

INSPECTION REPORT

GALLIONS MOUNT PRIMARY SCHOOL

Plumstead, London

LEA area: Greenwich

Unique reference number: 100126

Headteacher: Ms Margaret Wyeth

Lead inspector: Mr Fred Riches

Dates of inspection: 27-29 June 2005

Inspection number: 266861

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;	369
School address:	Purrett Road Plumstead London
Postcode:	SE18 1JR
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Appropriate authority:	Governing Body
Name of chair of governors:	Ms Tina Kirby
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

This community primary school takes boys and girls from age three to eleven. Pupils come from the surrounding area of Plumstead. There are currently 369 pupils on roll, with a fairly even balance of boys and girls. There are 46 children attending the nursery part time and 52 attending full time in the reception year. The proportion of pupils eligible for free school meals is well above average, showing pupils' socio-economic background to be well below average. Children's attainment on entry to the school is wide ranging within each year group. Overall it is well below average. Pupil turnover is high. Over half of the pupils come from a variety of minority ethnic backgrounds, the largest group being of African heritage. Just under half of the pupils are of white United Kingdom heritage. Thirty-five different home languages are spoken; a third of pupils speak English as an additional language, including 38 who are at an early stage of learning English. The number of pupils with special educational needs is broadly average overall, but higher in some year groups than others. Four pupils have statements of special educational need. The school won a series of awards over recent years. These include: Schools Achievement Awards (1999, 2000 and 2001), Healthy Schools Award (2002), Investors in People, Inclusion Chartermark, Sport England Active Gold Mark and London Environmental Awards (2004), an Artsmark Gold Award (2005) and a Distinction in the Healthy Schools category of the 2005 Teaching Awards, finishing second overall in London.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23235	Fred Riches	Lead inspector	Mathematics
9779	Suzanne Smith	Lay inspector	
1352	John Carnaghan	Team inspector	English, Humanities
8139	Barbara Johnstone	Team inspector	Foundation Stage, music, religious education, special educational needs
10053	Janet Simms	Team inspector	Art and design, personal, social and health education, physical education and English as an additional language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many very good and some excellent features. Pupils of all abilities and backgrounds achieve well, reaching average standards. Inspirational leadership supports good teaching and outstanding provision for pupils' personal development. Much of the curriculum offers rich, relevant experience, but inadequate provision for information and communication technology (ICT) restricts learning opportunities. With sound governance and management, the school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils' attitudes and behaviour are very good as a result of outstanding provision for their personal development and very good support and guidance.
- Pupils of all abilities and backgrounds achieve well as a result of consistently good teaching.
- Dedicated and inspirational leadership by the headteacher motivates an effective, highly committed staff team.
- Provision in ICT is unsatisfactory and standards are below average, as the school is inadequately resourced to teach ICT skills and use them to support learning in other subjects.
- Standards are well above average in art and design throughout the school and in dance in Year 2.
- Innovative and stimulating elements of the curriculum are enriched by extra-curricular activities and educational visits, but the curriculum lacks breadth because of gaps in technology provision.

The school has made good improvement since the last inspection in November 1998. The school has successfully addressed the key issues from the last inspection by raising standards in English and mathematics. Although a curriculum weakness has developed in ICT, the overall quality of teaching and learning and of provision for pupils' personal development have improved, resulting in more positive pupil attitudes, behaviour and involvement.

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	E	E	C
Mathematics	C	E	E	C
Science	A	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Boys and girls of all abilities and from all backgrounds achieve well. Though well below the national average, pupils' performance compared with similar schools was average in 2004. School records show that increased pupil mobility and an associated increase in pupils with special educational needs or at an early stage of learning English had a detrimental effect on standards in 2003 and 2004. The standards reached by the stable population of pupils, discounting those who had transferred recently to the school, were well above those of similar schools and in line with the national average. Standards have risen in 2005. Pupils in Year 6 attain broadly in line with the national average in English, mathematics and science. Results at age 11 since the last inspection show no clear trend. Standards at age seven have risen, although they dipped in 2004, when Year 2 contained a high proportion of pupils with special educational needs. They have risen again in

2005. Pupils in the current Year 2 reach average standards in English and science and above average standards in mathematics.

Children in the nursery and reception classes, starting school with a wide range of ability, but mainly well below average in communication and language skills, achieve well in all areas of learning. Most reach the goals expected by the end of their reception year in personal, creative, and physical development, but not in communication, language and literacy, mathematical development or knowledge and understanding of the world. Pupils' achievement in Years 1 to 6 is good. Standards are well above average in art and design throughout the school and in dance in Year 2. They are average in all other subjects inspected except ICT, where they are below average because lack of equipment and limited curriculum emphasis have a detrimental effect. Standards in religious education meet the expectations of the local agreed syllabus.

Pupils show very good personal qualities as a result of the school's excellent provision for their spiritual, moral, social and cultural development. Pupils' attitudes, behaviour and relationships are very good. All staff set high expectations for pupils' conduct, implementing agreed procedures consistently. The school council functions extremely effectively. The school implements a wide range of strategies to improve attendance and punctuality. Attendance is better than at the time of the last inspection, though still below average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good overall and includes much that is very good. Good learning by pupils of all abilities and backgrounds is due to the consistently good quality of teaching in all year groups and the excellent inclusive ethos. Teachers' thorough planning and preparation ensure that tasks are clearly targeted to support and challenge pupils of all abilities. Teaching assistants are very effectively deployed throughout the school and make a significant contribution to pupils' learning. Provision for pupils from ethnic minority backgrounds, including those learning English as an additional language is good, as is provision for pupils with special educational needs. The quality of assessment is good overall, but varies between subjects. The school provides very good support and guidance for all pupils and its partnership with parents is good. It offers a stimulating curriculum, with excellent enrichment through an outstanding array of additional activities. Art and design, music and physical education are particular strengths. Gaps in ICT and design and technology cause imbalance, however, making the curriculum satisfactory overall.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher's leadership is very good. Her vision, energy and drive motivate all staff, who show dedication to their pupils, ensuring outstanding inclusion for all. The number of awards gained in the past few years is testament to the highly effective teamwork of senior management, staff and governors. The school's curriculum planning and monitoring systems are effective in many aspects, but have not been sufficiently rigorous to avoid slippage in the quality of technology provision. Day-to-day administration is very efficient. Governors are highly committed and extremely supportive of the headteacher and staff. Many are fully involved in exciting aspects of the school's work. The recently re-constituted governing body is still reliant on the headteacher and is developing its monitoring role.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils express very positive views about all aspects of the school's life and work. The inspection confirms these. Over 90 per cent of responses to all but one of the inspection questionnaire statements are positive. A small number (12 per cent) 'tend to disagree' when asked whether their child is ever harassed or bullied. The inspection finds that all staff adopt a consistent, agreed approach, which ensures that any occurrences are effectively handled. Pupils in all classes understand the issues surrounding bullying and discuss how to deal with it. They are aware that some of their peers misbehave sometimes, but are fully involved in promoting positive attitudes and behaviour, using the key concept 'respect' to underpin all relationships.

IMPROVEMENTS NEEDED

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

- Implement the full ICT curriculum effectively in all classes; use ICT to support learning more effectively in all subjects, especially English, mathematics and science; make ICT resourcing and training the top priority on the improvement plan; monitor the provision and assess pupils' progress in ICT more thoroughly.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. Boys and girls of all abilities and from all backgrounds do equally well. Standards reached by the current Year 6 are broadly average.

Main strengths and weaknesses

- Pupils of all abilities achieve well in English and mathematics
- Achievement in ICT is unsatisfactory
- Achievement in art and design is very good and in physical education it is good

Commentary

1. Children in the nursery and reception classes have a wide range of ability on entry. In the main, children start school with communication, language and literacy skills well below average. Children of all abilities achieve well in all areas of learning and most meet the goals expected by the end of their Reception year in personal, social and emotional, creative and physical development. A few meet the goals in knowledge and understanding of the world and communication, language and literacy and mathematical development, but most are still working towards these when they start Year 1.
2. The school's results in national tests for seven year-olds have been rising faster than nationally over recent years except in 2004, when there was a dip because of the nature and extent of pupils' special educational needs in that particular year group. Standards in the current Year 2 have risen again. Pupils of all abilities have made good progress throughout the year. Standards in reading and writing are average. Standards in mathematics are above average. Pupils have made very good progress in this subject as a result of consistently very good teaching. The proportion of pupils reaching the higher level 3 standard in reading, writing and mathematics in the current year shows that the school is recognising and extending higher attainers successfully.

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

Standards in:	School results	National results
English	25.7 (25.2)	26.9 (26.8)
Mathematics	25.6 (25.5)	27.0 (26.8)
Science	27.5 (26.6)	28.6 (28.6)

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

3. Annual comparative statistics reflect variations in each year group's ability. The bald statistics for 11 year-olds in 2003 and 2004 show results well below the national average, but this does not reflect fairly pupils' good achievement. The school's more detailed analysis shows clearly that results are lower because of the high proportion of pupils moving in and out of the school during the two years and the nature of the school's recent intake. The school has checked the statistics by comparing each year group's results in Year 6 with the results they achieved as Year 2 pupils, not including the pupils who had arrived in the school since 1999 or 2000. These statistics show pupils' performance in line with the national average and much better than that of similar schools. The school's analysis gives a fairer, more accurate picture than the published national comparisons. School records also show that pupils transferring into the school are achieving well, but many, including a number of refugees and asylum seekers, are

starting their education in English from a much lower level than their peers. The well-structured deployment of additional teaching and support staff ensures that these pupils make good progress.

4. Standards at the end of Year 6 in 2005 are higher than in 2004, reflecting the different nature of the year group. They are broadly average in English, mathematics and science. A good proportion of pupils who have been at Gallions Mount throughout the past four years achieve standards that are above average. Boys and girls of all abilities and backgrounds achieve well and make good progress as a result of carefully planned teaching, especially in English and mathematics. In science, results at ages seven and eleven are average, but pupils do not undertake sufficient investigative work and the recording of scientific thinking processes is not developed sufficiently through the school.
5. Pupils' achievement in Years 1 and 2 and in Years 3 to 6 is good in almost all subjects. In mathematics it is very good, because of the consistently high quality of teaching, but in ICT it is unsatisfactory because the subject is inadequately resourced and the use of skills both in discrete ICT lessons and in agreed contexts in other subject lessons is not well planned. Standards in ICT are below average throughout the school.
6. Pupils throughout Years 1 to 6 achieve very well in art and design and standards are above average as a result of the school's strong focus on the creative aspects of the curriculum. Pupils achieve well in music and physical education, where additional activities enrich the curriculum and promote standards that are often above expectations for pupils involved. The standard of dance in Year 2 is particularly high. In geography and history, standards seen are average at ages seven and eleven. In design and technology, standards of finished work seen are sometimes good, but the inspection found little evidence of design or evaluation skills being developed. Standards in religious education meet the expectations of the local agreed syllabus.
7. Throughout the school pupils with special educational needs make good progress, as a result of well-planned support and carefully planned targets. Similarly, pupils with particular gifts and talents are recognised and given the challenges and opportunities that result in their achieving successfully. Pupils from the wide variety of ethnic minority groups in the school, including those learning English as an additional language, achieve well because of the well-planned support they receive. By Year 6, pupils whose home language is other than English and who have been in the school since Year 1 or before, attain standards similar to their peers in English and mathematics, which is about average for their age. They progress as well as their peers. Those who enter between Years 3 and 6 show lower standards compared with the average, but have again achieved well. There is no significant overall difference between the standards reached by boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Provision for their spiritual, moral, social and cultural development is excellent. The school's inclusive ethos results in pupils developing excellent personal qualities. Levels of attendance have improved significantly but attendance is currently below the national average and therefore unsatisfactory.

Main strengths and weaknesses

- The school's arrangements for pupils' spiritual, moral, social and cultural development are excellent
- Pupils' respect for each other's feelings, values and cultures is excellent as a result of the outstanding way in which the school promotes good relationships and racial harmony
- Agreed procedures understood and used consistently by all staff and pupils promote very good behaviour
- The school involves pupils highly successfully in contributing to its work and development

- Attendance and punctuality are improving, but still unsatisfactory

Commentary

- Pupils' attitudes and behaviour are very good throughout the school. Pupils respond very well to the many and varied opportunities provided through lessons and extra-curricular activities, showing excitement and interest in all forms of learning. Excellent examples exist of pupils' willingness to take responsibility of all sorts, both formally, for example as Playground Pals, Junior Safety Officers, School Councillors, or informally. By Year 6, pupils accept responsibility in highly mature ways.
- The school's excellent ethos promotes a learning climate where all are valued equally, so pupils, including the large proportion who join the school during different years, quickly feel comfortable and confident. Staff deal very effectively with the few incidents of bullying or harassment that arise. The very good relationships that rapidly develop between staff and pupils, and between pupils from very different backgrounds and races, form the foundations on which pupils thrive and develop high levels of confidence and self-esteem. This in turn creates a very good environment for learning. Pupils who are at various stages of learning English as an additional language are as committed to their work as their classmates. All work very well together, with pupils supporting one another very effectively to help them to learn the language. The curriculum in most subjects stimulates pupils' interests very well and is supported by a very rich range of extra-curricular opportunities in which most pupils take an active part. All staff in the school consistently promote very high expectations of pupils' behaviour, so classes respond quickly to their teachers' positive, encouraging comments to individuals, because they all want to receive the praise which good behaviour engenders.
- Enormous efforts on the part of the school to promote pupils' understanding of themselves and their personal development are highly effective. Pupils at a very young age become accustomed to reflecting quietly or aloud on what they have done or achieved, for instance in learning during lessons, as well as about behaviour. Examples seen in many subjects show even younger pupils well able to understand successes and what might be improved, sometimes transmitting this sensitively to others through peer evaluations. A clear climate of mutual respect underpins all the school's work. By the time they leave Year 6, pupils have benefited excellently from opportunities to understand the belief systems of others and have learned clearly why behaviours are right or wrong. Very strong links with the local community, including work with 'Creative Partnerships', have a very strong influence on developing pupils' excellent perceptions of what it means to be part of a community, both within the school and outside. The rich diversity of pupils' own cultural heritages is utilised at every opportunity, so these aspects of pupils' knowledge and understanding develop very strongly in parallel with influences from British culture.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.3	School data	0.1
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.

- The school has successfully developed strategies and worked very well with support agencies to achieve a significant improvement in attendance. The school highlights to parents the importance of regular attendance by contacting them on the first morning of an unexplained absence. The school serves an area of high mobility that includes refugees and asylum seekers. A symptom of this is that some families move without first removing their children from the school roll. Other reasons for absence include social problems and long term illness. Analysis of attendance levels of the various groups that make up the schools' population is not yet being used to develop still further the many strategies for improvement. A high proportion of pupils are not brought to school promptly for the start of the day. Interruptions caused by

late arrival have an adverse impact on how quickly classes settle down to their work. The good response of pupils to the bell at the end of break and lunchtimes ensures that subsequent lessons get off to a prompt start. During the previous school year there were no fixed term exclusions and one appropriate permanent exclusion.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is rich, stimulating and innovative, but suffers from insufficient development of technology, especially ICT. An outstanding range of additional activities supports good teaching and assessment throughout the school. Very good care and guidance and relationships with parents and the community contribute positively to pupils' attitudes and achievement.

Teaching and learning

The quality of teaching is good overall and includes a high proportion that is of very high quality. As a result of this and teacher's use of very good assessment procedures in English and good systems in mathematics, pupils of all ages, abilities and backgrounds learn successfully in all areas of learning and subjects except ICT and design and technology.

Main strengths and weaknesses

- Teaching is good overall, resulting in pupils of all abilities learning successfully throughout the school
- A mix of good and very good teaching in English and mathematics results in good achievement by all pupils in these core subjects
- Support by teaching assistants and additional teachers for pupils from ethnic minority groups, including those learning English as an additional language, and for pupils with special educational needs is good and often very good
- Although the teaching of ICT is good in lessons seen, learning is restricted by the lack of resources and structured planning to develop skills in other subjects
- Good use of well-developed assessment procedures in reading, writing and mathematics results in pupils and parents knowing what they need to do to make progress

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	11 (22%)	31 (62%)	7 (14%)	0 (0%)	0 (0%)	0 (0%)

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

12. All lessons observed were of satisfactory quality or better, with a very high proportion of good and very good lessons. One art and design lesson was of outstanding quality. The quality of teaching in the Nursery and Reception classes is good in all areas of learning, ensuring that children of all abilities learn successfully in a well-structured, calm, yet stimulating environment. The quality of teaching is good in Years 1 and 2 and throughout Years 3 to 6.
13. The quality of teaching includes much that is very good mathematics, especially in Year 2. Teaching in art and design is consistently of very high quality, benefiting from the involvement of artists through 'Creative Partnerships' projects and promoting learning of equally high quality. The good quality of teaching overall shows good improvement on previous inspection

findings, when a little teaching was unsatisfactory and only 32% of lessons were of good quality or better, compared with 86% in this inspection.

14. Teaching in the Foundation Stage is good overall, both in the Nursery and Reception classes. Thorough preparation and planning, together with structured organisation of resources and daily routines ensure that all children have opportunities to receive focused adult direction and support alongside opportunities to choose from a range of independent activities. Whether choosing or being taught directly, all children are fully involved in their learning. The adults in both Nursery and Reception settings praise the children and encouraged them as far as possible, building up their self-esteem. Teachers and assistants continually observe children, in both indoor and outdoor settings, to note how well they are doing, building up assessment information to record each child's development. Children show interest, share equipment and put effort into all that they do. Teachers foster close relationships with parents through regular daily contact, in order to develop an effective partnership, especially in the development of early communication, language and literacy skills.
15. Teachers' planning and preparation in Years 1 to 6 is thorough and results in well-focused lessons. Teachers' relationships with their classes are very good. They show their high expectations, with the result that pupils know what their teachers expect and do their best. Almost all lessons begin with a clear explanation of what pupils are expected to learn, but teachers are not so consistent in reviewing what has been achieved by the close of the lesson. In the best lessons, teachers involve pupils in question and answer sessions, using their voices expressively, encouraging pupils to comment, listening and responding helpfully to what they have to say. Teachers maintain a brisk pace to these lessons. In several of the very high quality lessons, teachers' imaginative presentation of the lesson stimulates highly focused pupil participation and enjoyable learning. In the plenary sessions that close these lessons, teachers ensure that pupils clearly define what they have learnt. Teachers' management of pupils' behaviour and their relationships with pupils are of high quality throughout the school. The setting of regular homework makes a satisfactory contribution to pupils' learning.
16. The quality of teaching for pupils with special educational needs is good. Teachers understand pupils' specific needs and plan well to meet these needs. Pupils' very detailed individual education plans lead to appropriate targets being set. These targets are regularly reviewed and assessment procedures are used well to judge pupils' progress and plan further targets. Pupils with particular gifts and talents are recognised through the school's assessment systems and the school seeks ways of extending their skills, knowledge and understanding, often through participation in inter-school events or at activities organised at local secondary schools.
17. Teaching of pupils who are learning English as an additional language is good. Bilingual classroom assistants greatly help teachers when needed and pupils gradually move successfully from use of their home language to English for speaking about and writing their work. Learning of subjects of the curriculum is good. Pupils also learn very effectively from the more abstract aspects of the curriculum, quickly developing good levels of self-esteem and confidence to use their English. A number of very useful bilingual classroom assistants greatly assist pupils' swift integration into their classes. Assessment of their needs is internal, with teachers giving pupils a time to integrate and settle before testing. All staff have had proper training to provide for the English requirements of pupils at various stages of learning the language.
18. Assessment is good, but there are some inconsistencies. The school has thorough procedures to assess pupils' progress and systems are in place to record achievement over time. This is very well developed in English, and the assessment of mathematics, already good, is set to follow the consistent pattern established in English. In these subjects, pupils' progress is tracked through the school and their progress is recorded against target expectations. Where progress is slower than expected this triggers intervention. In English and mathematics, pupils and their parents are involved in reviewing progress and setting targets for improvement. In other subjects, assessment is limited and uninformative. Partly

because of weaknesses in monitoring provision, assessment in ICT is undeveloped. Marking of pupils' work is satisfactory but inconsistent. The style and emphases in marking vary between teachers. At its best it is thorough and includes detailed, friendly comments that assist pupils' achievement. Most work is marked but there are often too few indications of what pupils should do to improve or of their National Curriculum level.

The curriculum

The curriculum is rich, innovative and stimulating, but because of gaps in technology provision, it is judged to be satisfactory overall. Resources are mainly good, but unsatisfactory overall because of very limited ICT resources. Accommodation is satisfactory.

Main strengths and weaknesses

- An otherwise rich, innovative and stimulating curriculum is restricted by inadequate resourcing of ICT, resulting in limited planning for its use to support subjects across the curriculum.
- The school provides excellent curriculum opportunities in the arts.
- Personal, social and health education is very good.
- Enrichment activities provide very good opportunities for pupils.
- The design and evaluation features of design and technology are underdeveloped

Commentary

19. Many aspects of the school's curriculum are highly stimulating, well organised and effective, particularly the aspects involving personal development, the arts and physical education. The school's focus on reading, writing and mathematics is also a strength.
20. The school has a very strong focus on the visual arts, providing excellent curricular opportunities for pupils. Through its links with 'Creative Partnerships', it welcomes many specialist arts experts into school to talk to pupils. Their input is used well to support pupils' learning in interesting ways and also helps to foster the strong links between subjects.
21. In most subjects, work is well planned. The school has developed a focus on developing links between subjects so that they can be taught together and this is a great strength. In this way, lessons in subjects such as art and design, history and geography are used as a context to further develop literacy and numeracy skills, to the benefit of pupils' interest and their achievement in all the linked areas. Personal, social and health education is very good; present practice benefits from detailed schemes of work and committed leadership. The school's provision includes clear focus on sex and relationships education and on drug awareness.
22. However, the curriculum puts insufficient focus on scientific thinking and technology, especially the use and application of ICT. In this subject it barely meets the requirements of the National Curriculum. This has the effect of lowering standards in the subject and restricting opportunities for pupils to learn through the application of ICT skills in other subjects. Curriculum planning does not include strategic application of ICT skills in the context of other subjects and there are too few computers to support the delivery of all aspects of the ICT National Curriculum. In science, while pupils achieve well in gaining factual knowledge, the school puts insufficient emphasis on investigative work and the recording of scientific thinking. Also, there is little emphasis on the design and evaluation elements of design and technology. The underlying reason for these weaknesses in an otherwise exciting curriculum is that the school does not rigorously monitor curriculum planning to ensure that all pupils receive their balanced entitlement.
23. Provision within the curriculum for pupils learning English as an additional language is as for their peers. The school's general weakness in ICT limits pupils' use of computers, but the

school uses resources provided for pupils learning English as an additional language to provide a good level of support for them.

24. The provision for pupils with special educational needs is good overall. Pupils are fully integrated into all aspects of school life. They have access to the whole curriculum and take part in extra-curricular activities. However, limited access to computers restricts the use of ICT to promote learning in all subjects.
25. Pupils benefit from a very good range of activities held outside the school day. Both pupils and parents appreciate the wide variety of clubs and other opportunities. The range of opportunities for pupils to participate in the arts is outstanding. There are a number of visiting specialists, whose skills support the arts, as well as sporting and other activities. Sporting opportunities are very good. Pupils undertake a range of useful visits in the locality, as well as extended field trips, to further enhance their learning.
26. Teachers are experienced, well qualified and trained. They are plentiful and the school benefits from a low turnover amongst its staff. Teaching assistants are well trained and very effectively deployed, providing very good support to teachers which, in turn, is advantageous to pupils' academic and social development.
27. Resources are satisfactory and easily accessible in most subjects, but the school's resourcing of the National Curriculum is unsatisfactory overall, because there are fewer computers than average and this limits pupils' achievement in ICT and other areas. Accommodation is satisfactory. The school has light, pleasant classrooms but many are too small to permit easy movement of pupils and allow re-arrangement of furniture to suit all learning needs. The library area is too small and the area acts as a corridor. This is unsatisfactory. The stock of books is limited and too many books are years out of date. The school grounds are very well developed and well maintained. Staff and children in the nursery and reception classes make effective use of their outdoor areas. Pupils from Years 1 to 6 use the wooded area and gardens for environmental and scientific study. They plant, grow and harvest vegetables, use hard surfaces and walls for cup-stacking tournaments and make full use of the field and hard surfaces for games and after-school clubs. The school environment is decorated with various attractive works of art. These include the fascinating 'Lurgy Step', the London horizon 'As far as the eye can see' in metal and the recent mosaic patterns at the pedestrian entrance, all developed through the collaboration of visiting artists working on designs with the pupils.

Care, guidance and support

The school offers very good care, guidance and support to all of its pupils. Arrangements to promote the welfare, health and safety of pupils are good. Pupils receive very good support and advice. They have excellent involvement in the school's work and development.

Main strengths and weaknesses

- Very positive relationships provide a sense of security and build confidence.
- The conscientious premises inspections are not informed by an assessment of risk
- Personal guidance is very well planned to meet the growing needs of pupils.
- Support is very well targeted to ensure equal access to learning opportunities
- Pupils can see the impact their views have had on school development.

Commentary

28. The high standards seen at the time of the last inspection have been maintained overall. Child protection procedures are fully in place. Members of staff are aware of these and are vigilant in their care. Parents are contacted as soon as possible to allay concerns about unexplained absence. Relationships between pupils and staff are very positive. This ensures that pupils feel happy and confident in the school environment. Additional provision for pupils to talk

through problems privately is highly valued by them. The school is prompt to seek advice from support agencies for both pupils and their families where needed. There are suitable arrangements to deal with first aid emergencies. Evacuation procedures are practised with sufficient frequency to ensure everyone knows what to do. Equipment and appliance servicing is kept up to date. Premises inspections are carried out conscientiously, but are not yet informed by an assessment of risk as required. There are suitable procedures to assess the risks attached to all trips and visits out of school.

29. Well-established relationships with pre-school groups and well-planned induction procedures ensure that children settle very well into Nursery and Reception classes. Support for pupils joining after this time is very effective. The personal, health and social education programme is very well planned to provide suitable guidance. This, together with thoughtfully planned circle times and involvement in a range of community projects, ensures pupils are prepared for and increasingly able to deal with issues that confront them as they learn and grow. The recent focus on healthy eating has had a profound impact on the attitudes of most pupils to their food. Pupils are now working diligently through the school council to influence the quality of packed lunches. All aspects of behaviour and relationships are monitored very well. Although action taken is not as well recorded, there are few instances where poor behaviour is repeated. The monitoring of attendance is very thorough but does not have enough impact on pupils whose attendance is a little below average, but not sufficiently low to attract the involvement of support services.
30. Staff know pupils, their achievements and development very well indeed. This enables them to provide very effective individual guidance in lessons. Pupils with special educational needs are very well cared for and receive good support which enables them to become more confident in their work. Pupils having difficulties with learning are supported extremely well. The school monitors closely the progress of pupils from minority ethnic groups, including those learning English as an additional language, to ensure that they receive the guidance they need to make good progress. Support to help all pupils settle at the time of transfer to secondary education is good.
31. Arrangements for the school council are planned very effectively to ensure pupils' views and opinions are voiced. Pupils are encouraged to suggest how provision for them can be improved. Their views are sought routinely about changes and developments that are being considered. Older pupils also participate as 'Playground Pals' and as 'Junior Safety Officers'. The excellent procedures for involving pupils in the school's work and development have an immense impact on their personal development, self-esteem, sense of ownership and responsibility for the quality of school life.

Partnership with parents, other schools and the community

The school has developed a good working partnership with parents. There is very good use of opportunities within the community. There are good links with other schools.

Main strengths and weaknesses

- Parents think highly of the school and are active in their support.
- Support for families empowers all parents to be involved in their children's education.
- Written information about progress is not consistently effective across all subjects.
- Community involvement contributes to learning and personal development very well.
- Links with other schools make a positive contribution to professional development.

Commentary

32. The good relationships with parents seen at the time of the last inspection have been maintained. They are very confident of their welcome in the school and feel able to talk to staff about concerns. They know that the school will support them and their children through

difficulties. Information provided prior to enrolment informs very effectively about routines, expectations and achievements. It includes information to enable both them and their children to take advantage of all the school has to offer. Well-written newsletters ensure they are kept up to date with news and diary dates. Social events held by the parent and teacher association (PTA) are very well supported and successfully support children's learning through the funds raised.

33. Annual progress reports are satisfactory overall. They offer very good information about attitudes and personal development. Although attendance levels are reported, the attention of parents is not always drawn to the impact of unsatisfactory attendance on their children's learning. In English and mathematics reports provide good information about what children are able to do and useful targets are usually set, although in some instances targets are too general to be of real help. In other subjects reports largely focus around the work covered by the whole year group and provide little in the way of individual evaluation of what pupils know and can do and how they have progressed. Most parents take advantage of the very good opportunities to consult with their children's teachers each term, when progress in English and mathematics is reviewed and targets are shared with parents and their children together. Parents of pupils with special educational needs are kept fully informed and are actively involved in their child's progress. They are aware of the targets set for their child and are able to meet regularly with teachers.
34. The school successfully makes very good use of opportunities within the community to enrich classroom teaching and for pupils' personal development. The creative learning partnerships are used very well to broaden horizons. Community support services have regular contact with pupils, for example the fire brigade, police and environmental health amongst others, working together with the school to develop safe and healthy children. As well as enhancing lessons they ensure pupils focus on the make-up of their community together with their responsibilities as citizens. There is a very good range of trips and visits, together with visitors to the school. They bring realism to what is learnt in the classroom and develop personal qualities, for example cultural awareness and confidence. Involvement with a range of local and national projects, for example the 'walk to school' scheme and the focus on healthy school meals, featuring with Jamie Oliver in the national press, make exciting and highly effective contributions to parent and community involvement and to pupils' acquisition of life skills.
35. The school works well with local secondary schools to ensure information is effectively transferred before pupils start in Year 7. There are planned opportunities for them to become familiar with their new schools before they start, ensuring they settle well. Links to pre-school groups are close and supportive. Links with other schools in the area, both primary and secondary, ensure that expertise is shared very well indeed for the professional development of staff. This has a positive impact on the levels of expertise brought to the classroom and in strategic planning. Pupils join with others across the family of schools for music and sports festivals. The school has recently opened up discussions to start a link with a school in Gambia.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall. The headteacher's leadership is very good and is supported by satisfactory governance and management, ensuring the good quality of education provided by the school and good achievement by pupils.

Main strengths and weaknesses

- Very good leadership by the headteacher, with full support from the deputy and senior management team, gives a clear educational direction and ensures commitment, dedication and teamwork from all involved at the school
- Although standards, teaching and the curriculum are effectively monitored in English and mathematics, insufficient monitoring in ICT has led to a weakness in this core subject

Commentary

36. The headteacher's drive and enthusiasm inspire dedication in the whole staff team. The strong emphasis on teamwork creates an inclusive and caring ethos, where staff and pupil aspirations are high. The school has focused effectively on raising achievement in English and mathematics. The senior management team has kept a good overview of assessment in these subjects and has led the development of tighter tracking and target-setting procedures. The series of awards won by the school are a testament to the leadership and enthusiasm of headteacher, senior management team, staff and governors.
37. The school has developed an innovative curriculum, making links between subjects where possible to make learning more interesting and relevant. Each subject leader has a clear action plan. The school's management procedures ensure an annual review of each subject, but this process is not sufficiently rigorous to ensure effective monitoring of all aspects of provision and standards in all curriculum areas.
38. The recently reconstituted governing body gives sound support and is developing its strategic role as critical friend. The school has made good improvement overall since the last inspection. The rise in standards, the highly effective provision for pupils' spiritual, moral, social and cultural development, the focus on inclusion and the improvement in the quality of teaching all stem from the positive aspects of leadership and management.
39. The deputy headteacher's careful analysis of standards and pupils' progress supports the work of the assessment co-ordinator and leads to the setting of challenging, but realistic targets for pupils of all abilities in English and mathematics. The senior management team functions very effectively in the areas where the school has strengths, in the arts, physical education and personal education. It has also worked effectively on creative curriculum development and closer assessment of English and mathematics. It has been less effective in monitoring the whole curriculum. Whilst all subject co-ordinators fulfil their roles knowledgeably and all subject action plans give clear direction for the current year, the headteacher, senior management team and governing body have not placed enough emphasis on developing ICT provision. Inadequate resources have led to limited use of computers by pupils and have restricted planning for the application of ICT skills in the context of the wider curriculum. The school's agreed focus on creativity across the curriculum has led to imaginative approaches to linking subjects. However, its strategic planning has not taken account of the rapid advances in ICT and this has led to a slide in standards in this core subject and missed opportunities for pupils of all abilities to apply ICT skills in their learning.
40. The leadership of the Foundation Stage is good and the school is set to make use of additional staffing to raise the quality of the Reception indoor and outdoor environment and displays to match that of the Nursery. The special educational needs co-ordinators provide effective leadership. They have a clear overview of the provision and monitor the progress of individual pupils well. The governor with responsibility for special educational needs makes a valuable contribution to the provision for these pupils. Leadership of the school's provision for ethnic minority pupils, including those learning English as an additional language, is good. Members of the school's senior team manage the needs of pupils learning English as an additional language effectively. These pupils represent such a large proportion of the school's population that all systems and procedures apply to them as to their peers. They are effectively integrated into the school's population and benefit well from the school's overarching commitment to ensuring that all pupils progress equally well and feel valued equally.
41. The school's staff development and performance management systems ensure that all staff improve their own skills and work together on agreed school focus areas. The school has developed effective formal appraisal systems for all staff. The school is managing the workforce reform agenda effectively, in particular through recent increases in support staffing levels and associated training. Parents recognise the dedication of the headteacher and staff and pupils appreciate their involvement in decisions on all aspects of the school's life and work through the school council arrangements.

42. Many governors are highly committed to the school, assisting with visits and major projects. Governors have an agreed programme of visits to the school, for which an observation sheet agreed with staff is used. Procedures for meetings of the full body and committees are efficient. The school meets all statutory requirements, but monitoring systems do not currently ensure that governors gain a full picture of the school's strengths and weaknesses, in order that they might ask informed questions or give an informed view on strategic developments.
43. The school's budget is set and managed satisfactorily. Plans for using the higher balance at the end of the 2003/4 financial year have already been implemented. Governors keep standards under review in English, mathematics and science, but not in other subjects. They compare standards with similar schools and challenge themselves to improve provision and raise standards. They consult on major spending decisions and look for competitive prices. The school is developing a 'best value' statement. Governors, headteacher and deputy have retrospective views on the positive impact of spending decisions, but the school does not yet apply the principles of best value as an integral means of gauging the effectiveness of major spending decisions.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1211756
Total expenditure	1171491
Expenditure per pupil	3254

Balances (£)	
Balance from previous year	39039
Balance carried forward to the next	79303

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good. Children enter school with well below average ability, but they achieve well. Children with special educational needs and those with English as an additional language make the same good progress as other children due to the effective support they receive. Higher-attaining children make good progress in all areas of learning. Children in the nursery and reception classes are very well behaved. The Foundation Stage co-ordinator is new to the role, but she has already gained a clear overview of the provision and provides good leadership. Teachers and other adults work well together as a team for the benefit of the children. Assessment procedures are good and used effectively to chart children's progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good home/school links are established for nursery children.
- A caring and supportive atmosphere enables nursery and reception children to feel secure.
- Activities are planned to enable children to work together, share and take turns.

Commentary

44. By the end of the reception year most children are set to reach the early learning goals in personal, social and emotional development. Children's achievement is good in this area. They quickly settle into the routines of the classroom and feel secure. This is due to the very good support they receive which allows them to develop their confidence and to become more independent. Children use the role play area well. It provides good opportunities for them to develop their imaginative skills and to try out their own ideas. Teaching and learning are good. Teachers in the nursery and reception classes regularly praise children and this encourages them to do their best. The good outdoor provision encourages children to play together, to help each other and to enjoy the experience of being a friend.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide frequent opportunities for developing children's speaking and listening skills.
- Teachers ensure that a range of books is available to capture children's interest.
- Children respond well in lessons and are eager to offer their own ideas.

Commentary

45. By the end of the reception year most children are unlikely to reach the early learning goals in communication, language and literacy. Nevertheless they achieve well in this area. Most children readily talk to the teacher and each other. However, a few children's speaking skills are not so well developed and they show a limited vocabulary when expressing their ideas. Children listen well in class and enjoy stories read by teachers and other adults. Some children make good progress in developing reading skills, but a few children find difficulty in

reading very simple words and do not always sound out words to assist in reading. There are more confident readers, however, who understand what is happening in a story and show a good knowledge of initial and final sounds. Children's writing skills are not so well developed. Most children are willing to have a go at writing, but most of the oldest struggle to spell simple words. Higher-attaining children, however, write a simple sentence that is easy for the reader to understand. Teaching is good because of the emphasis placed on developing children's confidence and the individual support offered in class. Teachers provide further opportunities throughout the day which encourage the development of children's communication, language and literacy skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan work to cater for the needs of all children.
- Good use is made of resources to reinforce learning.
- Children achieve well due to the good support they receive.

Commentary

46. By the end of the reception year not all children are set to achieve the early learning goals in mathematical development, but achievement by children of all abilities is good. Children enjoy playing number games and begin to write their own simple sums. Many children are secure in recognising and counting numbers to ten, but only a few are confident in counting beyond. Some children write accurate number shapes, but there are others who are not so confident in their number writing. A few children begin to use mathematical terms such as bigger than and smaller than, but others show a limited understanding. Higher-attaining children however, show a better ability. Teaching is good and lesson planning ensures that children experience other activities that extend their mathematical understanding. This occurs both in the classroom where children play games and sing number songs and in the outdoor area, where they fill containers with sand and water and gain an understanding of the terms 'full' and 'empty'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers make extensive use of the outdoor area to develop children's understanding.
- Teachers' detailed planning ensures that links are made with other areas of learning.
- Effective use is made of resources.

Commentary

47. Teaching and learning in this area are both good and children achieve well overall. By the end of the reception year, however, most children are unlikely to meet the early learning goals in knowledge and understanding of the world. Children are interested in the world around them and enjoy looking at plants and flowers. Nursery children make a garden and add plastic insects, artificial flowers and plants. They understand that gardens have to be looked after in order to make things grow. Reception children talk about animals and know that they need food and drink to survive. They talk about their journey to school and draw a map to show where they live. However, some children are not so secure in their knowledge and need support to express their ideas. Children take turns to use the computer and move the mouse to draw a picture of an animal. They find the letters on the keyboard to write their own names.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The good outdoor provision enables children to explore and develop skills.
- Good attention is given to the health and safety of children.
- Opportunity is provided for all children to take part in physical activities.

Commentary

48. Children achieve well and by the end of the reception year most are set to meet the early learning goals in physical development. Children enjoy using their bodies in different ways. They skip, hop and jump and move around the hall carefully, avoiding each other. They develop skills in throwing soft balls and try to balance a ball on a racket. They use outdoor bikes and scooters sensibly and quickly learn how to control them. They slide down a bench and go up and under different equipment. Teaching and learning is good. Teachers and other adults supervise activities well and are always conscious of safety procedures.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The nursery provides a stimulating environment for creative activities.
- All adults are skilled at developing children's creative talents.
- Attractive displays in classrooms celebrate children's achievement.

Commentary

49. By the end of the reception year most children are set to meet the early learning goals in creative development. They achieve well, and often very well in this area of learning. Children select and use different coloured paints for their picture of an animal. They use black and red paper effectively to make a ladybird and choose different materials to make a collage picture. Children use the role play area to pretend they are a postman and deliver letters or to use dressing up clothes to become a new character. Teaching is good because teachers provide extensive opportunities for children to be involved in creative experiences. Teachers and other adults use their own skills well to show children how their work might be improved. As a result, children are confident in what they do, concentrate well and are eager to talk about their work. Children enjoy musical activities. Nursery children listen to the sound of the harmonium and try to make up their own tunes. Reception children join in singing rhymes and show a good memory for the words of hymns they sing in assembly.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching and learning are good, lessons are well planned and positive relationships make learning pleasant.
- Leadership and management are good and have been effective in raising standards.

- The assessment of pupils' work and setting of targets is good.

Commentary

50. Pupils of all abilities and backgrounds in Years 1 to 6 achieve well. In national tests in 2004, the results of pupils in Year 2 were well below average. This was lower than in previous years, but this was an exceptional year group, where many pupils had special educational or emotional needs and an unusually high proportion of pupils had recently arrived at the school. Standards in the current Year 2 are broadly in line with the national average, indicating good achievement for these pupils.
51. Results at the end of Year 6 were well below average in 2004, when a high proportion of newly arrived pupils were in the year group. Many had significant social and emotional difficulties and others were at an early stage of learning English as an additional language. These factors significantly depressed results. Standards in the current Year 6, where there has been much less upheaval, are average. Pupils' achievement in Years 3 to 6 is good.
52. Pupils with special educational needs achieve well throughout the school. The difference between boys' and girls' results is broadly similar to the national difference.
53. The school reacted to the disappointing test results in 2003 and 2004 with vigour. Greater emphasis on developing literacy in a wide range of subjects has paid off and standards have improved.
54. In speaking and listening, current standards are average overall in most year groups. Encouraged by effective teaching, pupils' answers to questions are confident and they begin to explain their views at length by Years 5 and 6. Because pupils receive regular opportunities to speak aloud in class and in assemblies, their skills improve and they speak with increasing assurance, several reaching above expected standards by Year 6. Listening skills are average at all ages; pupils are eager to respond to their teachers and they concentrate well; encouraged by regular opportunities to work in pairs, they develop skills in listening carefully to their peers, which encourages their learning.
55. In reading, standards are above average across the school. In Year 2, most pupils demonstrate understanding of simple passages and most confidently express opinions on what they have read. Most pupils can work out how to read new words and show good expression as they read. In Year 6, pupils are confident readers and are comfortable reading unfamiliar texts. Pupils know how to find reference books in the small school library and show good familiarity with books. They develop good research skills and their use of expression when reading aloud is strong.
56. In writing, current standards are average in Year 2 and Year 6. In Years 1 and 2 there are many opportunities for pupils to write in a range of subjects. As a result, they achieve well. In particular, the practice they have and teachers' high expectations promote improving standards of handwriting and presentation. Most monosyllabic words are spelt correctly. By Year 6, most pupils' writing is fluent and joined. Spelling shows good consistency and most pupils use punctuation well. Pupils' vocabulary is broad and used adventurously at times. Emphasis on the correct terms to use in subjects like music encourages pupils to select the correct words when expressing themselves both in writing and speaking.
57. Teaching and learning are good. Most lessons observed were good and this has a positive impact on achievement. Teaching is planned very carefully to give a varied range of activities and to provide the correct degree of support and challenge for all pupils, including those with special educational needs and those who are at an early stage of learning English. In this way it is very inclusive. Good resources are used well to provide stimulation in lessons. The specific requirements of all pupils with special educational needs are well known to teachers and teaching assistants and are addressed in both planning and classroom practice. Relationships are strongly fostered by teachers, who tirelessly encourage pupils. Pupils live

up to these expectations and help each other with their learning. Their behaviour is invariably very good and they adopt very positive attitudes to their learning. Encouraged by teachers, pupils develop good independence as learners. There are some areas for development in teaching. The pace of some lessons flags because deadlines for completing tasks are not set. Pupils' work is carefully and thoroughly assessed and targets are set and extra help offered to those who require it. However, marking is not always thorough or helpful in offering guidance on how to improve.

58. Leadership is good. The co-ordinator works closely with staff and ensures that the curriculum is planned effectively. However, due to a shortage of computers, ICT is rarely used in lessons. Teaching assistants, helped by thorough planning, provide skilful support in the classroom where it is most needed. Management is good. Analysis of test results has led to the precise targets being set for each pupil; support for those who are falling behind has helped raise standards. There has been little monitoring of teaching during the current school year, but monitoring of pupils' work has helped ensure consistency in teaching. Resources are satisfactory. The library is unsatisfactory. It is too small and in an awkward space; it has too many obsolete books and no computers. Improvement since the last inspection is good. Standards are higher and teaching has improved.

Language and literacy across the curriculum

59. Provision for language and literacy across the curriculum is good. The influence of the National Literacy Strategy feeds effectively into the approaches to teaching in many subjects. Literacy skills are well promoted through careful links that have been evolved between subjects. For example 'the best environment for seed growth' was successfully used as a stimulus in science to promote extended writing in a Year 2 class. The correction of presentation and of technical errors in the use of language across the subjects of the curriculum is generally effective in promoting improving accuracy in pupils' writing and presentation of work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good, and often very good teaching ensures that pupils learn successfully.
- Boys and girls of all abilities and backgrounds achieve well.
- Pupils in all classes regularly explain the mental number strategies they use.
- Standards in Year 2 are above average.
- Assessment information is analysed and used well to track pupils' progress and set targets.
- The use of ICT to apply and support numeracy skills is underdeveloped.
- Although individual teachers make good use of numeracy in other subjects, maths across the curriculum is not yet planned strategically.

Commentary

60. The school has made good improvement in this subject since the last inspection, improving the quality of teaching and raising standards. Throughout the school pupils of all abilities, including those with special educational needs and those who are gifted and talented in the subject, achieve well. Teachers ensure that pupils who need support receive it and more able pupils are extended well. Pupils from ethnic minority backgrounds achieve well. This includes those at an early stage of learning English as an additional language, who receive focused and effective support.
61. Results over the past two years have been lower than previously because of special needs and mobility factors to do with the year groups. Standards in the current Year 6 are broadly

average overall, but include a wide range. While a good proportion of pupils reach standards above those expected for their age, others, mainly recent arrivals at the school and including pupils at an early stage of learning English, do not reach this level. In Years 3, 4 and 5, this pattern of broadly average, but wide-ranging standards is repeated. Teachers provide well for the wide range of ability. The school's analysis of pupils' progress helps teachers, pupils and their parents work towards targets that will move pupils' learning on effectively.

62. Standards in the current Year 2 are above average, with an unusually high proportion of pupils reaching standards above those expected for their age. Consistent, very good teaching for this year group, which has a more stable population than most others, has promoted rapid achievement. Pupils in Year 1 are less settled and show standards below average overall for their age.
63. Teaching is good overall throughout the school and, as a result, pupils of all abilities learn successfully. The most effective teaching strategies commonly used involve teachers posing questions and pupils explaining their mathematical thinking. In the best lessons, this involves all pupils listening to each other in pairs or as a class and following other pupils as they explain their mental calculating strategies. Teachers make good use of resources and most maintain a brisk pace to their lessons, although a few lessons are timetabled for rather too long to sustain effective focus by all pupils. Teachers make good use of the three-part numeracy lesson, adapting the strategy to suit the needs of the pupils. In general, the mental warm-up and main introductory elements are more successful than the summing-up plenaries. All teachers share the main objectives of the lesson well, but not all give equal focus to ensuring that pupils understand and express what they have learnt.
64. Pupils books are mainly well kept and show regular recording of a good breadth and balance of mathematical activities. The school puts an appropriately strong emphasis on the development of numeracy skills. Feedback to pupils during lessons is good. Marking of books includes examples of positive and helpful comment, but procedures appear inconsistent. The use of tracking and target sheets in pupils' books, for instance, is a positive strategy, but teachers use sheets in different ways, limiting the effectiveness of the strategy. The practice of sharing progress and targets with parents and pupils together at consultation sessions in the autumn and spring terms is effective. Annual reports give clear indication of pupils' National Curriculum levels.
65. The subject is led and managed well. Plans are in place to sharpen assessment procedures still further by adopting the pattern established for reading and writing. The subject is mainly well resourced, but ICT is not well used to develop and apply numeracy skills.

Mathematics across the curriculum

66. Provision for mathematics across the curriculum is satisfactory. There are several good examples of the use of mathematics in other subjects, particularly science. The application of numeracy skills is currently dependent on individual teachers' planning. There is not yet a strategic plan to show the expected range of coverage and mathematical progression in other subject contexts for each year group. The use of ICT to support the application of mathematical skills in other subjects is restricted by the limited computer and software resources.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Good emphasis on the promotion of scientific vocabulary, particularly to support those pupils for whom English is an additional language.
- Pupils are keen, behave well and enjoy the practical activities.
- Older and more able pupils do not have enough opportunities to plan their own investigations or challenging extension work.
- There is limited use of ICT.
- The school provides very good outside facilities.

Commentary

67. Standards at the end of Year 2 and Year 6 are average. Achievement is satisfactory in science and it is a subject that the school has identified as an area for improvement. Standards are rising and there is satisfactory improvement since the previous inspection. The emphasis on practical activities to enhance knowledge and skills was evident in lessons on the growing of cress, pushing and pulling and searching for minibeasts in different habitats.
68. Teaching and learning are satisfactory. Pupils are keen on science and eager to get involved with practical activities. They behave well and make good strides in their learning. In the best lessons, teachers engaged pupils quickly and used questions well to encourage learning. Pupils with English as an additional language are particularly well catered for and have small group support sessions to enable them to achieve as well as their peers. Even on the occasions where the teacher was mainly responsible for carrying out the practical work, children made sensible suggestions in response to the teacher's queries. A weakness in some teaching was when pupils' own ideas were not sought with enough vigour and they were not encouraged to explain the reasons for their ideas and suggestions. As a result, opportunities to extend speaking and listening were missed. Assessment at school level is effective and pupils' progress is tracked appropriately; marking, however, is not consistent. Some is detailed and helpful, but most does not help pupils understand how they can improve or set future targets.
69. Teachers make suitable use of pupils' writing skills and good use of mathematical skills, creating and analysing tables of data for example. Although pupils develop a secure knowledge base, not enough opportunities are available for them to plan their own scientific investigations. Teachers do not provide sufficient tasks that challenge and extend pupils' thinking, especially that of the more able.
70. Leadership and management of the subject are satisfactory. The subject manager monitors the planning and books but has not had opportunity to fully monitor the teaching and learning. There is good enrichment to the curriculum through environmental studies in the school grounds, visits to museums and residential trips, but there is limited use of the library and ICT to support learning in science. Few displays are interactive or 'hands-on'.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school struggles to cover the breadth of study as required by the National Curriculum because it has insufficient resources; the aspect of control, modelling and simulation is barely covered.

- Standards are below average and achievement is unsatisfactory.
- Coverage and standards are not monitored sufficiently carefully; pupils' work is not recorded systematically to enable teachers to assess their progress and pupils to achieve more successfully.
- Opportunities to apply ICT skills in other subjects and to learn by using ICT are severely hampered by poor resources.
- Some good teaching results in pupils having positive attitudes towards the subject and excitement in their learning.

Commentary

71. Standards are below average overall at the end of Year 2 and Year 6 because the resources are poor and some are under-used. Insufficient hardware and software makes it difficult to teach the full requirements as laid down the National Curriculum. However, when given the opportunity, pupils in Years 5 and 6 work with obvious excitement in designing PowerPoint presentations. They experiment with design, sound and animation. Year 3 pupils share e-mails with a local school, arranging for penpals. Pupils use database programs to study findings related to work in mathematics and science. The Internet provides a rich source of information in increasing their learning about famous artists or the Buddhist faith, for example. Text and graphics are combined so the pupils know how to make bookmarks or design posters. Pupils combine their learning in art with their computer graphic skills to produce images in the style of famous artists.
72. During the inspection, however, classroom computers were rarely used and there was little evidence of teachers' planning for the regular use of ICT in other curriculum subjects. Pupils have not made enough progress because the computers with which the school is resourced are insufficiently used. The introduction of the new hardware is not yet having an impact on standards because the equipment is not yet being used regularly and effectively. The programmes of study for some aspects of the subject, particularly developing ideas and making things happen, have not been covered sufficiently. Teachers are also hampered by the lack of important resources. A computer is not yet available for independent research in the library. Higher attaining pupils are insufficiently challenged and do not forge ahead fast enough in their learning.
73. The quality of teaching and learning is satisfactory overall. It ranges from satisfactory to very good. Valuable additional support enables pupils to receive individual attention so that all pupils, including those with special education needs and those who speak English as an additional language, were able to achieve the learning objectives in lessons seen. Teachers' good management and very good relationships have a positive impact on pupils' behaviour and they work safely together. Teachers and support staff have yet to find the correct balance between allowing the pupils to explore and experiment with the software and intervening at the correct moment to move the learning forward. A number of teachers lack confidence or expertise in ICT and offer activities that are not always relevant or at the required level to promote pupils' learning. There is too little monitoring pupils' attainment to assist the planning of activities to match their needs
74. The school has acquired new equipment and staff have attended training, but progress in developing the subject and its capability to support learning in other subjects has been slow. Strategic plans for improving resources, increasing pupils' usage of computers and using ICT across the curriculum are not in place. A planned curriculum is in place for distinct ICT coverage, but its implementation is not being monitored with sufficient rigour. Control technology is rarely taught. Assessment procedures are not being implemented. Standards and the quality of provision have fallen since the last inspection. The school's leadership and management of this subject are unsatisfactory. Although the subject co-ordinator has clear plans and is creating a positive ethos for learning in the subject, the school has not made ICT enough of a priority in its strategic planning.

Information and communication technology across the curriculum

75. The use of ICT across the curriculum is unsatisfactory, because it is not well planned. ICT facilities are not used sufficiently regularly. However, when ICT is used, it is used effectively. For example, in mathematics pupils in Year 5 input data into spreadsheets; in history some pupils gain experience of researching through using the Internet, when finding out about the Victorians, for example; in art and design, some pupils use graphics programs. Pupils also use the digital camera for recording performances and activities. All pupils gain experience of word processing, to produce books, projects and poetry. These examples of good use mask the full picture, however, which is one of limited opportunity for teachers and pupils to develop and apply skills in a variety of subject contexts because of inadequate resourcing and a lack of co-ordinated planning.

HUMANITIES

The humanities subjects were sampled during this inspection. No overall inspection judgements are made, therefore, on the school's provision in these subjects.

Geography

76. Geography was sampled and one lesson was seen. Teaching and learning were good and enhanced by the good range of maps available to pupils as they analysed changes in the local area over time, simultaneously enhancing their historical understanding. Achievement was good. The schemes of work are thorough and meet National Curriculum requirements. The enthusiastic leadership and management have fostered links across many other subjects of the curriculum, raising the profile of geography.

History

77. History was sampled. No lessons were observed during the inspection. Schemes of work are comprehensive, meet requirements and encourage links with other subjects like English, science and art and design. The subject promotes research and investigative skills well; a number of visitors to the school and visits enhance pupils' learning.

Religious education

78. The inspection found insufficient evidence to make an overall judgement about the quality of provision in religious education. Only two lessons were observed. In both lessons teaching and learning were good and standards were in line with those expected by the locally agreed syllabus. Discussions with pupils, together with work seen on display and in books, support this judgement. The curriculum is appropriately planned in line with the local agreed syllabus. It is clear that pupils develop an awareness of the importance of religion in some people's lives. They know about some of the symbols, ceremonies and festivals associated with the different world faiths. They write their own accounts of well-known stories and read their own prayers in assemblies. Lessons enable pupils to share their experiences and to offer their own ideas and opinions. Displays in classrooms include several examples of pupils' studies into different religions. Pupils' written work on display shows good understanding and care in presentation. Their individual work is kept in books among samples of history and geography. In some year groups, evidence of pupils recording their knowledge and understanding is limited. Carefully planned visits to local places of worship enhance the provision and extend pupils' understanding. Several festivals of the various faith groups represented in the school, as well as forming an integral part of religious education studies, are recognised and celebrated.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Teaching is very good; pupils achieve very well and attainment is well above average by Year 6.
- The school has excellent links with 'Creative Partnerships', adding outstanding richness to pupils' curriculum.
- Pupils develop high levels of confidence in their achievements in a very rich range of two- and three-dimensional media.
- The subject is a significant strength of the school; pupils use their art skills very well across the curriculum, for example to illustrate other subjects.

Commentary

79. From average standards on entry to Year 1, pupils achieve very well using a rich range of media. By the end of Year 2, standards are above average. Experience of an increasing variety of materials is further extended as pupils get older, because of the school's excellent links with 'Creative Partnerships'. This enhances the very good teaching of school staff to create very good achievement across the school as a whole. By the end of Year 6, standards are well above average.
80. The school places the arts at the heart of its provision and has created an excellent curriculum in art and design. Pupils learn basic skills such as mark-making very securely by Year 2. They also understand well that art studies include knowing about artists' work. Pupils of all abilities in Year 2, for instance, can talk sensibly about Van Gogh's life and work. Their use of different media to produce paintings and drawings of sunflowers is above average. Pupils can also comment perceptively on their own work and that of others, developing their use of critique well. Pupils achieve very well across all aspects of the art curriculum.
81. Teaching and learning are very good. Significant strengths observed throughout the school were exemplified in an excellent Year 4 lesson. Here and elsewhere, pupils understand cross-curricular links extremely well. These form the focus of much of the art curriculum, with aspects of Citizenship, such as care for the environment, for example, very well promoted. Working with local artists, such as a weaver seen with Year 4, and an advisory teacher, school staff provide pupils with valuable experience of a wide variety of materials. Projects in all years now include pupils' use of sketchbooks. These are developing well and pupils have very good understanding of direct observational work, especially drawing. Projects in Year 6, linked with studies on shape and proportion in mathematics, show well above average standards in pupils' use of perspective. Current 3-D figure sculpture work is also well above average. Pupils have used action-drawings from physical education lessons to inform these sculptures, some of which are to be displayed for the London Olympic bid.
82. The subject is very well led and managed, maximising the potential of internal and external resources very effectively. From a good position at the last inspection, provision for art has improved further and remains a real strength of the school. Artwork of all types enlivens pupils' learning environment inside and outside the buildings.

Physical education

Provision in physical education is **good**

Main strengths and weaknesses

- Teaching and learning are good.
- Standards in Year 2 dance are above average.
- The school has good outside play areas and the curriculum now includes a good balance of physical education activity.
- Extra-curricular opportunities are very good, with many pupils participating in dance and a variety of games.

Commentary

83. Standards across the school broadly match the expectations for pupils' ages in the range of skills observed. The curriculum is now properly balanced to include all aspects of physical education, including athletics, which has recently been improved. In one Year 2 dance lesson standards were above average in that discipline. Pupils generally achieve well in all years because teaching is good and because the school has good accommodation, especially outside spaces for physical education. In dance and gymnastics, achievement is very good in some lessons. Good resources now provide proper opportunities in all activities. Swimming in Years 3/4 occurs locally and pupils can swim 25 metres or more by the end of their course. Pupils are generally fit and agile.
84. Extra-curricular provision in physical education extends pupils' opportunities very effectively. A very good range of games and activities at lunchtimes are particularly useful for younger pupils, for whom staying after school is less practicable. Pupils of all abilities and from all backgrounds participate equally well in the physical education curriculum and other extra-curricular activities. The range of after-school clubs is extending well, with cricket and a dance club recently added to pupils' opportunities. The school is becoming very successful in breaking stereotypical interests, with increasing numbers of boys joining the dance group, stimulated by a very good role model in the group leader. Girls' football is also very successful. More unusual activities such as skipping and 'cup-stacking', which promote hand-eye co-ordination, are also very popular.
85. Teaching is good. Very good teaching of dance was observed in Year 2. Teachers are confident and enthusiastic about physical education, planning well for pupils' physical development. They make good cross-curricular links wherever they can, so pupils understand these well. Opportunities for pupils to create their own games stimulate their imagination well. Lessons always include warm-up sessions, with good references to the physiological effects of exercise. Activities are suitable for pupils' ages and they learn effectively about health and safety aspects such as how to carry equipment properly.
86. Subject leadership and management are good. The co-ordinator is benefiting well from involvement in a local sports co-ordinators' group. Provision has improved since the time of the last report.

Work in **design and technology** and in **music** was sampled in this inspection; therefore no overall judgements on provision, teaching or standards can be made.

Design and technology

87. Evidence was drawn from a review of pupils' completed work, work on display and discussions with staff and pupils. Pupils produce wonderful, imaginative puppets, clay models, weaving and a wide range of projects. These products have a good finish, but the inspection sampling uncovered little evidence of design, modification and evaluation. Pupils rarely record the design and evaluation elements of their work, although Year 6 pupils have made a start with their slipper designs. Pupils have long gaps between projects and it is therefore difficult for them to build on previous learning and skills gained systematically. Good links are made with other subjects, including English and geography, when pupils make 'super-heroes' and doll's houses. The use of ICT to support learning in the subject is very limited.

Music

88. Although the inspection only sampled work in this subject, it is clearly one of the school's strengths. Good provision is made for developing pupils' performing skills. Assemblies contribute to pupils' musical development and provide opportunities for pupils to acquire good vocal skills. Musical activities include a band and a choir and the school is about to make a CD to demonstrate pupils' skills. Over 40 pupils receive instrumental lessons from peripatetic staff. Pupils perform both in and out of school, including the leavers' concert and the schools' music festival. These opportunities enable pupils to gain confidence in performing in front of an audience.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. Too few lessons were seen to make a judgement about the school's overall provision for Citizenship. One session of 'Circle Time' was observed and the team scrutinised a great deal of photographic and other evidence relating to the school's provision.
90. The school is deeply committed to providing equal opportunities for pupils who come from extremely diverse linguistic, cultural and racial backgrounds. Planning for pupils to learn well in all aspects of PSHE and Citizenship is very good, underpinning other aspects of the curriculum very fundamentally. Teachers succeed very well in overcoming barriers to learning, such as limited English language or special educational need, providing a supportive atmosphere in which all individuals feel safe and valued. Needs are assessed sensitively and, if necessary, interventions and support provided to assist pupils' learning of these more abstract elements of the curriculum. Learning challenges such as those promoted during Circle Time offer good opportunities for all pupils to contribute ideas or to articulate concerns and worries, knowing that they are in a safe environment.
91. Sex and relationships education and education about drug awareness are included appropriately in the school's PSHE curriculum plan. Specific aspects of pupils' preparation for citizenship, such as knowledge and understanding about the environment, are also well developed. These opportunities occur through integrated curriculum planning and through the many, rich opportunities provided for pupils to contribute to school life. The School Council, for example, is very effective, operating properly and democratically, with minutes distributed widely and issues discussed actively. Many pupils willingly take responsibility for various aspects of school provision. Playground Pals and monitors, for example, help other pupils regularly as part of their roles. Older pupils derive great pleasure and pride from involving others in games such as "cup-stacking" at playtimes, to help their hand-eye co-ordination. In such ways pupils learn how to lead, as well as to participate increasingly effectively in school life. Pupils' skills in communication are extremely well developed through many opportunities to speak in classes and to listen actively to other pupils as well as to teachers. These are extended through 'sharing assemblies', where pupils present orally, from the front, what they have done in different subjects. Pupils' skills of enquiry are consistently well developed because teachers promote an environment of mutual respect in listening to others at all times, with pupils answering questions for others if they can.
92. Pupils' good overall learning and very good attitudes and behaviour are in part the outcomes of the school's provision for these more abstract aspects of their curriculum. Year 6 pupils go forward as well-prepared citizens, with a high degree of respect for others and significant experience of individual and group contributions to the community of the school. The school's very good links with outside partners also promote pupils' unusually strong understanding of the contributions of the community to their own enjoyment of education in areas such as the arts and sports.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
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	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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

