in Years 1 to 6 achieve well against their prior attainment. This is due to the effective targeting of those who need support and, in the best teaching, the clear identification of support strategies. The school has made a good start in developing review processes that focus on responding to pupils' needs more effectively and using greater precision when addressing the underlying causes of underachievement. Children in the Foundation Stage using English as an additional language achieve satisfactorily. Pupils with statements of special educational need receive satisfactory support and achieve satisfactorily when set against their own individual starting points.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and learning are **good**. Their behaviour and relationships are also **good**. Pupils' spiritual, moral, social and cultural development is **good** overall. Attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

- Pupils like school and most have positive attitudes to their work.
- The majority of pupils behave well throughout the school.
- Provision for pupils' personal, social and health education is good.
- Pupils' social, moral and cultural development is good; their multi-cultural awareness is developed very well.
- Acts of collective worship are not provided for all pupils and this dilutes the opportunity for developing pupils' spiritual awareness.
- Attendance is well below the national average and too many pupils arrive in school late.

Commentary

6. Pupils have good attitudes towards their learning and enjoy coming to school. This shows good improvement since the last inspection. In the majority of lessons, pupils are stimulated to learn and work hard and this has a good impact on the progress they make. Pupils collaborate readily, willingly take part in group discussions, and listen attentively when others are speaking, knowing that their answers and ideas will be valued. Pupils with special educational needs and those who speak English as an additional language have good attitudes to school and respond well to the activities provided. Pupils are enthusiastic about the out-of-school activities and the range of visits organised. The school's effective focus on pupils' personal and social development contributes well to their sense of well-being and willingness to learn.
7. Standards of behaviour throughout the school are good. This is a good improvement since the last inspection when poor behaviour contributed to the school being deemed to have serious weaknesses and demonstrates the school's focus on high expectations for pupils' behaviour. Pupils have a good understanding of the school rules and most respond well to teachers' firm and fair approach, which has a positive effect on the quality of life in school. Pupils and their parents are satisfied that the school deals well with any problems and do not believe that bullying is an issue in school. No incidents of bullying were seen during the inspection. Occasional incidents of unsatisfactory behaviour disrupt the pace and quality of some lessons, but the good use of classroom assistants and the learning mentor is effective in supporting pupils with weak self-discipline. There have been no exclusions during the last year. Relationships between pupils and with staff are good and staff display very positive role models.
8. The school promotes pupils' personal, social and health education well, including a good awareness of sex education, drug use and abuse, and information on pupils' personal safety. The school programme ensures that pupils develop their self-esteem, and good relationships are built among the pupils who come from a range of ethnic backgrounds. Pupils' personal qualities develop well while they are at the school; this is good improvement since the last inspection when it was unsatisfactory. Pupils' social skills are well developed by the school as they undertake a range of roles of responsibility from classroom duties to membership of the school council. Pupils undertake these roles willingly and enthusiastically.
9. Provision for pupils' social, moral and cultural development is good. Pupils' good behaviour and good interaction with classmates and adults ensure that they develop good social skills. Pupils' cultural awareness is built on well in lessons when they learn about their own and

other cultures through subjects such as English, geography, history, music, art and religious education. This is supported well by the regular visits to different places of worship. Vibrant displays throughout the school reflect the different cultural traditions represented in school and enhance pupils' good awareness of living in a multi-cultural society. Pupils' spiritual development remains satisfactory as at the last inspection. Although school assemblies provide some opportunities for pupils to reflect on the theme for the week, these are very brief, and the school does not hold a daily act of collective worship for all pupils.

10. Attendance is unsatisfactory and remains well below the national average. In spite of good efforts by the school to monitor and improve attendance, the level of attendance shows little sign of improvement since the last inspection. Registers of attendance are rigorously maintained and any unexplained absences are followed up by timely telephone calls and letters to parents. Close links are held with the Education Welfare Service to improve this concern. Punctuality is also unsatisfactory as reported at the last inspection. During the inspection, older pupils were seen to avoid signing the 'late book' by entering school by the Foundation Stage entrance or running up the stairs unobserved. There is no staff presence other than in the school office to prevent this and the lack of a rewards system to publicly recognise regular attendance and punctuality currently does not encourage pupils to improve. The school has firm plans to introduce rewards during the next term.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.0	School data:	1.4
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. The quality of teaching and learning is satisfactory. The school provides a **satisfactory** curriculum with a **satisfactory** range of enrichment opportunities. Provision for pupils with English as an additional language is **good overall**. The school's care for pupils' welfare, health and safety is satisfactory and links with parents are **good**.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall. Teaching in Years 1 and 2 is consistently good with many examples of good teaching also being seen in other year groups. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Some good and very good teaching is having a positive impact on standards in Years 1 and 2 and several other year groups.
- Teachers have good expectations for pupils' behaviour.
- Teachers' subject knowledge is good in Years 1 and 2 and lessons are planned effectively in Years 1 to 6.

- Most pupils with English as an additional language achieve well because of the good quality support provided for them.
- Whole-school assessment systems have yet to become embedded across all classes.
- Marking does not always show pupils how to improve their work.

Commentary

11. The quality of teaching is satisfactory overall. This fully reflects the findings at the last inspection conducted by Her Majesty's Additional Inspectors. Only one lesson was unsatisfactory, but two were of very high quality. The work provided in most classes is now matched to pupils' needs due to improvements in the gathering of accurate assessment information by recently appointed staff. Teaching is satisfactory in the nursery and reception classes and some good quality teaching was seen in one reception class. Teaching in Years 1 and 2 is consistently good and is having a positive impact on pupils' learning, with teachers building well on children's achievement in the reception year.
12. The quality of teaching seen in Years 3 to 6 is satisfactory overall. Teaching seen during the inspection was often good and very good. Pupils' learning is satisfactory over time, with a number of examples in pupils' books in English, design and technology, geography and history, showing where work has been started but not finished, and many examples where pupils have recorded the date and title only. This results in teachers' inability to monitor pupils' progress and inhibits pupils in recalling what they have learned previously. The previous underachievement in junior classes is being steadily reduced because teachers are now more focused on encouraging good standards in pupils' behaviour and attentiveness, and are beginning to use assessment information to match work to pupils' abilities to enable them to absorb the information given. Good support and intervention by teachers and classroom assistants enable pupils to achieve according to their different abilities. Teachers' marking is generally satisfactory, but too often does not inform pupils how to build effectively on their prior learning. As a result, pupils do not always receive a good indication of how they might improve, and are not required to complete previous work. Unsatisfactory teaching was seen in one lesson where the pace of teaching was slow, the teacher lacked confidence, explanations were confusing and most pupils made insufficient progress.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	9 (18%)	18 (37%)	19 (39%)	1 (2%)	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.

13. Teachers in Years 1 and 2 consistently demonstrate good subject knowledge and are now supported by some good quality assessment information to enable them to match work to all pupils' abilities. Teachers' subject knowledge in Years 3 to 6 is satisfactory overall and many teachers display good subject knowledge. Lesson planning is good overall in Years 1 to 6 and most teachers ensure that pupils sustain their concentration, although on occasions some inappropriate behaviour slowed the work being achieved. Opportunities are sometimes missed to ensure that all pupils fully participate, particularly during introductory whole-class sessions, where some unnecessary calling out and inattention was evident. Teachers' planning and use of

assessment in the Foundation stage is satisfactory overall and some examples of good planning and use of assessment were seen in one reception class.

14. The headteacher's rigorous drive to improve teaching has led to good improvements in the quality of assessment information being recorded for pupils of all abilities. As a result, teachers are aware of much of the progress that the pupils make because of the clearer focus on pupils' achievement and more accurate assessment of pupils' work against levels of the National Curriculum. This good development, however, has only been implemented since the headteacher's appointment and has yet to become embedded across the school. The quality and use of day-to-day assessment and record keeping are good in Years 1 and 2. Although satisfactory measures of pupils' attainment on entry to the Foundation Stage are carried out, the school has not introduced a way of rigorously and accurately tracking children's learning.
15. Effective assessment has been developed by the recently appointed co-ordinators for pupils with special educational needs and those speaking English as an additional language. The quality of support for pupils with English as an additional language is good overall and work is based on a clear analysis of pupils' needs, particularly for those at an early stage in using English in Year 1 to 6. Provision for children in the Foundation Stage using English as an additional language and assessment of their learning is satisfactory. In most lessons and specific support groups, teachers are adept at identifying pupils' learning needs in their planning and use effective strategies for supporting them, enabling pupils to progress well. Effective use of visual aids such as the 'Active' whiteboard and mini whiteboards assists pupils' learning and provide them with opportunities for rehearsing their use of spoken and written English.

The curriculum

The curriculum is **satisfactory**. Curriculum enrichment is **satisfactory**. Accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- The school promotes pupils' personal, social and health education well.
- There is good provision for all pupils to be fully included in all curriculum activities.
- Pupils in Years 1 and 2 are well prepared for their learning in Years 3 to 6.
- Insufficient use is made of computers in classrooms and mathematics across the curriculum.
- Improvements have been made to the quality of accommodation, but areas of the school are shabby and the standard of cleanliness in some areas is unsatisfactory.

Commentary

16. The curriculum meets most statutory requirements including religious education, except for the requirement for acts of collective worship. The planning for pupils' personal, social and health education is a strong feature, including sex and relationship education and drug and alcohol awareness. This learning is enhanced by a citizenship award for pupils in Year 6. Pupils learn how to behave and develop good social skills. Pupils co-operate well in classes and in the playground, where their play was seen to be harmonious and socially inclusive.
17. All pupils, irrespective of their background or ethnicity, have full access to the curriculum, including activities organised outside the school day. Pupils who speak

English as an additional language receive good support from teachers and classroom assistants in Years 1 to 6, and satisfactory support in the Foundation Stage. The school has a positive inclusion ethos. Robust procedures for monitoring pupils' access to the curriculum are being developed effectively to ensure that the diverse needs of pupils can be met. The school has a good range of resources that reflect the cultural diversity of the pupils on roll, conveying an unequivocal message about the value of each pupil. Provision for pupils with special educational needs is satisfactory. In lessons, teachers adjust the curriculum well to ensure that the needs of the pupils, with often a very wide range of ability, are being met. These pupils are also well supported by teachers and teaching assistants in lessons, but not every literacy lesson has a support assistant. Effective teaching and learning in Years 1 and 2 prepare pupils well for their entry to Year 3.

18. The headteacher's clear focus on improvement is having a positive impact on the curriculum. Recent initiatives have been introduced to provide a broad curriculum with cross-curricular links in line with the 'Excellence and Enjoyment Strategy', and weaknesses reported at the last inspection have been resolved. Work planned by teachers is now directed to the needs of pupils of all abilities, with steady teaching and learning reducing the earlier underachievement. The school is continuing to improve the curriculum by focusing on teaching that is appropriate to pupils' learning styles and interests. Although there is satisfactory use of literacy across the curriculum, some opportunities are missed to enhance pupils' use of English. Good steps are provided, however, to improve the quality of pupils' reading, including the very good support by a large number of parent-volunteers. Although good focus is placed on using computers in the information and communication technology room, insufficient use is made of classroom computers to build on what pupils are learning. Too little use is made of mathematics across the curriculum.
19. Much work has been done to improve the accommodation and to ensure steady progress in pupils' learning. For example, the infant pupils' library has been re-sited and now provides well for whole-class teaching and learning. The junior pupils' library has insufficient storage facilities and both libraries require their resources to be increased. The Foundation Stage has a very useful covered outdoor play area and a small grassed area, but playground surfaces for all pupils are otherwise hard. The school's accommodation and resources are generally adequate and allow all the subjects of the National Curriculum to be taught. Good use is made of the space available to support small groups of pupils for focused support, and for music to be taught. Areas of the school have been redecorated and provide attractive and stimulating displays, but some classrooms and corridors are in need of refurbishment, particularly those for children in the Foundation Stage, which looks dull and shabby. Some areas of the school are in need of substantial refurbishment, in particular, the boys' and girls' toilets on the ground floor, which are poor.

Care, guidance and support

The procedures for pupils' care, welfare, health and safety are **satisfactory** overall. The guidance and support based on monitoring is **satisfactory**. Pupils' involvement in the work of the school is **good**.

Main strengths and weaknesses

- The school's ethos is caring and supportive.
- Induction arrangements for children entering the Foundation Stage are good.
- Staff know their pupils well and make them feel valued.
- The school council is effective in seeking pupils' views.
- Some aspects of health and safety are unsatisfactory.

Commentary

20. Pupils feel safe in the school's caring atmosphere and the majority respond well by working hard and concentrating in lessons. Teachers and support staff make good efforts to get to know their pupils and to establish a trusting relationship with them. Pupils know they are valued and feel that staff care about their welfare and progress. All groups of pupils within the school feel secure and benefit greatly from the positive ethos and the emphasis given to their personal development. Several pupils say that teachers and support staff are friendly and approachable. Procedures for child protection are fully in place and are well understood by teaching and support staff. Close co-operation is maintained with external specialist agencies to enhance the quality of provision.
21. A good induction programme and effective routines have been established in the Foundation Stage that enable children to settle very quickly, and to feel confident to talk about anything that worries them. Children are well cared for and this enables them to enjoy school and experience that learning is fun. Effective procedures are used well to identify the needs of pupils with English as an additional language, and procedures for pupils with special educational needs are satisfactory.
22. The school clearly values its pupils and acknowledges their achievements, particularly when they have tried hard. There is a good system of rewards that is greatly prized by the pupils, including special awards for citizenship in Year 6 that encourage pupils to work hard and do their best. The school makes every effort to seek their views through the school council, which is effective and contributes towards pupils' maturity and valuing others' ideas. Pupils help to devise school rules, think of ways to improve school procedures and playtimes, and how to raise money for charity.
23. Fire drills have not been regularly performed due to problems with the fire warning bell system; the school is in regular contact with the service provider but provision is currently unsatisfactory. The state of pupils' toilets on the ground floor is unsatisfactory. Pupils interviewed readily volunteered their dislike of the toilets. Some health and safety concerns were brought to the school's attention for action.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school works well with parents who have positive views of the school.
- Parents receive good information about the school and have regular opportunities to talk to teachers.
- Good links are held with a group of African Caribbean parents, but some Turkish parents would like more support.
- Some parents do not always co-operate with the school's efforts to improve attendance and punctuality.
- School routines for pupils' transfer to their next level of education are good.

Commentary

24. Links with parents are good. This is a commendable improvement since the last inspection. The school is clearly committed to building a close partnership with parents and has been effective in involving many in the education of their children. Parents have positive views of the school and are pleased with the quality of education it now provides, particularly with the improved behaviour that has been established. Parents say that staff are friendly and approachable. The home/school liaison worker makes good efforts to communicate with parents by running weekly coffee mornings with outside speakers and by helping parents understand how school works. Wherever possible, she helps put parents in touch with translators and deals with any queries they may have. A large number of parents help regularly in school by listening to readers, assisting in classrooms and supporting pupils whose first language is not English. They do this very well and the school greatly values their contribution.
25. The quality of information is good; regular newsletters, termly curriculum information and annual reports are well received. Parents' views are sought in an annual questionnaire; they know that any concerns they may have will be taken seriously and dealt with promptly, as is evidenced by the school's responses to parents' concerns and the actions being taken to resolve them. Parents of children with special educational needs are regularly involved in reviewing the progress their children make and in assisting in setting new targets for them linked to their individual education plans. The school's links with the youngest children's parents are good; they say they are welcomed into classrooms and talk to staff at the start and end of the school day.
26. There is a well-established African-Caribbean heritage parents' group whose aim is to support the educational achievement of their children. The school has responded positively to their involvement. This group of parents is now actively supporting the school in seeking to meet the needs of Turkish parents who would value more information in their own tongue, and guidance on how to help their children at home. A small proportion of parents from a range of ethnic groups do not co-operate fully with staff to ensure that their children arrive at school regularly and on time, or support their children at home. This adversely impacts on the progress their children make. There is a very active Parents' Association that organises a programme of social and fundraising events to support the school's work and this enhances the good relationships between home and school.
27. Links with the community are satisfactory, and teachers make good use of the local area to extend pupils' learning, including places of worship, the local library, emergency services and theatre groups and other regular visitors who support in assemblies. The school works well with secondary schools to ensure smooth transfer to the next stage of pupils' education.

LEADERSHIP AND MANAGEMENT

Leadership is **satisfactory** overall but management in some key aspects of the school's work are **unsatisfactory**. The headteacher provides **good** leadership and management. The role of governors is **satisfactory**.

Main strengths and weaknesses

- The headteacher is effective in ensuring that strategies for systematically improving the quality of education and staff morale are implemented.
- The headteacher's clarity and sense of vision are good.
- Co-ordinators do not monitor teaching and learning and this is unsatisfactory.
- Governors are effectively involved in setting the strategic direction of the school.
- The governing body does not ensure that all statutory requirements are fully implemented.

Commentary

28. The recently appointed headteacher has been effective in building upon the work started by her former temporary appointees. She gives a clear educational direction and good sense of purpose to the work of the school, including accurate self-evaluation of the school's strengths and weaknesses, and a clear and systematic process for improving all aspects of the school's provision. She has made some good staff appointments to further improve the educational provision, resulting in good assessment information about pupils' learning being developed and issued to all staff in Years 1 to 6. These appointments have ensured that the school is fully inclusive for pupils of all abilities and ethnic origins. As a result the equality of opportunity and inclusion is good. The headteacher's programme for development has led to improved staff morale and the good relationship between staff in all years now ensures greater co-operation. The quality of teaching has remained a focus for improvement and is having a positive impact on reducing the underachievement previously reported, particularly in Years 3 to 6. The deputy headteacher supports the headteacher well. The headteacher has initiated training for staff to accurately compare pupils' work against levels of the National Curriculum, and for good quality teaching to be shared across the staff.
29. Subject co-ordinators are keen to take a greater part in developing their roles of responsibility. They have compiled initial action plans and have received some non-contact time to audit resources and provide general support for other teachers. Their role remains underdeveloped though, as their action planning is not sufficiently sharp, they are not monitoring teaching and learning in lessons and, other than national test data, are unaware of standards at the end of both key stages. The headteacher is fully aware of these weaknesses and is rigorous in the training of co-ordinators to ensure that they fulfil their roles effectively. The recently appointed Foundation Stage co-ordinator provides satisfactory leadership, but has not yet had opportunity to monitor the work in each class. She manages assessment satisfactorily but effective tracking of children's progress has yet to be established. The recently appointed special educational needs co-ordinator has good plans for improving the provision for individual pupils, but has not yet had sufficient time to implement them. The recently appointed co-ordinator for pupils with English as an additional language brings good specialist knowledge and contributes well to teachers' professional development in supporting the range of ethnicities in school.
30. Governors understand well many of the school's strengths and weaknesses and several have been active in ensuring that the quality of provision identified by Her Majesty's additional Inspectors was sustained prior to the headteacher's appointment. They continue to be very positive about actions taken by the headteacher and support her decisions well. Although most statutory requirements are met, acts of collective worship are unsatisfactory. Performance management is not yet fully reinstated;

performance management objectives have been established for the headteacher and plans are in place for training team leaders; classroom observations of teachers' practice have been started.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,705,108	Balance from previous year	37,406
Total expenditure	1,864,018	Balance carried forward to the next	-121,504
Expenditure per pupil	3,501		

31. The headteacher has successfully halved the high level of overspend through effective and essential changes, particularly in reducing the staffing complement, and a firm plan has been agreed with the Education Council for the financial management of the school, the expected out-turn for the academic year being a deficit of £51,952. Budgetary controls are good. All recommendations of the last audit report have been completed, and actions are currently being taken to demonstrate full compliance with the data protection requirements. The school implements the principles of best practice well and the headteacher and governors are keenly aware of the need to continue to refurbish the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

32. Improvement since the last inspection is unsatisfactory, when the quality of the nursery provision was found to be very good and the whole Foundation Stage was said to be good. Provision in the nursery is now satisfactory, as it is in the reception classes. It was not possible to observe religious education.
33. Children enter the nursery class with a wide range of abilities, but overall their skills, knowledge and understanding are below the national expectations. They achieve satisfactorily and by the end of reception the majority, including those with special educational needs and those in the early stages of learning English, are unlikely to achieve the nationally expected levels, except in their personal, social and emotional development, where they already achieve the Early Learning Goals. The curriculum gives good balance between activities that children choose for themselves and those that adults lead. Inclusion is good with the different abilities of children being well supported by adult-led activities. Teachers and other support staff provide a good level of care and safety for the children.
34. Most children attend nursery full time for two terms before they start in the reception classes, although some children only entered school in January. Accommodation is of a good size, particularly in the nursery classroom. All three classes have the added resource of a separate, secure outdoor play area, but the accommodation overall is in need of refurbishment to make it into a vibrant place for learning.
35. Leadership by the recently appointed co-ordinator is satisfactory, but management is unsatisfactory due to the lack of regular opportunities available to monitor and improve the quality of teaching and learning. The nursery is led by a supply teacher until a full time appointment can be made. Although staff conduct satisfactory practices to measure children's attainment on entry, the school has not introduced a way to accurately track the progress children make in their learning. This means that the co-ordinator does not have a thorough appreciation of where improvements are needed. The co-ordinator, however, is a good teaching role model for other staff.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given good opportunities to make choices about their play activities and are fully on course to achieve the expected levels by the time they enter Year 1.
- Teachers have good strategies for managing pupils.
- Supportive relationships are being established, enabling children to feel settled and happy.

Commentary

36. The quality of teaching and the curriculum is good and children achieve well. As a result, children are gradually learning how to behave well in different situations and

understand right from wrong. The welcoming ethos in the nursery enables children to feel safe and well cared for, with good activities provided from which to choose. Reception children work independently and confidently, getting out their own equipment or asking for help from another child. Behaviour is generally good and they learn effectively how to be a member of a social group. Good supportive relationships are quickly established by the whole adult team, and the classrooms have a busy yet peaceful working atmosphere. The children are continually encouraged to be involved in a range of activities and, where necessary, are supported in their learning and encouraged to share resources and to act politely. The use of assessment information is satisfactory.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Some good methods are used to teach early reading and writing.
- Although assessment is used satisfactorily to identify children's learning needs and the steps of their development, targets set for individual children are too broad and opportunities to reinforce teaching are missed.

Commentary

37. Teaching is satisfactory overall, and some good and very good teaching was seen for developing children's early skills in speaking, reading and writing. Nursery children enjoy looking at books and most make satisfactory progress in their early reading skills. In both reception classes large books are used to good effect, where children learn from a story over a week, with good opportunities provided for them to listen and to satisfactorily increase their spoken and reading vocabulary. In a very good lesson, staff took full account of assessment information and tailored their teaching to include very engaging activities with very good focus on repetition. Some optional activities were used well too, such as a magnet-fishing word game that captured the boys' attention effectively. Reading is taught satisfactorily and children achieve satisfactorily as a result. Reception children enjoy looking at books and a minority can read simple text, and use picture clues and phonics satisfactorily when they meet an unfamiliar word. Their progress in writing is slow despite good methods sometimes being employed and a lot of encouragement being given for children to write for themselves. Achievement is satisfactory overall, although children do not achieve the Early Learning Goals by the end of reception in all aspects of this area of learning. Staff maintain good detailed records of children's achievements, but the lack of precise targets for individual children means that opportunities are missed to reinforce and extend their learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- More-able children achieve well.
- Teaching is not consistent between the two reception classes, even when using the same planning.

Commentary

38. Children of all abilities achieve satisfactorily but standards remain below the expectations of the Early Learning Goals by the end of reception. More-able children

are likely to achieve the Early Learning Goals before they enter Year 1, but the larger proportion of average and lower ability children are unlikely to. Suitable activities are provided for children in both age groups. Nursery children satisfactorily cut out dough shapes and help to order numbered photographs, but little use is made of whole-group activities, such as counting rhymes. Reception children respond readily to the counting activities provided, with most being able to finger-count to 80. More-able children in one lesson used good estimation to judge the height of the towers they had built and received good levels of challenge, such as guessing and counting out the number of dinosaurs in a container by placing them in rows of fives; as a result they achieved well in these activities. Good teaching was often evident in the co-ordinator's class, but teaching, although satisfactory overall, is inconsistent.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff provide good opportunities for children to select their own activities
- Visits from external agencies are used well to stimulate children's learning.
- The quality of resources is variable and some are insufficiently enticing.
- Children have few computer skills.

Commentary

39. Some good opportunities for free play stimulate children's interest, as when they used a good range of resources to make a fire engine, including batteries, mirrors, lenses, wire and bulbs. Boys showed much interest at these times and used good levels of thought as to how they might make the fire engine work. Some girls made satisfactory collages with bottle tops as well as playing with a 'roadway', although their knowledge of street facilities is weak, while a small number take an interest in flowers that are growing outside the classroom. Staff have used visits by the fire service when a fire engine was brought to school, to extend children's understanding about the recent past when they discuss the photographs taken at that time. Other provision is limited, such as the 'Post Office' that lacks good resources and home corners that look worn. Teaching and learning are satisfactory and children achieve satisfactorily. Children who attend for part time only, receive a balanced curriculum alongside those in full-time education. Too little use is made of computers to extend children's learning; many children lack the physical control skills to use a 'mouse' and gain too little from the experience of their use because they do not concentrate well enough. Most children are unlikely to attain the expectations of the Early Learning Goals by the end of reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The opportunity for ready access to outside play area, and opportunities provided for children to balance and build are good.
- Good opportunities are provided for children to develop their physical skills.

Commentary

40. Although standards are below those generally found, children achieve satisfactorily. Most children however, are unlikely to attain the national expectations by the end of reception. No physical development lessons in the hall were observed, but staff were seen working with small groups of children to extend their skills both indoors and in the playground. Teaching is satisfactory overall. Children have poor manipulative skills on entry and, although they are given some good activities to increase their skills such as fixing wire to bulbs and making collages with tiny circles of paper, standards remain below average. Children use the secure outdoor areas freely and often, as well as the large playground on occasions, with good encouragement given by support staff for keeping children active, such as when playing in a make-believe truck. On these occasions their learning was seen to be satisfactory. Some good experiences are provided for balancing, climbing and running activities and in these, standards are in line with expectations for large body movements.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children have opportunities to work with a satisfactory range of materials, but some resources for developing children's imagination are limited and worn.

Commentary

41. Achievement is satisfactory, although most children are unlikely to achieve expectations by the end of reception. Teaching is satisfactory and teachers' expectations and levels of challenge are satisfactory. Teachers take appropriate opportunities to encourage children to learn new words and establish their current vocabulary when using pictures to make a book. A suitable range of materials including paint and collage materials is provided. Children readily take the initiative in choosing the resources they require with which to make prints and models. While some materials and experiences enable children to develop their imagination well, such as food for a picnic and the use of big bricks to make a fire engine, others are worn and lack elements that inspire and extend children's play activities. No music or dance was observed.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning in Years 1 and 2 are consistently good and have a positive impact on pupils' achievement.
- Individual reading sessions are having a positive impact on raising standards in Years 1 and 2.
- Insufficient attention is given to developing pupils' speaking and listening skills in Years 3 to 6.
- Good emphasis and demonstration in writing in Years 1 and 2 enable pupils to develop skills well, but there are weaknesses in the teaching of writing and marking to aid further development in Year 6.
- Assessment information and its use are good in Years 1 and 2.
- The co-ordinator is not monitoring teaching and learning in classes.
- Too little use is made of computers in classes to enhance learning effectively.

Commentary

42. Standards in Years 1 and 2 are average and have improved since the last inspection with pupils now reaching average standards in reading, writing and speaking and listening. The good quality of teaching and effective marking of pupils' work enable pupils to achieve well. Standards in Year 6 have improved since the national tests in 2004 when they were well below average, but remain below average, largely because of the earlier underachievement that has not yet been fully eliminated. Pupils' achievement currently in Years 3 to 6 is satisfactory. Pupils with English as an additional language achieve well because they receive work that is well matched to their abilities and are supported effectively. Improvement since the last inspection is satisfactory.

43. In reading, Year 1 and 2 pupils achieve well and this shows a clear improvement on the findings of the 2004 national tests when standards were below average. Many pupils develop strategies for reading unfamiliar words and use the context to guess meaning. Pupils' achievement in Year 6 is satisfactory but standards are below average. The school's provision is now enhanced through the introduction of a regular reading session at the start of the morning where individual reading support is provided by parent volunteers. This provision, together with a reading recovery programme initiated by the special educational needs co-ordinator, is having a positive impact on pupils' achievement. Guided reading is used well and is effectively assessed against clear objectives with good diagnostic information being used to set targets for improvement in all year groups.
44. Pupils in Years 1 and 2 listen and respond well in lessons because teachers match questions appropriately to pupils' different abilities and use questioning effectively to elicit information. Pupils draw on their previous learning well. In individual activities, effective teaching enables more-able pupils to develop good questioning techniques when looking at characters in a book. In some lessons in Years 3 to 6, teachers capitalise well on partnered discussion and devise activities effectively to generate small group discussion, with good levels of discussion seen in a Year 3 history lesson. However, this is not consistent in all classes, even though speaking and listening opportunities are identified in teachers' planning. In addition, insufficient emphasis is given to evaluating and assessing pupils' speaking skills or in providing feedback to enable pupils to improve.
45. Pupils make good progress and achieve well in writing in Years 1 and 2, where they are developing a good cursive style as a result of good focus on the teaching of handwriting. This rate of progress is not matched, however, by pupils in Year 6. In spite of the school's emphasis on writing as an area for development, the amount of writing covered in Year 6 is limited in range and quantity and there is insufficient emphasis on teachers modelling the necessary skills to make a real impact on progress. Marking of work in Year 6 is also not matched by the quality found in Year 2 where pupils are given clear guidance about how to improve their work.
46. Teaching and learning in Years 1 and 2 are good and, although a number of good lessons were seen in Years 3 to 6, teaching in those years is satisfactory overall. On occasions, when teaching was seen to be satisfactory in Years 3 to 6, and although the teacher's subject knowledge was good, insufficient strategies were used to prevent a small number of pupils hindering their classmates. Where teaching is good, learning objectives are carefully shared with pupils and used to focus their learning during and at the end of lessons. Lessons are well structured with good demonstrations to model skills, gradually moving on to more open-ended tasks where pupils apply the skills rehearsed during the introduction. In some lessons, teachers' instructions effectively develop pupils' thinking and encourage them to focus on their collaborative work with peers. In most lessons, work is appropriately matched to pupils of all abilities with extension tasks identified for the more able. Opportunities to use information and communication technology skills in classrooms are not systematically planned, with few opportunities for pupils to use computers for drafting and redrafting. The quality and use of assessment information to improve pupils' learning are good in Years 1 and 2 and satisfactory in Years 3 to 6. Overall pupils have satisfactory knowledge as to how they might improve their work.

47. Leadership is satisfactory and appropriate guidance is provided to teachers. However, although lessons have been observed by senior staff, little monitoring has been carried out by the co-ordinator to identify the strengths and areas of need or to disseminate good practice; as a result, management is unsatisfactory.

Language and literacy across the curriculum

48. Pupils' literacy skills are satisfactorily promoted with some good examples in history where pupils use the Internet to research information. Speaking is well promoted in some subjects but this is inconsistent. Not enough attention is focused on ensuring that specific subject vocabulary is explained to pupils and rehearsed appropriately. Not all classes are taught library skills and the use of books to develop research skills is not sufficiently harnessed in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Year 2 pupils make good progress, but standards in Year 6 are below average.
- Teaching is good in Years 1 and 2.
- Teachers plan well, have high expectations for pupils' work and use a good range of strategies for teaching problem-solving skills.
- The co-ordinator is not sufficiently monitoring the quality of teaching and learning.
- Assessment is good, with good use of the information to plan work and set targets for pupils.
- Insufficient use is made of mathematics across the curriculum and computers in classrooms

Commentary

49. Although standards in Year 2 are broadly average, and reflect the results of the national tests and tasks in 2004, pupils' achievement is good. Standards in Year 6 have been gradually improving since 2002 national test results, but remain below average in 2004 test results, largely due to some underachievement that is present from previous years. In Years 3 to 6, pupils' current achievement is satisfactory overall, including those with special educational needs, while those who speak English as an additional language achieve well. No significant gender difference was evident in Year 6, despite girls' achieving less well than boys in the 2004 national tests. Improvement since the last inspection is satisfactory overall.
50. Teaching is good in Years 1 and 2. Teaching in Years 3 to 6 was frequently good and occasionally very good, but work in pupils' books and discussions with junior pupils show that teaching is inconsistent and over time is satisfactory. Throughout the school, teachers have high expectations for behaviour and pupils' attention to tasks. They plan effectively, often in year-group teams, and most teachers have good subject knowledge. Relationships are good and teachers use a supportive teaching style that encourages pupils to articulate their methods and ideas and extend their understanding and problem-solving skills. Teachers show pupils a good variety of methods which they nearly always explain clearly. As a result, pupils generally demonstrate a good knowledge of different methods, but many in Years 3 to 6 do not have secure knowledge of number facts and tables and this is holding them back. This is in spite of the mental arithmetic sessions in lessons, where teachers use good methods and resources to ensure that all pupils take part to practise and extend their

knowledge. Teachers are aware of the wide range of pupils' abilities and plan to meet their needs well. Pupils with English as an additional language are well supported and achieve well, such as in a Year 6 'setted' lesson, which included lower attaining pupils, where the teaching was well focused and all pupils learned well as a result. In one lesson where teaching was unsatisfactory, the teacher lacked confidence in gaining effective responses, took too little account of pupils' abilities and their understanding of the method being taught, and lacked appropriate challenge for more-able pupils.

51. Effective assessment of pupils' work has been initiated by the headteacher and all teachers are now fully aware of the abilities and achievement of their pupils, including those with special educational needs and English as an additional language. Overall this ensures good inclusion. Good systems are in place to set targets for pupils' learning. Review of pupils' work by the staff team is beginning to make a positive impact on pupils' work, particularly for older pupils. The marking of pupils' work is effective in clarifying what they need to do to improve.
52. Leadership is satisfactory, but management is unsatisfactory as too little monitoring of teaching and learning has taken place. The enthusiastic and knowledgeable co-ordinator is well informed about standards as a result of good analysis of test results, but less so about the overall quality of teaching and areas requiring improvement. Too little use is made of computers in classrooms to further pupils' mathematical understanding.

Mathematics across the curriculum

53. Insufficient use is made of mathematics across the curriculum to reinforce and develop pupils' mathematical skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in Year 6.
- Good emphasis is placed on experimental and investigative science, and pupils make good progress in learning scientific facts.
- Too much dependency is placed on the use of photocopied worksheets.
- Teachers' marking is insufficient to develop pupils' learning further.
- Pupils' demonstrate positive attitudes and behaviour.
- Assessment is not used consistently to ensure the work set meets pupils' needs.
- The co-ordinator does not monitor teaching and learning in classes.

Commentary

54. Standards remain below average in Year 6, but pupils are making satisfactory gains in their knowledge of the different elements of science. Test results over the last four years show inconsistency in pupils' attainment, however, with results in the 2004 national tests falling to well below average at the end of Year 6. Inspection judgments show that overall standards are now below average in Year 6, largely due to some underachievement that is present from previous years. Standards in the teacher assessments for pupils in Year 2 in 2004 were average overall. Inspection judgements show that standards remain average in Year 2 and achievement is good. No significant

difference is evident in the achievement of boys and girls. Lower-attaining pupils and those with English as an additional language are well supported and generally achieve well. Improvement since the last inspection is satisfactory.

55. Overall, the quality of the teaching and learning is satisfactory, although some very good practice is evident in several year groups. Good emphasis is given to experimental and investigative science in all classes and pupils achieve well in their understanding of scientific facts, but teachers' marking of work does not always support or extend their scientific understanding. Opportunities for pupils to record the results of their own investigations are not sufficiently well developed in all classes due to the heavy use of photocopied material and too many pupils do not make sufficient recording of their practical work in their books. This hinders their ability to recall their prior learning. However, there is now a clearer direction for the teaching since the last inspection and since the new headteacher was appointed. In the better quality lessons teaching is good, teachers' good subject knowledge and enthusiasm engage pupils' attention fully, and the practical use of equipment in group work sustains pupils' personal motivation. As a result, good amounts of work are completed on time and incorporate good levels of presentation. On occasions, information and communication technology is used effectively to support pupils' research skills and consolidate their learning. Teaching supports pupils' literacy satisfactorily both verbally and in written work. Satisfactory assessment procedures are in place and enable teachers to plan work for pupils' abilities, although on occasions there is inconsistent use of assessment information in teachers' planning. Pupils' good attitudes, behaviour and relationships have improved since the last inspection and have a positive impact on their learning, which is now satisfactory.
56. Leadership is satisfactory, but management is unsatisfactory. The recently appointed headteacher has led the development of a whole-school curriculum with clear cross-curricular links with science, this being the first year that a whole-school curriculum for science has been in place. The co-ordinator has undertaken an audit of resources and produced an initial action plan to help the school raise standards, but this does not incorporate sufficient rigor to ensure that standards rise. Teachers' planning is monitored by the co-ordinator, but insufficient monitoring of teaching, learning and standards has taken place and she is not sufficiently aware of the strengths and weaknesses in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in control and modelling are below average.
- Good improvements have been made in the resources available.
- Effective teaching has boosted teachers' confidence and expertise in information and communication technology.
- Pupils are well motivated and are committed to their work.
- Effective procedures for assessment are being developed.
- Computers are not used consistently in classes to support learning in other subjects.
- Monitoring arrangements are unsatisfactory.

Commentary

57. Pupils reach average standards overall in Years 2 and 6. This is an improvement at Year 6 since the last inspection; standards at Year 2 remain average as previously reported. The majority of pupils, including those with special educational needs and English as an additional language, achieve satisfactorily against their prior attainment. However, standards in control and modelling remain below average as reported at the last full inspection and insufficient progress has been made in this aspect.
58. Good improvements have been made in resources since the last inspection, with the recently equipped computer room being used effectively to develop pupils' skills on a regular basis, particularly the more-able pupils whose skills are clearly enhanced. Pupils in all classes receive planned time in the computer room to support their work in all subjects of the curriculum. Teaching and learning in Years 1 to 6 are satisfactory and pupils achieve satisfactorily. This improvement since the last inspection is a direct result of the effective training teachers have received that has improved their confidence and expertise. Some teaching is good, and where this occurs pupils quickly understand the tasks they are to perform and work with good concentration and skills to complete the work. Pupils respond well in most lessons, work with motivation, collaborate well and demonstrate good self-discipline. In many lessons, pupils were enabled to draw on their previous learning and opportunity was taken by teachers to provide guidance and to refocus pupils' learning. Teachers' planning for work in the computer room is good and covers all strands appropriately, but insufficient use is made of classroom computers to build effectively on this work.
59. Leadership is satisfactory. The co-ordinator has conducted an audit of resources and developed an action plan for the development of information and communication technology across the curriculum. Management is unsatisfactory as the monitoring of standards, teaching and learning is underdeveloped. This limits the scope for teachers to set improvement targets and, where targets for development are set, they are not sufficiently focused on raising standards. The quality and use of assessment is satisfactory, and pupils generally have satisfactory knowledge of how they might improve their work.

Information and communication technology across the curriculum

60. The use of Information and communication technology across the curriculum is satisfactory. Provision is effective in the computer room to support pupils' learning in all subjects. Teachers in Years 3 to 6 use the overhead projectors satisfactorily in classrooms and older pupils use the Internet to search for information, but this is limited and is not a consistent feature of teaching. However, too little use is made of the computers in classrooms to build upon pupils' learning and this is a weakness.

HUMANITIES

61. Work in **geography** was sampled as this was not a focus for inspection. The limited amount of evidence, including little recorded work in Year 6 pupils' books, meant that it was not possible to make a judgement about standards and provision in the subject. However, in the one lesson seen, excellent teaching brought the subject alive by the teacher's good knowledge, teaching methods and attention to detail. Leadership is satisfactory, but management and action planning are unsatisfactory.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils show interest in their work and have a growing knowledge of historical facts.
- Too little work is evident in pupils' books.
- Cross-curricular links are good.
- There are insufficient monitoring arrangements to evaluate teaching and learning.

Commentary

62. Standards are average in Years 2 and 6 and pupils' achievement is good. This reflects the findings of the last inspection and indicates satisfactory improvement. In Year 2, pupils show a satisfactory understanding of events from the past, and are beginning to sequence events. Pupils talk with interest about their work on a range of topics including Black History, while Year 6 pupils use dates and historical terms correctly. They confidently discuss conditions during the Second World War when people had to go for safety to air-raid shelters, and have developed an empathy with the plight of children in the war years.
63. Pupils benefit from the enthusiasm of teachers and the well-planned activities. They progressively develop skills in research using library books, computers and talking to older people who remember the war. Teaching is satisfactory overall, and some well-taught lessons develop pupils' learning well. Examination of pupils' work in Year 5, however, indicates that too little work is being recorded by several average and lower attaining pupils. The broad curriculum gives enrichment and enjoyment, such as in a Year 3 lesson where pupils were developing very good understanding of archaeology and archaeological evidence, based on the examination of materials left in the ground over a long period of time. They became excited and fully involved in their learning, collaborated well and related positively to the teacher. All pupils achieved well, including those with special educational needs and English as an additional language. Pupils' speaking and listening skills were promoted well.
64. Pupils' written accounts in books and on the computer contribute satisfactorily towards their developing standards in literacy. Displays of pupils' work in classes show examples of good quality work that help to raise pupils' self esteem and pride. Interesting and instructive displays are provided to inform pupils of a Victorian diet, while other work focuses on aspects of the Tudor period. Planned links with other subjects are effective, such as with art and design in connection with Ancient Greece, Black History month and Mendhi patterns.
65. Leadership is satisfactory, with a whole-school curriculum now in place. Teachers' planning is monitored, but the monitoring of standards, teaching and learning is not undertaken and management is, therefore, unsatisfactory. Assessment is in its early stages, but end-of-unit assessments are carried out in each year group. Some very good artefacts are used from the local library service, but the range of history books to suit all ages is limited.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the last inspection.

- Pupils have good attitudes and are keen to discuss their learning.
- The co-ordinator is not monitoring teaching and learning.

Commentary

66. Standards are now average in Years 2 and 6 and pupils' achievement is good. The locally agreed syllabus is now in place and satisfactorily supports the teaching and learning of pupils' religious knowledge and their spiritual, moral, social, cultural and personal development. This is a good improvement since the last inspection when religious education did not meet the requirements of the locally agreed syllabus and standards were well below expectation. Teaching is meaningful to pupils as they are often learning about beliefs of other pupils within their class, and they gain a satisfactory knowledge and understanding of the main world religions. Pupils speak confidently about their knowledge of the various religions that they have studied.
67. The quality of teaching is satisfactory and teachers plan effectively to ensure that there is equality of access to the curriculum. Pupils listen attentively as they are told about different religions and readily discuss the artefacts shown; this interaction with classmates and the teacher contributes well to pupils' speaking and listening skills. This was particularly so in a good lesson on baptism, where pupils listened attentively and questioned the teacher with keen interest. Teachers reinforce the use of correct religious vocabulary and the feasts of the different religions are celebrated. Good links are made with other subjects, such as art and design, information and communication technology, literacy and drama.
68. Leadership is satisfactory and an action plan for subject development is in place. The subject leader has recently attended training courses and is now able to give advice and support to other members of staff. Assessment of pupils' learning is being developed. Management is unsatisfactory, as monitoring of standards and teaching and learning is not undertaken.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Art and design and physical education were sampled, as they were not main focus of the inspection. The limited amount of evidence meant that it was not possible to make a judgement about standards and provision in either of the subjects.
70. Teaching in the one **art and design** lesson was satisfactory. A broad curriculum is provided and pupils have regular opportunities to practise and develop their skills and understanding through some cross-curricular links, especially with history. Opportunities are provided for pupils to experiment with colour and shading and to investigate patterns using a range of different media. Attractive displays of pupils' work that use famous artists work as stimuli brighten the school corridors and classrooms. Displays of good work are also presented from pupils' work in the after-school art club. Assessment of pupils' work is now in place and is being developed to more effectively promote pupils' achievement. The last inspection showed that standards were above average. The evidence from pupils' sketchbooks and displays indicates that standards are at least satisfactory overall with some elements of good work evident.
71. In the one **physical education** lesson seen, the teaching was good and pupils responded well. The lesson was well planned and structured, including appropriate warm-up needed for a game of hockey. Clear demonstrations were given in handling the stick and using specific techniques for attacking and defending. The teacher

evaluated pupils' performance effectively and guided them further as they attempted to refine their techniques. Most pupils are able to swim 25 metres before they leave the school.

Design and technology

Provision in design and technology is **satisfactory**

Main strengths and weaknesses

- Standards have improved since the last inspection.
- A good emphasis is placed on the design process.
- The co-ordinator does not monitor teaching and learning and is unaware of the standards being attained.

Commentary

72. The school has made good progress in improving the provision, particularly in Years 3 to 6 where attainment is now average. Standards in Year 2 are average; pupils' current achievement is satisfactory in Years 1 to 6. A suitable range of worthwhile learning experiences is provided that include opportunities for pupils to learn and apply design and technology skills working with food, electrical circuits, constructions and mechanics.
73. Work in pupils' books was not available, but evidence of their work was on display in many classes. Pupils are keen to talk about their vehicle designs and explain any special features. Their descriptions include good detail about the making element. Shelters made by Year 6 pupils linked well with their Second World War topic. They researched the different shelters used, planned their designs, and made and evaluated their model in groups. Pupils had choices of materials to use and were very inventive in achieving their planned designs and modelled the basic furniture needed for their shelters. Other pupils in the school understand that making sandwiches can also be design and technology; they tasted the foods available, planned their own sandwich, made it, and then evaluated their achievements. Good opportunities were given for pupils to engage in discussion, to work collaboratively on their projects and evaluate their own and other pupils' products.
74. The curriculum is well planned, and teaching and learning are satisfactory overall. Teaching and learning in lessons observed was mostly good, with teachers having high expectations for pupils' work. Teachers are developing their subject knowledge, becoming more confident and have improved their individual planning. Pupils with special educational needs and those with English as an additional language are well supported and achieve at the same rate as their classmates.
75. Leadership is satisfactory, and suitable support and advice is given to other teachers. Management is unsatisfactory because teaching and learning are not monitored. As a result, the co-ordinator is unaware of standards and the quality of teaching throughout the school and action planning is not sufficiently detailed or rigorous.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The quality of leadership and management is very good.
- Pupils reach above average standards and achieve well.
- Teaching is good and is enhanced effectively by the co-ordinator's specialist knowledge and skills.
- Pupils respond enthusiastically and take an active part in lessons.

Commentary

76. Pupils' attainment in music is above average in Year 6 and their achievement is very good. This is a good improvement since the last inspection when standards were average at Years 2 and 6. No judgement could be made about standards in Year 2 as no lessons were observed. Pupils' overall achievement is good and they achieve well as they move through the school because of the very good skills of the music specialist who knows the pupils well. Pupils experience a good range of activities that build their skills systematically.
77. The quality of teaching and learning is very good. Lessons observed were well planned and thoughtfully structured to ensure that all pupils were fully involved. Pupils' musical skills are being developed well as a result of skilful, knowledgeable teaching and many opportunities to practise and extend their skills. The co-ordinator is keen that pupils of all abilities develop their individual skills, and places much emphasis on pupils' enjoyment of music. Lessons started with a warm up, often focusing on rhythmic patterns that were demonstrated and practised with zest. Pupils often work in pairs and are effectively supported by a teaching assistant who also has a musical background. This was amply demonstrated in a Year 4 lesson on 'sound signals'. Effective methods were used that enabled pupils to discuss and describe signals in pairs as they listened to a wide range of familiar sounds, gradually moving to descriptions of pitch movements and reproducing them from musical notes.
78. The quality of singing heard in assemblies and classes was good and makes a clear contribution to pupils' spiritual and cultural development. Singing skills are developed well by teaching pupils to repeat phrases. The good pace of the lessons maintains pupils' interest and enthusiasm; they concentrate well and enjoy the lessons. Previous learning is revised well, and musical vocabulary is reinforced through good, careful questioning that encourages pupils to think and answer using correct technical terms.
79. Leadership and management are very good. The co-ordinator has developed very good assessment systems that have a clear focus on achievement, and information is used very effectively to promote pupils' learning. A number of extra-curricular musical activities, ranging from a choir and orchestra, to recorder groups and instrumental lessons from a peripatetic teacher, enhance the provision further. The strategy of alternating the specialist teaching of the co-ordinator with that of class teachers has led to clear improvement in teachers' understanding and knowledge of the subject and to good achievement by pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. This aspect was sampled. The school promotes pupils' personal, social and health education well and includes sex education, drug awareness and information on ensuring personal safety. The school programme ensures that pupils develop their self-esteem, and good relationships are built among the pupils who come from a range of ethnic backgrounds. Pupils' moral and social development is supported well by the role of school council members who communicate with other pupils and this enables all pupils involved to develop skills in democratically representing others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

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

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	5

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