

# INSPECTION REPORT

## **FAIRWAY PRIMARY SCHOOL**

Mill Hill, Barnet

LEA area: Barnet

Unique reference number: 101278

Headteacher: Ms J Parker

Lead inspector: Mr J Bald

Dates of inspection: 21 to 23 February 2005

Inspection number: 266812

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:	4 to 11
Gender of pupils:	Mixed
Number on roll:	210
School address:	The Fairway Mill Hill London
Postcode:	NW7 3HS
Telephone number:	020 8959 1177
Fax number:	020 8201 0907
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Draper
Date of previous inspection:	July 1999

## **CHARACTERISTICS OF THE SCHOOL**

Fairway Primary School is of average size. Two-thirds of its pupils come from a very wide range of minority ethnic backgrounds, and a third are white. A very high proportion of pupils have English as an additional language; most are fluent English speakers, but some children join the reception class with very little knowledge of English. The standards reached by pupils joining the school range from well above average to very low. They are broadly average overall, but with weaknesses in language, literacy and communication. The proportion of pupils with special educational needs is broadly average, but an above average proportion of these pupils have a Statement of special educational needs, often for autism. The school population is stable, and its social and economic circumstances are broadly average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17932	John Bald	Lead inspector	English as an additional language History Geography Information and communication technology (ICT) Music Special educational needs
11041	Marvyn Moore	Lay inspector	
32327	Sue Alton	Team inspector	Mathematics Foundation stage (the reception class)
17995	Roger Purdom	Team inspector	Science Art and design Design and technology Physical education Music Religious education
32840	Cheryl Robinson	Team inspector	English

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Fairway Primary School provides very good education.** Pupils make very good progress to reach well above average standards in Year 6. All groups of pupils achieve very well, and there is very effective support for those who need it. Teaching is good, with outstanding features. Pupils develop excellent attitudes to school life and work, and their learning is very good. Relationships, and arrangements for the care of pupils, are excellent. The school is led and managed very well by the headteacher, with strong support from the deputy headteacher and the senior management team. It provides very good value for money.

The school's main strengths and weaknesses are:

- National test results and standards in Year 6 are well above average.
- Very good provision in the reception class gives all children a very good start to school.
- Teaching is very well matched to the wide range of learning needs among the pupils.
- Pupils work hard, behave very well, support each other and are proud of the school.
- Teaching assistants make an excellent contribution to learning and to pupils' personal development.
- Homework is effective in Years 1 and 2, but there is too little in Years 3 to 6.
- Progress is tracked well in English and mathematics, but not consistently in other subjects.

The school has shown very good improvement since July 1999, when it was last inspected. It has maintained standards, despite lower standards among children joining the school, and has extended provision for pupils with additional learning needs. It has made good improvements on points for action from the last inspection, including a new computer suite, and very good improvements in its management systems.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	B	A*	A*
mathematics	B	B	A	A
science	B	A	B	C

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

**Achievement is very good.** It is good in Year 2, and very good by Year 6, particularly as many pupils have English as an additional language. The grade A\* above shows standards in the top five per cent of all schools nationally. The standard of Year 6 work seen during the inspection was well above average in English, mathematics and science, and above average in information and communication technology (ICT). It was average, with very good features, in religious education. Standards in Year 2 are broadly average, and show good achievement from pupils' starting points, particularly in reading, speaking and listening. Achievement in the reception class is very good; children reach average standards, and make very good progress from their starting points.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Their behaviour is very good, and relationships and attitudes to school are excellent. Pupils are proud of their school and their achievements, and help each other. Attendance is average, with good punctuality.

## **QUALITY OF EDUCATION**

**The quality of education is very good. The quality of teaching is good,** and has very good features. Its strengths include work in the reception class, provision for pupils with English as an additional language, support for those with special educational needs, the use of ICT in mathematics, practical work in science, and preparation for national tests and for secondary school. Homework is effective in Years 1 and 2, but there is too little in Years 3 to 6. Teachers track progress well in English and mathematics, but most do not do this in other subjects. Learning benefits from pupils' excellent attitudes to work, and is very good.

The curriculum meets pupils' needs very well throughout the school, both in learning and in their personal development. It offers a good range of learning opportunities beyond lessons. Accommodation is good in the main school, but very cramped in the reception class. Resources for learning are good, and the library is attractive and very well used. Arrangements for the care and welfare of all pupils are excellent, and there are excellent procedures for consulting them and taking account of their views. They receive very good guidance and support. The school has a good relationship with parents and carers, and very good relationships with other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher has a very clear vision for the school, based on commitment to high standards and equal opportunities for all pupils. It is backed by very effective management systems, particularly in the recruitment and management of staff, and development planning. The deputy headteacher and senior management team make a very effective contribution to management. Middle management is good, with some outstanding features. The work of the governors is good, and they support the headteacher strongly. Statutory requirements are met, with the exception of a daily act of collective worship.

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

Most parents and carers have very positive views of the school. Almost half do not think there is sufficient homework, and a small minority do not approve of the prompt start to the school day. Inspectors found too little homework in Years 3 to 6. They found that the prompt start to the school day sets a very good tone for learning. Pupils' views of the school were very positive in all respects.

## **IMPROVEMENTS NEEDED**

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

- Ensure that progress is effectively assessed and tracked in all subjects.
- Develop a consistent and effective approach to homework in Years 3 to 6.

and, to meet statutory requirements:

- Provide a daily act of collective worship.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards achieved are very good. Pupils start with average standards and some weaknesses in their language, literacy and communication skills. They make very good long-term progress to reach well above average standards by Year 6.

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

- The headteacher and staff have established a strong culture of achievement that involves all pupils.
- Year 6 work shows very good achievement in English, mathematics and science.
- Year 6 national test results are well above average and show very good achievement.
- Pupils with special educational needs achieve very well in relation to their learning needs.
- Pupils with English as an additional language achieve high standards in response to very effective teaching.
- Standards are above average in ICT, and it makes a good contribution to achievement in other subjects.
- Pupils' good standards in singing help them speak clearly and accurately.
- Children in the reception class achieve very well across the full range of learning activities.

#### **Commentary**

1. Standards among children joining the reception class range from well above average to very low. They are broadly average overall, but with significant weaknesses in many students' language, literacy and communication skills. This indicates a change since the last inspection, when standards among pupils joining the school were above average. The school has adapted its work very effectively to meet students' learning needs, and long-term achievement is very good.
2. Achievement at the end of the reception year is very good. Children benefit from very good teaching and a very well organised classroom that gives them a wide range of interesting and practical activities. They become involved, experiment, and develop a wide range of skills, particularly in language and mathematics. As a result, a high proportion of children reach the learning goals for their age by the time they start the National Curriculum in Year 1.

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

Standards in:	School results	National results
reading	15.7 (15.8)	15.8 (15.7)
writing	14.6 (15.3)	14.6 (14.6)
mathematics	16.5 (17.1)	16.2 (16.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

3. Teaching and learning in Years 1 and 2 continue the emphasis on practical activities that encourage children to speak, to work co-operatively and to develop independence. This leads to good achievement by Year 2. Standards are still broadly average in English, mathematics, science, but pupils have made important developments in all aspects of their language skills, particularly in speaking and listening and in reading, which is often fluent and expressive. The achievement of national test results that are fully in line with the national average is particularly good achievement for pupils with English as an additional language. It



was not possible to observe enough teaching in other subjects to report fully on standards, but work sampled was of broadly average quality.

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

Standards in:	School results	National results
English	30.3 (27.7)	26.9 (26.8)
mathematics	29.3 (27.9)	27.0 (26.8)
science	29.7 (30.1)	28.6 (28.6)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

4. Pupils advance to reach well above average standards in Year 6 in English, mathematics and science, and overall achievement is very good. The results of national tests were well above average in 2004, and are much better than those of most similar schools, particularly when the high proportion of pupils with English as an additional language is taken into account. An exceptionally high proportion, seven-tenths of pupils, exceeded the expected level in English, and higher-attaining pupils do very well in national tests in all three subjects. Standards in Year 6 are above average in ICT, where pupils develop a wide range of skills, and reach very high standards in multimedia presentations. Standards in religious education are broadly average, but are well above average in aspects that have been studied in depth. It was not possible to observe enough lessons to report fully on other subjects. The standard of work sampled ranged from average to well above average in individual lessons, and represented good overall achievement.
5. Very effective support for pupils with special educational needs, with good provision for literacy and language development in all aspects of the curriculum, leads to very good long-term achievement among all groups of pupils. There was a significant improvement in boys' results in 2004, and their results were very close to those of the girls. The school sets very demanding targets for national test results, and exceeded its 2004 targets by a wide margin. The trend in its results in Year 6 is above average.
6. When the school was last inspected, standards in Year 6 were well above average in English, mathematics and science, but below average in ICT. The school has maintained these standards despite lower standards among children joining the school, a factor that explains a fall in Year 2 results since that time. Standards in ICT were below average in Year 6 and are now above average. Overall, standards currently achieved represent very good improvement.

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

Pupils have excellent attitudes to school, and form excellent relationships with their teachers and each other. Behaviour is very good. Attendance is broadly average, and punctuality is good. Provision for personal development is very good. It is good for spiritual development, and very good for social, cultural and moral development.

### **Main strengths and weaknesses**

- Pupils are eager to learn, respect and like their teachers, and are happy to work hard.
- Pupils work very well together, listen to each other and respect each other's viewpoints.
- Pupils develop a strong sense of right and wrong, and of the responsibilities of living in a community.
- Behaviour in and out of classes is very good. Pupils behave very well in the dining room.
- Pupils are very happy to accept responsibility and to help each other and their teachers.
- Pupils are very interested in each other's cultural backgrounds and in world issues.
- Assemblies are often too short to contribute to spiritual development.
- Provision for the personal development of pupils with special educational needs is excellent.

## Commentary

7. Pupils are very happy to be in school and are proud of their contributions to its life and work. From the reception class on, all adults in the school expect and foster the highest possible standards of behaviour. It creates a culture of mutual respect that includes all pupils and leads to an exceptionally high level of racial harmony. This is reinforced in the working atmosphere of each lesson. Pupils have many opportunities to work co-operatively in pairs and groups, and learn the value of paying attention to what other people say. Pupils share equipment very well. They listen with interest to their teachers and to each other, and develop confidence in presenting their work to the class, so that by Year 6 speaking and listening skills are high. Encouragement from teachers and teaching assistants leads them to take pride in their work.
8. Pupils accept responsibility unobtrusively, and are happy to help their teachers and other pupils who may need support. Some parents and carers were concerned about behaviour, but there was no significant evidence of misbehaviour or bullying during the inspection, and pupils told inspectors that there was very little. Pupils with behavioural difficulties receive very effective additional support with their personal development, and make very good progress, so that their difficulties do not interfere with the learning of others. There were no exclusions, fixed-period or permanent, in the year prior to the inspection. The school's work in creating these positive attitudes builds very well on the attitudes almost all children bring from home.
9. Attendance is broadly average, and the school is very active in promoting good attendance. The headteacher's insistence on good timekeeping in the morning, which has the support of governors and the vast majority of parents and carers, leads to a punctual start to the school day. The receptionists manage this aspect of the school's work with politeness and good humour. Most parents and carers are polite in return, but a small minority are not, and the headteacher and governors have had to take strong action to protect staff from verbal abuse.

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

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.5
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.*

10. The overall quality of spiritual development is good, and there are very good features. The school makes very effective use of the wide range of faiths represented among the pupils to promote spiritual development, and this leads pupils to explore and think about beliefs other than their own. Very attractive displays, which treat all religions and faiths with equal respect, encourage pupils to stop and think about the values they represent. On the other hand, assemblies do not make sufficient contribution to spiritual development. They often start late, and do not contain enough opportunities for reflection. They do not meet the legal requirement for a daily act of collective worship.
11. Provision for social and moral development is very good. Pupils have a very clear understanding of right and wrong. Adults are very good role models, showing respect and concern for the individual needs of all pupils, and showing consideration and politeness in their speech. The school's strong sense of community, and its excellent relationships, are based on this careful and consistent work. Pupils see their school as a community, working together for the good of all and supporting each other. They are stimulated by the interactions with each other, with the staff and with visitors. They learn to work and play together, and benefit greatly from visits out of school, including the residential visit for Year 6. The school council is a very positive feature of pupils' social development. Pupils know they will be listened to, and this encourages them to speak responsibly. All pupils in conversation with inspectors had a strong sense of pride in the school community and in its work. The school makes particularly effective

provision for the social and moral development of pupils with special educational needs, including those who need extensive additional support.

12. Provision for cultural development is very good. Pupils develop a strong interest in each other's cultural backgrounds, and there are extensive opportunities for cultural development in the curriculum, both in day-to-day work and in special events such as arts week. The interactive quality of displays encourages pupils to ask questions and become involved. The headteacher's skill as a photographer makes an important contribution to pupils' social and cultural development, and her recent visit to The Gambia excited great interest among the pupils through a slide show and a wide-ranging collection of musical instruments and other items she brought back.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The school adapts its work very effectively to meet pupils' learning needs. Teaching and learning are good, with very good features. Teachers' use of assessment is satisfactory, with good features. The curriculum is very good, and arrangements for pupils' care and well-being are excellent. Pupils receive very good guidance. The school has a good working relationship with parents and carers, and very good relationships with other schools and the community. The quality of all aspects of education in the reception class is very good.

### Teaching and learning

Teaching is good overall, and the best is outstanding. The combination of this good teaching and pupils' excellent attitudes leads to very good learning and to very good long-term achievement. The use of assessment is very good in the reception class, and satisfactory, with some significant strengths, in the main school.

### Main strengths and weaknesses

- Teachers adapt work well to meet the very wide range of learning needs in each class.
- Teachers manage classes very well, and promote excellent attitudes and relationships.
- Teaching and learning in the reception class are very good, and progress is closely tracked.
- Teaching prepares pupils very well for national tests in Year 6 and for secondary school.
- Teaching assistants make an excellent contribution to teaching and learning.
- Homework is effective in Years 1 and 2, but not in Years 3 to 6.
- Progress is assessed and tracked closely in English and mathematics, but not in other subjects.
- Assessment in special educational needs is very good, with excellent features.

### Commentary

#### **Summary of teaching observed during the inspection in 39 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (10%)	13 (33%)	12 (31%)	10 (26%)	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.*

13. Each class has pupils with a very wide range of capabilities and learning needs, and teachers' success in engaging all pupils consistently in their learning is an important strength. They do this by planning interesting work, getting to know all pupils individually, and working closely with the school's highly effective team of teaching assistants to ensure that all pupils know what is expected of them, and are in a position to achieve it. Teaching in the reception class is particularly well adapted to this task, and is consistently very good. The reception classroom is organised so that children learn very effectively whatever they choose to do, and all members

of staff provide very effective support and guidance whenever it is needed. Teachers make very effective use of practical work throughout the school, and particularly in Years 1 and 2, where many pupils are still in the early stages of learning English, and need to build their understanding of grammar and vocabulary and their confidence in speaking. Teaching for older pupils is very well focused on the requirements of secondary education and of national tests, as well as on the basic skills of literacy, numeracy and ICT.

14. The best teaching is excellent. In these lessons, the strengths of the school's teaching are brought together, and complemented by very well designed learning tasks that are closely matched to pupils' learning needs. In several cases, excellent lessons during the inspection were clearly the result of learning and study skills that had been carefully built up over a substantial period of time. Very good lessons have many of the strengths of the excellent teaching, though not always in the same concentrated form. Where teaching is satisfactory, work is planned to enable all pupils to make steady progress, but is not always matched closely to individual learning needs, and there are occasional lapses in the pace of work. Nevertheless, the strengths in the teaching, combined with the school's very effective provision for the personal development and involvement of all pupils, lead to a very positive working atmosphere throughout the school, and to an overall quality of learning that is very good. These are key factors in long-term achievement.
15. Teachers pay good attention to literacy and numeracy skills. Pupils almost always write in their own words, and more successful lessons include good work on note making. Teachers make very good use of ICT to support learning in mathematics, and excellent use of multi-media presentations in religious education. In some subjects, however, the use of ICT is more restricted in scope, and the school has plans to improve it. Teachers in Years 1 and 2 make effective use of homework, chiefly focused on reading. Most classes in Years 3 to 6 do not have homework as often as they should, and some of the tasks given for homework are not clearly thought out to contribute to learning. Almost half of the parents and carers replying to the pre-inspection questionnaire were concerned about homework, and their views were borne out by inspection evidence.
16. Teachers' use of assessment to track progress in plan work is satisfactory overall, and has very good features. Assessment and its use in planning are very good in the reception class, and the assessment of special educational needs is very good throughout the school, with excellent features, including consistent involvement of teaching assistants. Long-term assessment is very good in English and mathematics, and work is well marked in English. Mathematics marking tends to be very brief, but there is a very good contribution to mathematics assessment from ICT, which keeps individual records of each pupil's progress. In other subjects, however, assessment is not used systematically to track progress and pitch work at the right level for all pupils, and this is the main obstacle to further improvements in teaching and learning.
17. When the school was last inspected, the overall quality of teaching and learning were good, but pupils had too few opportunities for independent and co-operative work, and there was too little use of ICT. Overall, teaching and learning have shown good improvement on this position. The proportion of very good and excellent teaching has risen, the range of learning opportunities has been widened, and there is better use of ICT. Homework, however, is less consistent than at the time of the last inspection, and further improvement is needed in the use of assessment in subjects other than English and mathematics.

## **The curriculum**

The curriculum offers a very good range of learning opportunities, and makes good provision for the enrichment of learning outside lessons. Resources for learning are good and the school is very well staffed. Accommodation is good in the main school, but only just satisfactory in the reception class.

## **Main strengths and weaknesses**

- The curriculum is very well adapted to the diverse learning needs of the pupils.
  - There is a very effective focus on literacy, numeracy and ICT skills.
  - The school makes very good use of educational visits, and a wide range of people visit the school.
  - The curriculum does not ensure that gifted and talented pupils are consistently challenged in all subjects.
  - The curriculum makes good provision for pupils' personal development, and for their understanding of the world.
  - There is very effective provision for pupils with special educational needs, including those from other schools.
  - Accommodation in the reception class is barely adequate, indoors and outdoors.
  - The library is attractive, well organised and very well used to promote interest in books and reading.
18. The curriculum is broad and relevant, reflects the school's learning and social aims, and enables pupils to achieve very well. It is particularly well adapted to the needs of pupils with English as an additional language, with extensive practical activities that encourage them to speak, listen to others and develop their understanding of English vocabulary and grammar. It provides very well for all aspects of their personal development, and meets all statutory requirements. The curriculum is very effectively modified for some weeks during the year to allow an emphasis on mathematics, science and the arts. Very attractive photographic records of these activities are on display in the reception area.
19. The curriculum for children in the reception class is very well-organised and adapted to their needs, despite limitations in accommodation that restrict outdoor activity. There have been very good improvements in the curriculum since the last inspection, particularly in the use of ICT and in the organisation of schemes of work in subjects. The school has also greatly extended its provision for pupils with special educational needs, including those with behavioural difficulties and the significant number who attend part-time as a result of its carefully planned procedures for integration and support. The curriculum meets the needs of gifted and talented pupils well over their time in the school, but does not ensure that they are fully challenged in each subject.
20. Pupils benefit from a wide range of extra-curricular activities. There is a very good programme of visits, including a residential visit to Cornwall in Year 6, and a wide range of visits and visitors to the school. Pupils take part in a wide variety of sports, dance and music, though there are limited opportunities for additional study outside lessons. Pupils speak enthusiastically about their opportunities to develop skills and pursue interests.
21. The headteacher's high priority to recruiting the best possible staff and to monitoring teaching ensures that the school is very well provided with highly skilled teachers. Teaching assistants are also very well qualified and experienced, and very effective management of their work ensures that their talents are fully used for the benefit of the pupils. The overall quality of accommodation in the main school is good, and it is well organised. Accommodation in the reception class is barely adequate. The classroom is very cramped, and, while outdoor facilities have been improved since the last inspection, there is still no covered area. Some large equipment, used by the reception class and by the main school, has recently been declared unfit for use, and has yet to be replaced. Staff work exceptionally effectively to ensure very good learning despite these limitations, but they do impose some restrictions on the scope of work they can offer. Resources for learning are good. The library has been very attractively decorated by a local artist. It is well organised and used intensively, so that each pupil has a book to read at all times. There is a good new computer suite, and effective use of additional computers in classrooms.

## **Care, guidance and support**

The school takes excellent care of its pupils, and provides very good guidance based on monitoring their progress and personal development. It has excellent arrangements to involve pupils and to take account of their views.

### **Main strengths and weaknesses**

- Staff know pupils very well, and pupils learn that they can trust them.
- Procedures for health and safety are carefully carried out, and pupils feel safe in school and on visits.
- Additional care for all pupils with special educational needs is excellent.
- Teaching assistants make an outstanding contribution to pupils' care and well-being.
- There are excellent arrangements to support children in public care.
- Pupils feel strongly that the headteacher and staff listen to them, and take note of what they say.

### **Commentary**

22. The high level of care provided for all pupils is one of the ways in which the school gives very good value for its above-average funding. Teachers know pupils very well, and the excellent relationships they foster give pupils confidence, and establish trust. The organisation of care provision is excellent, with clear structures to support all pupils, and high levels of additional support for those who need it, including pupils with behavioural difficulties and physical disabilities, and pupils in public care. There is excellent co-operation with parents and carers and the staff of other schools in caring for pupils who spend part of their time in the school. Teaching assistants play a key role in the provision of individual care, and their work is excellent.
23. Child protection arrangements meet local education authority requirements, and formal risk assessments are properly carried out. The school monitors each child's progress and personal development closely, and gives them very good guidance on improving their work and on their personal development. These arrangements build pupils' confidence. They told inspectors that they greatly appreciated the levels of support they received from teachers, and that they were listened to with respect. The school council is active and effective.

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

The school has a good working partnership with parents and carers. Its partnerships with other schools are very good, with excellent features, and it has a very good partnership with the community.

### **Main strengths and weaknesses**

- The school involves parents and carers well through seeking, valuing and acting on their views.
- A minority of parents and carers do not ensure that their children are on time in the morning.
- Parents and carers help with a wide range of school activities.
- There are very effective arrangements to support pupils joining the school.
- Links with other schools include excellent arrangements for pupils with special educational needs and for exceptionally able pupils.

### **Commentary**

24. The school has a good working partnership with parents and carers, and a warm and supportive relationship with most, who think that the school is led and managed well and teaching is good. The school provides good information for parents and carers. The overall quality of annual reports is good. They contain a detailed personal statement for each pupil, and the results of annual tests, though some of the information given through checklists could be more clearly expressed. There is a wide range of parents' and carers' meetings. Those involving consultation with teachers are very well attended, but attendance at some other

meetings is poor. The headteacher is available to see parents and carers without an appointment each week, and there are several notice boards for parents and carers. The prospectus and governors' annual report to parents and carers are well produced and informative, and there is a good fortnightly newsletter.

25. There are well-established systems and channels for seeking parents' and carers' views, and they have an opportunity to contribute to the school improvement plan. Parents and carers provide valuable help with a wide range of school activities. A minority of parents and carers are not happy with some aspects of leadership and management, with the approachability of the school, with the quality of information, and with homework. Inspection evidence indicated that concerns with homework were justified in Years 3 to 6, but did not support parents' and carers' other concerns. While most parents and carers support the headteacher's insistence on a prompt start to the day, a minority do not, and the governors have taken strong action to support the headteacher and staff against verbal abuse.
26. There are very effective arrangements to support children joining the reception class, and to help pupils moving on to secondary school. There is excellent co-operation with a secondary school over work for exceptionally able pupils in mathematics, and the school has excellent arrangements with the staff of special schools and with parents and carers to support pupils with special educational needs who attend on a part-time basis. The school has an extensive and varied range of links with the local community. These contribute both to learning and to good relationships, including arrangements for parents and carers bringing children to school in the morning. The school makes an effective contribution to initial teacher training, and offers work placements to secondary school students.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is very good. It makes a key contribution to achievement, to pupils' personal development and to the involvement of a very wide range of pupils in the school's work. The headteacher provides very good leadership and management, with strong support from the deputy headteacher and other senior managers. Middle management is good overall; it has some outstanding features, but these are not consistent across all subjects. Governance is good. Statutory requirements are met apart from that for a daily act of collective worship.

### **Main strengths and weaknesses**

- The headteacher provides strong direction backed by very clear management structures.
- The school's performance, and pupils' long-term achievements, are closely monitored.
- The school improvement plan is a highly effective working document, to which all contribute.
- The headteacher and deputy headteacher manage new workforce provision very well.
- Management is very good in the foundation stage and in mathematics. It is excellent in provision for special educational needs and the inclusion of all pupils in the school's work.
- The talents of all staff are recognised and appreciated, leading to a strong sense of teamwork.
- The selection and induction of new staff are carried out to a very high standard.
- The governors understand the school's needs well, and are well organised and effective.
- Provision for homework is not managed effectively in Years 3 to 6.

### **Commentary**

27. The headteacher's clear understanding of pupils' learning needs, and her strong personal leadership, backed by clear and effective management structures, are key factors in the school's success. With the deputy headteacher, she has developed a systematic approach to monitoring and developing all aspects of the school's work, giving clear priority to high standards and to equal opportunity for all pupils. Teaching and learning are closely monitored, with very effective use of performance management, and weaknesses in teaching are effectively tackled. New workforce arrangements are used very effectively to enable teachers

and assistants to plan and prepare work, and to make best use of the skills and talents of all staff. The headteacher's high priority to recruiting good staff and to helping them settle in to the school ensures continuity in teaching and learning. The school improvement plan is a practical working document with clear and appropriate priorities. All staff and governors contribute to it, and it is kept under constant review. There have been very good improvements in the school's management systems since the last inspection.

28. Senior managers have developed very effective systems for managing provision for special educational needs, and for integrating pupils with special educational needs from special schools. These have been further developed by the co-ordinator for special educational needs, and include an excellent programme of training for teaching assistants. This excellent management plays a major part in the quality of learning, achievement and personal development of these pupils. Provision for children in the reception class is managed very well, despite its very cramped conditions. In the main school, there is very good management in mathematics and English, and good management in ICT. The management of other subjects is satisfactory. Co-ordinators are well informed and promote interesting activities for pupils, but do not have a clear focus on standards and assessment. Homework is well managed in Years 1 and 2, but is not organised effectively in Years 3 to 6, so that it is not making the contribution it should to teaching and learning.
29. The governors are well organised and efficient. They have a clear view of the strengths and weaknesses of the school, contribute well to its development, and have provided strong support to the headteacher in her insistence on good behaviour and a prompt start to the school day. They keep close track of the school's finances, and apply the principles of best value well in making decisions. The headteacher inherited a large balance of unspent funds when she joined the school. This has now been reduced through improvements in staffing, and to the building, and there are effective plans to use the small balance that remains. Governors monitor the operation of the school's policies well. Some visit the school regularly, but others do not visit as often as the governing body has planned for, and the school accepts the need for more regular visiting from some governors. There is a daily assembly, but these are often short, and most have limited spiritual content. They do not meet the requirement for a daily act of collective worship, but planning could easily be adjusted to enable them to do so. The cost per pupil is above average. The school uses this funding very well to meet the very wide range of learning needs among its pupils. Value for money has improved since the last inspection, and is now very good.

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

Income and expenditure (£)	
Total income	735,987
Total expenditure	748,020
Expenditure per pupil	3,564

Balances (£)	
Balance from previous year	85,636
Balance carried forward to the next	73,603



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

30. Provision for children in the foundation stage is very good. Most children join the reception class with average to just below average development in all areas of learning. A high proportion of children learn English is an additional language, and many of these children speak little English when they join the school. The overall achievement of children in the early stages of learning is very good.
31. Teaching and learning in the foundation stage are very good. The planning and preparation of the curriculum, together with assessment of the children's progress ensures that individual needs are met very well. It is imaginatively presented and very relevant to children's needs and interests. This very good planning ensures that children make very good progress whatever activity they choose. The assessment and evaluation of teaching and learning are used very effectively to plan for future teaching and learning opportunities.
32. The leadership and management of the foundation stage are very good. Regular meetings are held each week to discuss the progress of children, providing an informative profile of each child's learning and progress. There is a very good sense of teamwork among the staff. This creates a very good climate for learning and provides very good opportunities for children to explore ideas and develop their knowledge and understanding across all areas of learning.
33. Relationships with parents and carers are very good. Parents and carers enjoy the home visits before their children start. Children in other parts of the school still talk about these with enthusiasm. Details of topics and events are sent out to parents and carers. They are invited regularly to events. The artistically talented nursery nurse has worked with parents and carers to prepare resources such as clay models depicting the 'Very Hungry Caterpillar' story.
34. There have been significant changes in the starting points of children joining the school since the last inspection and the school has adapted its work appropriately to meet them. This constitutes very good overall improvement.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Teaching is very good; all adults are clearly focused on learning goals and on promoting good relationships.
- Very good planning gives a balance of opportunities to for independent work and for learning and playing with adults.
- Children develop high levels of confidence, independence, concentration and awareness of others.
- Children have very positive attitudes and behave very well

#### **Commentary**

35. Teaching, learning and achievement are very good and most children reach the early learning goals for this area. Children have a wide variety of opportunities to develop their skills. They are encouraged to develop independence and play together harmoniously on a range of equipment and through a range of carefully planned activities including reading, writing and using the computer. They select activities and maintain focus and concentration. Children co-operate with each other and support each other, sharing equipment and tools without

argument. Staff are able to focus on targeted activities with small groups of children without the need to check the behaviour of other children at any time. They act as play partners alongside children, and engage in conversation that helps children to learn about themselves and each other. Relationships with adults are very good. The children respond well to instructions and learn to take a sensible part in discussions. They take turns and share their feelings without difficulty. Children with special educational needs are very well supported and respond well to sensitive and consistent boundaries.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children make very good progress, and quickly develop a knowledge and love of books and stories.
- All staff are highly skilled in talking to children and encouraging them to express themselves.
- Activities are very carefully planned and prepared to promote language development.
- Staff pay very effective attention to the needs of children who know very little English when they join the school.

### **Commentary**

36. Teaching and learning are very good as a result of detailed planning and organisation and highly developed communication skills among adults. All activities involve the staff talking to children, encouraging them to use language to express themselves and to explain what they are doing or feeling. Stories are told expressively, encouraging a love of books. Children use books respectfully. They are able to express feelings and participate in discussion, using simple language, listening attentively to other children and adults. All areas of the classroom are carefully considered to promote communication, language and literacy. Staff target individuals and groups to take part in all activities, with particular attention to the communication needs of children in the early stages of learning English. In literacy, children are beginning to recognise letters and initial sounds and those who learn more quickly are beginning to write very simple sentences with appropriate attempts at spelling. While standards overall are broadly average, progress and achievement are very good.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Children develop their understanding very well through a wide range of practical activities.
- Teaching is very good; it is carefully planned and well adapted to children's needs.
- Children are encouraged to make effective use of language in discussing mathematics.

### **Commentary**

37. Teaching and learning are very good, and pupils make very good progress in developing and applying their skills. Adults carefully plan the range of choices available for children to ensure that mathematical development is well represented, and provide consistently effective support and guidance. Discussion during practical activities reinforces children's understanding of number, place, shape and size. These features ensure that children of all abilities achieve as well as they can. Stories are used to support counting and memory activities and to promote simple mental addition and subtraction. The learning environment is structured to help children talk about numbers, shapes and measurements naturally. They use computer programmes to

help them recognise numbers, sort shapes and count. Achievement is very good; most children are on track to achieve the early learning goals in this area.

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

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Very good teaching and careful planning of activities leads to very good learning and achievement.
- ICT is used very well to enhance learning.
- Opportunities for outdoor work are limited by the lack of a covered area.

### **Commentary**

38. Teaching and learning are very good. Children make very good progress in their use of ICT, finding about their surroundings, how things work and different cultural celebrations and traditions. The school's own photo gallery on the computer enables children to select video footage and photographs of themselves and activities in school. This is a focus for animated discussion about the past, present and the school environment. Most children are set to reach the early learning goals in this area. Provision for outdoor activities has improved since the last inspection, but is still limited by the lack of a covered area. Staff compensate for this as far as they can by setting up outdoor activities when the weather permits and by using the school environment as a focus for learning activities.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Activities are carefully planned to promote learning, and involve good use of large toys.
- Children make exceptional progress in looking after and sharing equipment.
- There is too little outdoor equipment; some has recently been declared unsafe, and the school has plans to replace it.

### **Commentary**

39. Children make good use of wheeled and construction toys. The staff have developed a very effective system to encourage sharing of these. When the timer sounds all children on wheeled vehicles return to the parking bay, park their vehicles and hand them over to the next child. This excellent feature ensures that children take turns and that all children have opportunities to use the equipment. This makes an important contribution to their moral and social development. Space for movement within the reception class is very cramped, but well used by staff to give children opportunities to develop co-ordination. Healthy eating and hygiene are reinforced at snack time, and children learn the importance of hand washing. The school makes the best possible use of the available facilities and teaching, learning and achievement are very good. Most children achieve the early learning goals in this area.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Opportunities for creative development are carefully structured.
- Children have a very good knowledge of artists and their painting styles.
- The artistic talents of the staff make a strong contribution to teaching, learning and enjoyment.

### **Commentary**

40. Children are given many free and structured opportunities to develop their creative skills. They have studied the work of a range of artists. They can identify Paul Klee's 'Head of a Man' from his other works and worked very well together to produce their own three-dimensional version of this. Some children can identify the styles of different painters. For example one exclaimed 'That's like Kadinsky's with his lines!' when looking at a picture. Musical appreciation is developed using a variety of music and children can sing a number of songs from memory. Imaginative play, both indoors and outdoors, is well developed as children imitate family life and community facilities, such as a hairdresser's. Teaching and learning are very good and most children are on track to achieve the learning goals in this area.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

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

- Standards in Year 6 are well above average, and national test scores were very high in 2004.
- Pupils with English as an additional language make very good long-term progress and achieve very well.
- Pupils with special educational needs achieve very well; support from teaching assistants is excellent.
- Pupils' interest and enjoyment of English and their enthusiasm for reading contributes to their achievement.
- Reading is used well for homework in Years 1 and 2, but there is too little homework in Years 3 to 6.

#### **Commentary**

41. The high standard in recent Year 6 national test results was reflected in well above average standards in written work and reading during the inspection. Standards in Year 2 are broadly average, but reflect good achievement from pupils' starting points, which are weaker in communication, language and literacy than in other areas of learning. Pupils during the inspection were reaching better standards in their reading than in other aspects of English. This represents an improvement from 2004 national tests, where standards in reading were below average. By Year 6, pupils do as well in writing and in speaking and listening as in reading. Overall, achievement in English is very good among all groups of pupils, and there are no significant differences in the standards reached by boys and girls.
42. Teaching is good, and has very good features. Teachers know the subject well, and have very clear understanding of the patterns of learning among different groups of pupils. Guided by the literacy framework, they plan their work very well to meet the very wide range of learning needs in each class. Teachers have clear learning goals, which they share with pupils, and plan a good range of interesting and often practical activities that engage pupils and make them want to communicate. Questions are carefully phrased, and teachers and teaching assistants provide much informal encouragement to pupils. They mark work well, and make encouraging comments, with good guidance on improving work. Long-term assessment is effective, and gifted pupils are identified. These pupils achieve very well by Year 6, but planning does not always take full account of their needs on a day-to-day basis. There is, on the other hand, systematic planning and support for pupils with special educational needs, and these pupils' progress is consistently very good.
43. Leadership and management are good, and have very good features. Teachers understand the requirements of Year 6 national tests in good detail, and give very effective guidance to pupils on meeting them. As a result, virtually all pupils meet the nationally expected standard by the end of Year 6. Reading is very well organised throughout the school, and intensive use of the library ensures that all pupils have a book to read in school and at home at all times. Reading is used very effectively for homework and carefully recorded in Years 1 and 2. Homework in Years 3 to 6, however, is not used according to school policies, and is not making an effective contribution to learning. When the school was last inspected, pupils began with above average standards, and reached well above average standards by Year 6. Very good improvements in provision have enabled the school to sustain these high standards despite the lower standards now reached by children when they join the reception class.

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

44. Provision is good, and contributes to standards in literacy and achievement by Year 6. Throughout the school, teachers understand the wide range of language and literacy needs among the pupils, and adapt work to meet them. There is a strong emphasis, particularly in Years 1 and 2, on practical activities to encourage pupils to speak, and teachers are highly skilled in explaining issues to pupils clearly, but without over-simplification. Writing activities in most subjects activities are carefully planned to develop note-making skills and to encourage pupils to use their own words wherever possible, though the scope of writing in science is more limited. All pupils are encouraged to read widely, and the library stock is up to date and relevant.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards in Year 6 are well above average and represent very good achievement.
- Teaching is good, with very good features in lessons and in the use of ICT.
- Pupils work very hard, both in lessons and in their independent work using ICT.
- Long-term assessment is good, but most marking does not give enough guidance on improving work.
- The subject is not making effective use of school policies for homework.
- Leadership and management are very effective in ensuring consistency in teaching and learning.

### **Commentary**

45. Standards are broadly average in Year 2 and well above average in Year 6. This represents good achievement in Year 2, and very good achievement in Year 6, where almost all pupils reach the nationally expected standard and a well above average proportion exceed it. There are no significant differences standards between different groups of pupils. Pupils with special educational needs achieve very well in response to teaching that is closely matched to their needs and to very effective support from teaching assistants. Academically gifted pupils are carefully planned for in most classes, with very effective co-operation with secondary schools for pupils with exceptional ability. By Year 6, pupils have developed a wide range of mathematical skills, and use them confidently in solving problems. All pupils, including those with English as an additional language, speak confidently about the strategies they use.
46. Teaching and learning are good, and have very good features. Teachers plan carefully to explain ideas and teach and consolidate mathematical vocabulary. The best planning adapts published schemes well to the needs of individuals within the class, though planning in a minority of lessons sticks too closely to the framework of the scheme. The most effective lessons have a good balance between explanation, discussion and practical activities, including games and investigations. This helps to retain pupils' attention, and enables them to consolidate their learning and practise what they have learned. Teachers in these lessons maintain a swift pace, and adapt their planning spontaneously as they assess pupils' responses and understanding. This ensures that pupils' interest is maintained and they do not spend unnecessary time practising things they already know and understand.
47. Lessons start briskly, with lively mental and oral warm-up sessions that engage pupils' interest and enthusiasm. Assessment is used effectively to set targets for individuals and groups. However, day to day marking is often very brief and tells pupils too little about their strengths and what they need to do in order to improve. Opportunities to involve pupils in assessment are rarely used. Pupils' attitudes towards mathematics are very good. They work very well collaboratively and listen carefully to each other's ideas, which they use to modify their thinking. This is an improvement since the last inspection. Homework is not used effectively to support learning. For example, some pupils who did not know all of their tables were not receiving

regular homework on the tables they did not know. Teachers use ICT very well to promote and reinforce learning throughout the school. Pupils work independently, with excellent concentration on a structured learning program. They receive very effective help from teaching assistants, parent volunteers and teachers when they need it. Pupils' progress is recorded automatically, and ICT makes a key contribution to mental mathematics and long-term achievement.

48. Leadership and management are very good. The co-ordinator is very experienced and knowledgeable and he has a clear vision for the subject. He has very good arrangements to monitor learning, teaching, planning and pupils' work. The impact of this is seen in the high standards in Year 6. Resources are very good and kept up to date. There has been good improvement in mathematics since the last inspection. Changes to pupils' standards on joining the school since that time show that pupils make good progress to achieve broadly average results in Year 2. Very good standards in Year 6 have been maintained. There have been very good improvements in the opportunities for pupils to work together, design investigations and develop their own approaches to problem solving. ICT has been greatly extended, and is making a very good contribution to teaching and learning.

### **Mathematics across the curriculum**

49. The standard of number work is well above average by Year 6, and mathematics is used well to promote learning in other subjects. Pupils are encouraged to use their numeracy skills wherever they can to contribute to learning, and there were many examples seen during the inspection in geography, science and ICT, where pupils undertake extensive work on data handling and analysis. Bi-annual mathematics trails emphasise the importance and use of mathematics in everyday situations.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards in Year 6 are well above average, and achievement is very good.
- Teaching and learning are very good overall, and the best is excellent.
- A good range of activities is planned, especially for investigative science.
- The science week provides a very effective focus for enjoyment and investigation.
- Pupils are enthusiastic, behave very well and enjoy the practical activities.
- Some written work lacks challenge, and marking does not give enough guidance on improvement.
- Not enough use is made of homework and of ICT.

### **Commentary**

50. The standard of work seen during the inspection was broadly average in Year 2 and well above average in Year 6. National test results in Year 6 have been above average over the past four years, and were well above average in 2003. The well above-average standard seen during the inspection, reflected high standards in aspects of science not fully assessed in national tests, including practical investigations. An above average proportion of pupils exceed the nationally expected standard. Achievement is satisfactory by Year 2 and very good by Year 6. There are no significant differences in the achievements of girls and boys or of different groups of pupils, though some higher-attaining pupils could achieve more in Years 1 and 2 with more consistent challenge.
51. Teaching and learning are good in Years 1 and 2 and very good in Years 3 to 6, where the best teaching is excellent. Teachers plan a wide range of interesting practical activities that engage pupils' interest, and encourage investigation and communication. They manage classes very well: they expect all pupils to work hard and make very effective use of time and resources.

This results in a vibrant learning atmosphere and very good pace of work, with high levels of mutual support and co-operation from pupils.

### **Example of outstanding practice**

#### **Excellent teaching of science in Year 6 introduced pupils to the importance and use of keys to identify plants and animals.**

The teacher told pupils she had lost her memory and needed urgent help. She referred to four objects and asked the pupils to help her by asking questions about these objects, to which the only answers were *yes* or *no*. Using their questions as a starting point, the teacher clearly explained the importance of a key. Pupils were then asked to write their own keys about objects in the classroom. The teacher then asked pupils to write a key for a specific number of objects, using her excellent knowledge of the pupils to match the range and difficulty of the task to individual needs and capabilities. Classroom management was excellent and all pupils were thoroughly engrossed in the work, some with highly effective support from a teaching assistant. Relationships across the class were excellent and pupils responded with great maturity and enthusiasm. Pupils were able to work independently and in pairs. Once pupils could complete keys successfully, the focus changed to looking at keys for identifying animals and plants. At this point pupils used the school grounds to collect examples, bringing them back into the classroom and then writing their own keys to help identification. Teaching throughout the lesson was stimulating and challenging, and all groups of pupils made important additions to their understanding of the use of keys to organise and locate knowledge and information.

52. Teachers promote speaking and listening very well through discussion and their skilful use of question and answer sessions. However, their promotion of writing, and of numeracy, is less consistent. The use of ICT is limited, and homework is inconsistent.
53. Leadership and management are satisfactory. Co-ordinators monitor planning, pupils' work and displays, and have been effective in promoting investigative work. They understand the areas that need to be developed further, but are still working to develop a clear approach to written work, assessment and recording across the school. The science curriculum has good resources that are very well organised and well used. The Science Week in 2004 involved all pupils and adults, including parents and carers, in a wide variety of activities. It included a science investigation day and a science challenge day that ended in an evening where parents and carers and pupils had to work together on an entertaining construction project. Overall, improvement in science since the last inspection has been good. There have been good improvements in investigative work, but more improvement is needed in assessment and the use of ICT.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils reach above average standards in Year 6, and use ICT confidently and fluently
- Teachers know the subject well, and plan effectively for long-term achievement.
- There is good emphasis on practical applications of ICT and on developing skills and accuracy.
- Pupils enjoy their work, and the creative opportunities it offers. Their co-operation is excellent.
- The pace of learning is sometimes held back by weaknesses in planning and class management.
- Provision is led and managed well, and there are very good plans for further development.

### **Commentary**



54. Pupils reach broadly average standards in Year 2, with above average standards in their use of software in mathematics. Standards in Year 6 are above average, and well above average in multi-media presentations. Pupils develop good skills and fluency in using computers, and in applying software to practical problem solving. All groups of pupils achieve well.
55. The quality of teaching and learning ranges in individual lessons from satisfactory to excellent, and is good overall. Teachers know the subject well, and their long-term plans ensure good progress towards the above average standards reached in Year 6. While formal assessment is still being introduced, teachers' informal assessments of what pupils do and do not understand is used well in planning most lessons, so that work is well matched to pupils' learning needs. In some lessons, however, published schemes of work are not adapted closely enough to the needs of the class, and in some others the pace of work is not sustained effectively when pupils are working independently and in groups. Learning in these lessons is, however, satisfactory, and contributes to long-term progress. The good provision for using ICT in other lessons makes an important contribution to learning, by building confidence and enabling pupils to apply their skills. Pupils enjoy this aspect of the work, and their co-operation when using equipment is exemplary.

### **Example of outstanding practice**

#### **Excellent teaching of multimedia skills enabled pupils to make and evaluate attractive and well-informed presentations on codes of conduct in their respective religions and the reasons for them.**

Over two to three weeks, pupils had researched codes of conduct in religions represented in the school, and had produced presentations illustrating them and the reasons for them. They had chosen which religions to work on, often because they wanted to know more about a particular religion, or because a friend was of that religion. The work they presented to the class showed well above average standards in its design, and in their understanding of the religions they presented. Presentations showed clear progression over six to eight slides, with very effective use of colours, sound, fonts, moving text and animations. They were illustrated with digital photographs that pupils had taken themselves, and some showed good use of humour. In discussion, pupils explained the reasons for their choice of religions, watched each other's presentations with interest, and made constructive comments on how work could be improved. By the end of the lesson, all had made substantial progress in their understanding of ICT as a means of communication, and had deepened their understanding of, and respect for, each other's religions and cultures.

56. Leadership and management are good. The subject co-ordinator, in close co-operation with the headteacher, provides clear leadership and guidance to colleagues, and has clear priorities for developing the subject. The use of ICT at the last inspection was limited. The school has made good improvements in its teaching and in resources since that time, and is very well placed to develop its work further

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

57. Provision is good, and has some outstanding features. Since the last inspection, the headteacher has given priority to improving the use of ICT in subjects, and the school has a good collection of software. In the most successful lessons, including religious education, this makes an outstanding contribution to all aspects of learning, and the very systematic use of ICT in mathematics helps all pupils consolidate learning and speed up their mental calculation and their application of principles. In some other lessons, ICT is used effectively for presenting work to pupils, but its use for research is not planned in sufficient detail to challenge all of the pupils, and ICT is not used systematically in science. The school is very well placed to develop this aspect of its work further.

## HUMANITIES

58. Religious education was inspected fully, and work in history and geography was sampled. The overall quality of work sampled in history and geography was good, and the best was excellent. Teaching in lessons observed was carefully planned to make full use of pupils' varied experience and backgrounds, and to widen their understanding of the physical world and of the way of life in The Gambia. On the other hand, work is not assessed to ensure that pupils are making maximum progress in the National Curriculum, and some homework tasks are not challenging enough. Interactive displays promote learning very effectively outside lessons, and pupils were most interested in the headteacher's photographs and artefacts from her recent visit to The Gambia. Work in history and geography makes an important contribution to pupils' personal development.

### Example of outstanding practice

**A Year 4 geography lesson used pupils' personal experience in introducing a unit on India, and gave scope for all pupils to develop their understanding of maps and to consider advanced ideas.**

The teacher was new to the class, but knew pupils very well as a result of the school's excellent induction programme. He began with a discussion of pupils' personal experience of India, through their families, skilfully relating each contribution to the geographical learning goals he had planned. Maps and the globe were introduced in the context of building on what the pupils said, and helped develop their conception of continents as well as introducing advanced ideas such as tectonic shift, in speculating as to why Sri Lanka fitted so closely to Southern India. The teacher made highly effective use of praise to encourage all pupils to contribute, and was careful to focus his praise on accurate contributions, subtly correcting 'near misses' by restating them accurately. Pupils' informal ideas of shape were praised and refined, and pupils with special educational needs were able to concentrate and contribute as a result of well-focused support from a teaching assistant. A move to independent and group work, using maps, was carefully managed to build on the discussion, and to introduce the idea of a key. This gave scope to all pupils in the class to consolidate and develop skills to the best of their ability and provided a sound foundation for the rest of the unit.

### Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils study a wide range of topics, promoting self-esteem and respect for others.
- Teaching is good, and the most successful lessons are excellent.
- The most successful teaching includes excellent use of visitors and of ICT.
- Planned visits to different places of worship provide first hand experience.
- Pupils do not consistently record their work, and it is not assessed regularly.
- There is an attractive range of interactive displays around the school.

### Commentary

59. Standards in Years 2 and 6 are broadly in line with those expected in the locally agreed syllabus. Achievement is good overall, and very good in aspects of the subject that pupils have studied in detail. Pupils learn to take an informed interest in a wide range of religions, and this improves their understanding of, and respect for, each other's faith.

### Example of outstanding practice

**An excellent lesson in Year 1 introduced pupils to key elements of the Jewish faith**

### **in the context of family values that are shared among many religions.**

The teacher introduced a Jewish visitor who talked with the pupils about the importance of the family Shabbat meal at the start of the Sabbath each week. He brought in all the artefacts that are used in this ceremony and demonstrated them as he outlined each part of the meal and the reasons for each. The pupils were enthralled at every step. After this introduction the teacher set up a variety of very well planned activities for group work. The activities included making bread, making a sculpture, talking with the visitor, working with the teacher, reading books and making playdough bread models. The teacher had excellent relationships with the class, and their response was excellent. Each activity was carefully planned to make a specific contribution to learning. Pupils got involved in the activities with great interest and motivation. They talked excitedly about what they had learned and had very good recall on what they had been told about the Jewish meal. Excellent class management allowed pupils to explore, to question and to make, with very effective support from teaching assistants. All pupils sustained their concentration throughout the lesson, working very well and confidently. By the end of the lesson, all had made great strides in their understanding of Judaism and family values.

60. Teaching and learning are good, and have outstanding features. Teachers plan interesting work, often making very effective use of visitors from a range of religions, and promote discussion and investigation well. Excellent teaching in Year 6 led to outstanding multimedia presentations, though elsewhere the range of Internet sites used did not provide enough scope for investigation. Teachers make good use of discussion to develop speaking and listening skills, but there are too few opportunities for pupils to record their work across the school, and the subject's potential for developing reading and writing is underdeveloped. Pupils were involved in excellent assessment of their own multi-media presentations, but across the school there are no arrangements for systematic assessment of progress, so that pupils have too little understanding of their achievements and how they can improve.
61. Leadership and management are satisfactory, with good features. They promote interest and enthusiasm, so that the subject makes a very good contribution to spiritual and cultural development. There are, on the other hand, no arrangements for tracking progress, and development planning is weak. Teachers make good use of visits to various places of worship, giving pupils direct experience of each other's traditions and faiths. Overall, the school has made good improvements in its provision since the last inspection, and is in a very good position to make further improvements, both in the subject and in its contribution to literacy.

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

**Music, art and design, design and technology and physical education** were sampled.

62. The quality of work sampled in **music**, all of it in Years 3 to 6, was satisfactory. Teaching was planned effectively to enable pupils to make sound progress in the National Curriculum, but there are no systematic arrangements to track progress, so that work could not be matched closely to pupils' learning needs. Visiting instrumental teaching sampled was good, and there was very good teaching and learning in a short singing assembly. This made a significant contribution to clear pronunciation and speaking as well as to music.
63. Because of the timetable, it was not possible to observe lessons in **art and design**. The quality of work on display was broadly average. It had good features in pupils' ability to explore and communicate ideas, but suggested that they use a limited range of materials. Photographic records of the school's arts week included work in a wide range of artistic styles, and this work made a very good contribution to cultural development.
64. **Design and technology** was sampled by observing pupils' work in Years 3 to 6, and by analysis of displays. The quality of work sampled was broadly average. As they move through

the school, pupils use an increasing range of tools, equipment and materials, and learn to evaluate their work. Teaching and learning were very good in one lesson observed, and satisfactory in the other. The very good lesson benefited from very effective organisation and class management, combined with an interesting and humorous task that was closely matched to pupils' needs and interests. This led to above average standards in the topic. Where teaching was satisfactory, planning was good, but pupils took too long to settle down between activities. There are no systematic arrangements to assess progress. The temporary co-ordinator provides satisfactory leadership and management, with clear priorities for development and good attention to health and safety.

65. Work sampled in **physical education** was good. The three lessons seen were well planned, with a good range of activities that gave pupils good opportunities to explore movement in gymnastics and dance. There are good after-school clubs, and pupils have a wide range of sporting opportunities, including football, netball, cricket, gymnastics and swimming. Visitors from local clubs come in to support the curriculum through a variety of coaching sessions. The subject is well led and managed. The subject coordinator has a clear focus for development. The curriculum is enriched by good resources that are closely linked to its needs and by good indoor and outdoor accommodation.

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

66. Provision for personal, social and health education was sampled by observing a lesson and by analysing the contribution of other aspects of the school's work, including assemblies. Pupils receive good guidance on the dangers of drug abuse and on key factors in developing good relationships. Assemblies promote self-esteem and awards are presented for achievement and actions. The school's careful focus on the personal development of each pupil and the involvement of all staff in supporting and encouraging pupils ensures that pupils progress well in their attitudes to each other and their community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	2
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).*