

# INSPECTION REPORT

## **JOHN BALL PRIMARY SCHOOL**

Blackheath, London

LEA area: London Borough of Lewisham

Unique reference number: 100709

Headteacher: Mrs Hilary Pam

Lead inspector: John William Paull

Dates of inspection: 6<sup>th</sup> to 8<sup>th</sup> December 2004

Inspection number: 267100

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with Nursery
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	431, including 49 who attend part-time in the Nursery classes
School address:	Southvale Road, Blackheath, London,
Postcode:	SE3 0TP
Telephone number:	020 8852 1601
Fax number:	020 8318 4022
Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian Blight
Date of previous inspection:	11 <sup>th</sup> January 1999

## CHARACTERISTICS OF THE SCHOOL

- The school is much bigger than most other primary schools and is oversubscribed.
- School Achievement Awards were gained in 2001 and 2002 for improvements in National Curriculum test results.
- The school earned its local authority's *Basic Skills Quality Mark* in 2003.
- The school received an *Investor in People* award in 2002.
- The school takes part in the national *Excellence in Cities* initiative.
- Nearly a quarter of pupils are known to be eligible for free school meals, which is broadly average.
- Over 14 percent of pupils speak English as an additional language, which is a high proportion, and seven of these pupils are at an early stage of acquiring English.
- Other than English, the most common language spoken at home is believed to be Yoruba, followed by French and Turkish.
- A further 15 percent of pupils are from minority ethnic groups that have English as their main language.
- The largest ethnic group on roll is white, including a few pupils who are not British; the next largest group is of mixed origins, followed by black pupils, most of whom have Caribbean backgrounds. Other significant groups are from families of Asian origin, including the Asian sub-continent.
- Over 21 percent of pupils have special educational needs, which is above average, and about one percent have a *statement*, which is below average (*statements* are documents that explain what must be done statutorily to meet the pupil's needs in school).
- The school has five pupils on roll who are looked after by the local authority.
- A relatively high proportion of pupils join and leave the school at times other than the end of the year.
- Overall, attainment on entry to the school is below average. However, it is very wide-ranging, including several children whose knowledge and skills are well above those usually found, and many others who attain below what is usual.

- Socio-economic circumstances of pupils are also very mixed although, overall, are also below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22028	John William Paull	Lead inspector	Art and design Design and technology The foundation stage
9092	Ron Elam	Lay inspector	
16773	Raminder Arora	Team inspector	Mathematics Physical education Special educational needs
8696	Abul Maula	Team inspector	English English as an additional language Geography History
17522	Nigel Stiles	Team inspector	Science Modern foreign languages
22113	Aileen King	Team inspector	Information and communication technology Music Religious education

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**John Ball is a very good school** at which pupils achieve highly and behave well. Overall, teaching and learning are very good. Leadership and management are also very good and the headteacher, senior leaders and governors show no complacency whatsoever in their shared vision, which seeks further improvement in a quest for excellence. Very good value for money is achieved.

The school's main strengths and weaknesses are:

- Nearly all pupils achieve very well and, by the time they leave in Year 6, standards are often well above average.
- The Nursery and Reception classes provide very good teaching and learning, resulting in rapid progress.
- Pupils' attitudes to learning and their personal development are very good; relationships between them and with adults in the school are excellent.
- All staff care about and value pupils' opinions very well and pupils respond with respect and a desire to co-operate and succeed.
- While it is good overall, provision for pupils in Years 1 and 2 is not quite as strong as in other years.

Improvement since the inspection of January 1999 has been good. At that time, weaknesses were found in attainment and provision in information and communication technology. Opportunities for pupils to investigate and carry out experiments and research of their own, especially in science, mathematics and design and technology were not good enough. These shortcomings have been addressed and standards are now higher in these subjects. A lot of work has been carried out on the buildings, which has rectified health and safety issues that were raised. Good work on policies and provision for pupils throughout the school, particularly for children in Nursery and Reception classes – another issue – has been carried out well.

### STANDARDS ACHIEVED

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

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

**Nearly all pupils achieve very well**, which includes all ethnic groups, as well as pupils with special educational needs and with English as an additional language. The table indicates that, for Year 6, results of the 2004 National Curriculum tests, were in the top five percent nationally in English and, compared with similar schools, were in the top five percent in all three tested subjects. Currently, standards of work are not quite as high, but are still above average, with many pupils exceeding the normally expected level. A higher proportion of pupils with special educational needs accounts for the difference. Understandably, several of these pupils are working at lower levels than others. In 2004, the school exceeded its overall targets for Year 6, and its overall trend since the last inspection is above the national trend. Many children enter the Nursery with lower than average attainment. Based on very good provision, progress is rapid and many children reach average by

Year 1. Good teaching then ensures that this progress is maintained, so standards are currently broadly average in Year 2 in reading, writing, mathematics and science, matching the 2004 test results. Standards seen in most other subjects are above average including, in Years 2 and 6, information and communication technology and, by Year 6, in religious education and music. **Pupils' attitudes to school and spiritual, social, moral and cultural development are very good overall**, including excellent cultural development and good behaviour. However, attendance and punctuality are unsatisfactory, partly owing to family holidays during term-time. Furthermore, a few parents fail to give satisfactory reasons for absence.

## **QUALITY OF EDUCATION**

**Overall, the quality of education provided by the school is very good** and contributes strongly to pupils' learning and their very good achievements. **The overall quality of teaching and learning is very good**, which is an improvement since the last inspection, when it was good overall. Good quality has been maintained across Years 1 and 2 and, overall, very good teaching and learning are now evident in the other age groups. Furthermore, very good lessons occurred in all years through the school and no unsatisfactory teaching was observed. Teaching of this high quality results in secure learning for pupils, based on very good acquisition of skills. It includes pupils of all ethnic groups, including those with English as an additional language. Pupils with special educational needs are supported very competently and achieve very well in relation to their targets. A few parents expressed concern about arrangements for pupils of average ability, feeling that those with special needs or high prior attainment are catered for more strongly. Inspectors found no evidence to support this view. On the contrary, arrangements to include all pupils are excellent and many who enter the school at average levels are taught so effectively that they leave, at the end of Year 6, at a level above that normally expected. The curriculum for all age groups is of a good breadth and balance, including very good opportunities for enrichment. Procedures for the care of pupils are very good. However, play areas for pupils in Years 1 and 2 are very sparse in comparison with those for other ages.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher's vision of future progress and how to achieve it are very strong. She is supported very well by other key staff, especially the deputy headteacher and inclusion manager. Very good procedures to manage pupils' performance have been put into place over the past two years, although not enough time has passed for the resulting data to be fully usable and effective. The governors fulfil their statutory requirements well and are very well led by the chair, who has built a very knowledgeable, supportive and yet questioning team. Financial management is good and governors are very involved in all decision-making.

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

Senior staff and governors are very willing to hear parents' views and to respond appropriately. In response, many parents make their views known frankly and openly. In returned questionnaires and at the pre-inspection meeting, parents' opinions were, overall, strongly supportive of the school. A few expressed concerns about the effects of the poor behaviour of those few pupils with social, emotional and behavioural difficulty on the learning of other pupils. However, inspectors found that the school's arrangements in this respect are good. Learning support assistants are well-trained; they supervise and care very well for such pupils. Pupils expressed strong support for their school, believing that teachers are always willing to listen to their ideas and to help them to progress.

## **IMPROVEMENTS NEEDED**

Although no major weaknesses emerged, in order to pursue excellence, this very good school could:



- seek improvements in the consistency of provision for pupils in Years 1 and 2, so it matches that for other years, thereby raising standards even further;
- adopt a more robust approach to parents about their children's absences, in order to raise levels of attendance, at least enough to match national figures, and to improve punctuality in the morning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievements are very good, although not quite this strong by the end of Year 2, by which time, they are still good. Currently standards of attainment in Year 6 are above average in English, mathematics and science.

#### Main strengths and weaknesses

- Since the last inspection, attainment by the time pupils leave in Year 6 has risen, including in science, and information and communication technology, in which key issues were found in 1999.
- In the 2004 National Curriculum tests, results of pupils in Year 6 were in the top five percent in comparison with similar schools.
- Nearly all children achieve very well by the end of the Reception year.
- By the time they leave in Year 6, many pupils attain levels above those normally expected, in a wide range of subjects.
- Pupils with special educational needs and those with English as an additional language achieve rapid progress, similar to that of other pupils.

#### Commentary

1. The school's overall trend in results of Year 6 National Curriculum tests since the last inspection is above the national trend. This reflects pupils' very good achievement and the higher standards that are attained now than at that time. In science, the last report indicated weaknesses in attainment in scientific enquiry and pupils' uses of testing and experiments. During work that was seen in classes throughout the school, it was apparent that these aspects are now taught effectively. As a result, pupils understand about the design of experiments and how to keep tests and observations fair and accurate. Very good leadership and management in information and communication technology has improved provision considerably and resulted in improving standards from below expected levels to above them at the end of Year 6.
2. In work seen in Year 6, standards in English, mathematics and science are currently above average, which is not quite as high as indicated by the results of the 2004 national tests. Bearing in mind that a higher proportion of pupils this year have identified special educational needs, this slightly lower level of attainment is not unexpected and achievement remains very good. Furthermore, very good teaching in Year 6 is resulting in continued rapid progress. Results of the 2004 National Curriculum tests for Year 6 were the school's best ever, exceeding even those of 2001 and 2002, when *School Achievement Awards* were gained. In English, results in 2004 were in the top five percent nationally and those in mathematics and science were well above average. The school's targets were exceeded and when compared only with similar schools, these results were in the top five percent in all three subjects.

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

Standards in:	School results	National results
English	30.6 (28.6)	26.9 (26.8)
mathematics	29.5 (28.4)	27.0 (26.8)
science	31.4 (31.1)	28.6 (28.6)

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*There were 56 pupils in the year group. Figures in brackets are for the previous year*

- Standards on entry to the Nursery vary considerably from year to year. This variation occurs because pupils are drawn from a variety of backgrounds and ethnicity, and different numbers enter from these groups in subsequent years. Children's overall characteristics each year are therefore prone to differences in attainment, type and need. Records indicate that attainment on entry of those children who entered the Nursery this year is around average overall whereas, in most years, it has been below what is usually found. Owing to overall very good teaching through the Nursery and Reception classes, achievement is very good, so much so that nearly all pupils, including several previously lower attainers, are on course to reach the goals that are expected by the end of the year, especially in the important areas of communication, language and literacy, mathematical development, and knowledge and understanding of the world. In personal, social and emotional development, many children are likely to exceed the goals.
- Currently, good achievement is being maintained through Years 1 and 2. During the inspection, the attainment of pupils currently in Year 2 was broadly average in reading, writing, mathematics and science. These standards are similar to the results of the 2004 national tests in these subjects and are an improvement on those of 2003, which were below the relevant national averages. However, these improved standards are not as high as those achieved in the years between the last inspection and 2002 so, overall, the school's trend for this age group is below the national trend. Two main reasons emerged. First, and most important, characteristics in the year groups were different, especially in the year group that took the tests in 2003, when they were lower. Secondly, several changes in staffing occurred, which led to inconsistencies in teaching and provision. Conversely, over the same period, owing to improvements in resources and teachers' confidence, attainment in information and communication technology rose. Currently, in this subject by the end of Year 2, a high proportion of pupils is likely to exceed normally expected levels, which is an improvement since 1999. In most other subjects, standards are currently average, which is good achievement, bearing starting points in mind.

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

Standards in:	School results	National results
reading	15.6 (15.1)	15.8 (15.7)
writing	14.5 (14.4)	14.6 (14.6)
mathematics	16.0 (15.6)	16.2 (16.3)

*There were 59 pupils in the year group. Figures in brackets are for the previous year*

- In many subjects, by the end of Year 6, samples of work indicate that a high proportion of pupils attain levels above those normally expected for their age. Nearly all the remaining pupils attain expected levels. This represents very good achievement. These subjects include singing, religious education and history. Overall, pupils with special educational needs often do not attain such high levels, understandably, as many of them experience difficulties that are related to learning. However, nearly all of these pupils make very good progress towards the targets that are set for them. The main reason is that these pupils are supported very well by learning assistants who are well-trained and skilful. Pupils with English as an additional language, including those who begin school with only a little English, also make very good progress and, by Year 6, are well represented amongst the highest achievers.

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

Overall, pupils' attitudes to school are very good and their behaviour is good. Nevertheless their attendance and punctuality are unsatisfactory. Pupils' spiritual, moral, social and cultural development is very good overall.

## Main strengths and weaknesses

- Pupils' good behaviour and very positive attitudes to work have largely been maintained since the last inspection.
- Pupils with identified social, emotional and behavioural difficulties are supported very skilfully.
- Very good provision for personal development leads to excellent relationships between pupils, and also between pupils and adults in the school, and excellent awareness and respect for cultural diversity.
- Levels of attendance and punctuality in the mornings are unsatisfactory.

### Commentary

6. Pupils are very interested in what happens at school and they enjoy their work. Parents confirm what was seen during the inspection, which was typified when a pupil said, "Learning is fun," and attracted agreement from several others. Pupils listen very attentively, follow instructions well and settle quickly to the tasks that they are given in class. Many of them maintain their interest even when not being directly supervised by adults. They are nearly always eager to answer questions and to contribute their ideas to lessons. These very positive attitudes to learning reflect the high quality of teaching and the variety of interesting activities that are planned. Nearly all pupils are well behaved in lessons and around the school. They are polite to visitors and often take the initiative, engaging them in conversation or offering directions around the building.
7. Prior to the inspection, a few parents expressed concern about the effects on others of pupils who are identified with social, emotional and behavioural difficulties. Inspectors found that these pupils are generally well supported. On rare occasions when difficulties were observed during the inspection, the situation was dealt with quickly and skilfully by learning support assistants and teachers. Nearly all other pupils, especially in Year 6, responded with considerable understanding, suggesting that they grow in social maturity as they move through the school and are sufficiently sensible not to be unduly distracted. As a result, little time is lost on such incidents and, overall, progress is unaffected.
8. Pupils' personal development is very good overall. The emphasis on cultural aspects is excellent. Many subjects, including art, music, history and geography, provide pupils with a strong awareness of the contributions of a variety of cultures and ethnic groups to the world's aesthetic and artistic richness. This process begins in the Nursery and Reception classes when young children learn about nursery rhymes and simple songs and stories from other countries. The school fully uses national events such as *Black History Month* and, more importantly, teaches that the history of all cultures and ethnic groups contributes to the history and heritage of the whole world. As a result, pupils acquire a strong commitment to mixing with and respecting others, whatever their cultural traditions or ethnic background. For example, during the year, many different festivals are used as opportunities not only to celebrate with the particular faith community, but also to understand the richness of different life-styles of pupils in the school. It is very apparent that racial harmony is a major strength of the school. Pupils' social and moral development is very good and spiritual development is good. The school provides very good opportunities for pupils to interact with classmates in group work, including discussions and monitoring the progress of tasks for themselves. Such activity adds much to pupils' relationships with their peers and with adults, as it provides situations in which the quality of work in lessons is directly related to the establishment of strong social activity and working relationships. These situations add considerably to pupils' self-esteem and contribute to their confidence in asking questions, working collaboratively beyond their immediate friends and seeking their own solutions to any problems or difficulties that arise.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.8	School data	1.0
National data	5.0	National data	0.5

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

9. The level of attendance has steadily improved in recent years and is better than that at the time of the last inspection. However, it remains below that of most other primary schools. While the bulk of absences are due to unavoidable medical reasons, some families insist on taking their children on holiday during term time. Furthermore, the level of unauthorised absences is high, which reflects the difficulties that the school has in obtaining reasons for absence from some families. This situation should be pursued with rigour. While most pupils are on the school site when the bell sounds at the start of the day, a steady stream of others arrives in the following ten or fifteen minutes, occasionally even after that. These latecomers interrupt activities for others at the start of the day and arrive rushed and ill-prepared for their own learning.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	179	1	0
White – Irish	9	0	0
White – any other White background	31	0	0
Mixed – White and Black Caribbean	36	1	0
Mixed – White and Black African	10	0	0
Mixed – White and Asian	16	0	0
Mixed – any other mixed background	20	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	57	0	0
Black or Black British – African	17	0	0
Black or Black British – any other Black background	7	0	0

Chinese	6	0	0
Any other ethnic group	8	0	0

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

10. The table indicates that two fixed-period exclusions were enforced last year. Records indicate that the proper statutory procedures were followed.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education that is provided is very good. Teaching and learning are generally very good and the curriculum is broad, balanced and very rich. Pupils are cared for very well, based on good arrangements for supporting and guiding them. Links with parents are generally very good.

### Teaching and learning

The overall quality of teaching and learning is very good, although it is slightly better through the Nursery and Reception and in classes for older pupils than in other age groups. Uses of assessment are good overall, although some inconsistency is apparent.

### Main strengths and weaknesses

- Teaching and learning are better now than at the time of the last inspection.
- In all age groups, strategies used to encourage and engage pupils' attention are very successful.
- The *National Literacy* and *Numeracy Strategies* are used effectively to ensure high standards in English and mathematics.
- Uses of assessment are inconsistent.
- Teachers and their classroom assistants expect and receive high levels of co-operation from pupils, which supports collaborative learning very effectively.
- Excellent arrangements ensure that pupils of all backgrounds, ethnicity and prior attainments receive equally strong opportunities to learn.

### Commentary

11. At the time of the last inspection, the quality of teaching was generally good and contributed significantly to the quality of education. Currently, the quality of teaching and learning is very good overall, so improvement from a previously strong position has been secured. In fact, the proportion of very good teaching has risen considerably. Nearly half the observed lessons were of this quality and a similar number was good. The remaining lessons were all satisfactory, so the small proportion of unsatisfactory teaching that was reported in 1999 has been eliminated.

### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	20 (46 %)	19 (43%)	5 (11%)	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.*

12. In all age groups, teachers are very good at engaging pupils and helping them to concentrate on their learning. Consistently good planning, often very good, ensures that lessons are interesting. Teachers and assistants are also quick to praise and encourage whenever pupils deserve it. These strategies help to motivate pupils very successfully, so they are willing to put in a good effort and thereby acquire skills and knowledge securely. These features are especially evident in literacy hours and in science, as well as in Nursery and Reception classes. On entry to the school, several young children find it difficult at first to sit still and concentrate for any extended time on a single activity. The perseverance, patience and constant encouragement of the staff soon overcome this difficulty, so children's progress in terms of seeing tasks through is rapid. In literacy hours, lessons are adapted very well to meet pupils' different learning requirements, including those with special educational needs or with English as an additional language. Learning support assistants also contribute strongly to pupils' learning, partly because they know pupils' needs well, and partly because their support is very



well focused on groups and individuals who need this extra attention to help them keep up. Since the last inspection, in science, a much improved emphasis on practical work keeps pupils directly involved in tests and experiments. While these features were evident in lessons that were seen in Years 1 and 2, they were often even better in classes for older pupils, where very good teaching was frequently observed. In information and communication technology, considerable improvement has been achieved since the last inspection. The quality of teaching is now very good. In all age groups, learning is also very good and, as a result, standards are above those normally expected at the end of Years 2 and 6, representing very good achievement in this subject. In all other subjects where teaching was observed directly, including religious education, what was seen was of good quality and, therefore, supported good overall learning and achievement.

13. Teachers at the school have thorough understanding of the principles involved in planning teaching in literacy and numeracy. In lessons, teachers' plans clearly indicate the steps and processes through which pupils must pass and the skills that they need to develop in order to learn effectively. What was taught invariably reflected this planning closely. As a result, learning was thorough and pupils' achievements were always good and often very good. As a direct result, standards are very high by the time pupils leave the school in Year 6. Teaching and learning of this high quality suggests that leadership and management of these subjects has been very effective for some time.
14. Uses of assessment to ensure that planning reflects pupils' current levels of understanding are good overall. Currently, processes are being introduced in the core subjects of English, mathematics and science that involve the use of new technology to analyse pupils' progress. These procedures use computer programs to record assessments of pupils' work, and are potentially very good. However, they are not yet fully embedded in practice. Nevertheless, in these subjects, what is in place to ensure that any weaknesses in pupils' prior learning are addressed are already good. A weaker aspect is that processes for assessment in other subjects are inconsistent from subject to subject, and from class to class, as whole school approaches are not fully in place. Assessment is used well in all Nursery and Reception classes, involving the use of daily observations of what children achieve that are noted on "post-its". These notes are then formally collated at a later stage to show how children progress through the *stepping stones*, towards the *early learning goals* at the end of the Reception year (*stepping stones* and *early learning goals* are nationally published descriptions of what young children should attain in Nursery and Reception classes).
15. Teachers' expectations in terms of their pupils' willingness to collaborate with each other are particularly high, which influences the climate for learning and its quality very effectively. Pupils of different backgrounds, ethnicity and needs return this trust with respect and co-operation with each other and adults alike. They demonstrate good levels of initiative, skills in research and a willingness to share resources effectively. Their learning, as a result of these methods, is very good. Examples were observed in design and technology, and science. Displayed musical instruments that pupils designed and made in Year 5 are the outcome of collaborative work of a high quality. The finished products are above the standard that is normally expected for this age. In many science lessons throughout the school, pupils were observed working together, testing hypotheses and sharing ideas sensibly and to positive effect.
16. All characteristics that might result in barriers to pupils' learning or their educational inclusion are taken very seriously. A co-ordinator for inclusivity (known as the inclusion manager) has been appointed, who has overall responsibility for meeting pupils' special educational needs and the requirements of those with English as an additional language. Arrangements to include all children in the Nursery and Reception classes in what is provided for them are excellent; as are procedures that ensure equality of opportunity and inclusivity for pupils throughout the school. The co-ordinator ensures that teachers are very aware of individuals

with different needs and learning requirements, including those of higher attainment or with behavioural difficulties. Pupils with social, emotional and behavioural difficulties are supported particularly well. Learning support assistants are well-trained and have many strategies at their disposal to keep pupils busy and on task. The school's learning mentor counsels and guides pupils effectively, offering advice to help them with social or behavioural barriers to their learning. On occasions, when pupils find it difficult to control their emotions and an incident occurs, teachers' and assistants' good range of strategies ensure that little time is lost. For this reason, the progress of other pupils is unaffected and their overall learning remains very good. During the pre-inspection meeting, a few parents were concerned that this might not be the case. However, one such incident was directly observed during the inspection and confirmed that the school's procedures work. The incident was dealt with very promptly and effectively and learning remained intact. Other parents were concerned about pupils of average ability, feeling that the school's emphasis on providing support for pupils with special educational needs or those with particular gifts or talents might detract from general provision. However, no evidence to support this view was found. In fact, overall very good provision, including teaching and the general climate for learning, ensures that many pupils whose attainment on entry is average achieve very well and attain at levels above those normally expected by the time they leave in Year 6.

## **The curriculum**

The school's curriculum is good, and is enhanced by the many extra-curricular opportunities that are available. The school is well resourced overall: accommodation is generally good, as are levels of staffing, especially the provision of additional support for pupils' learning. Provision in Nursery and Reception classes is very good.

## **Main strengths and weaknesses**

- Improvement since the last inspection is good.
- The curriculum is well-balanced.
- Arts and activities after school enrich the curriculum very well.
- The school strives very successfully to include all pupils in the full range of its activities.
- Support staff are deployed very well.

## **Commentary**

17. At the time of the last inspection there was a good range of activities in classes for children under five years old, and the curriculum, including religious education, in Years 1 to 6 met national requirements. Although schemes of work were very well-developed, weaknesses were apparent in the application of many policies and uses of planning were inconsistent. Opportunities for pupils to carry out investigative work of their own were insufficient. Since 1999, the strengths in the curriculum have been maintained and the deficiencies have been addressed well. For example, science is taught investigatively and more opportunities are now provided to use mathematical knowledge to solve everyday problems. Design and technology is taught effectively through a good range of projects. A major refurbishment programme has improved the accommodation considerably.
18. The school has a well-balanced curriculum that takes full account of national guidelines, including the *National Literacy and Numeracy Strategies*, with clear schemes of work and a comprehensive range of policies, now fully ratified by the governing body, including sex education and drugs awareness. In the Nursery and Reception classes, the curriculum is very well organised. It is based carefully on *The Curriculum for the Foundation Stage* (a nationally published document that explains what should be taught in these years). An innovative feature of the school's provision is its involvement in a trial of material that is designed to smooth transition from the Reception year to Year 1. In a conversation with an inspector, a

teacher in Year 1 explained the detailed planning that was involved and expressed her full support of what is being introduced. Those pupils in Year 1 who were asked also felt very pleased with what is being done for them.

19. What is taught in the main school is enhanced very fully with a good range of sporting activities, clubs and events. The arts feature very strongly in the school's curriculum. The staff are skilled in teaching the performing arts and their enthusiasm provides pupils with very good experiences in making music and developing creativity. Inspectors observed a rehearsal of a Christmas show. Pupils' musical performance including singing was above what is normally expected in several of the age groups that were seen. The school takes advantage of the local area and its historical significance. Trips are frequently planned. At the time of the inspection, for example, geographical studies in Year 5 were enhanced by a trip to the banks of the *River Thames*. A good range of instrumental music lessons is available. Some of these lessons are provided without charge or are subsidised and, in this way, the school strives to ensure that as many pupils as wish to can learn to play an instrument. This feature is an example of the school's excellent endeavours to ensure inclusivity and equality of opportunity. The curriculum is further enhanced with opportunities to experience French and Italian. At the pre-inspection meeting and in responses to questionnaires, parents were positive about the broad, rich curriculum that the school provides and inspectors agree fully.
20. The school has a very strong climate for learning that promotes equality of opportunity very strongly and results in excellence in the provision of educational inclusivity. All groups of pupils are fully included in the wide range of activities that are provided. What is taught is adapted to meet the needs of groups and individuals. In mathematics, for example, pupils in older age groups are re-organised into classes based on their prior attainment (known as *sets*). Nevertheless, work is then further adapted within each set, so no ability group is disadvantaged. The school also takes part in cultural and national events such as *Black History Month* and *National Book Week*. The provision for pupils with special educational needs and those with English as an additional language is also very good. Work is adapted well for these groups, so they make very good progress towards the targets that are set for them.
21. Learning resources are carefully organised, and generally suit the needs of pupils and the demands of the curriculum well. Equipment to support pupils' skills in the use of new technology are good and training needs are provided to ensure that staff are up to date with computer programs, and appropriate uses of laptops and the Internet. Projectors are available in Years 3 to 6 and in the hall, although not in Years 1 and 2. Many staff are able users of interactive whiteboards, and others are provided with good training. Accommodation includes a number of specialist rooms and is in good condition, which is a considerable improvement since the last inspection, when many areas were in poor repair. A weakness is that the library is not well situated in what was the caretaker's house, making it inaccessible to unaccompanied pupils. A new computer suite has been provided in the school's community rooms, where Nursery and Reception units are also found. This building is based across the road from the main school. It provides good facilities, with a well-resourced outdoor play area, specially designed to meet the needs of young children in all areas of learning. Play space for older pupils is also very good, with spaces for ball games, quieter areas and a wooded walkway. However, what is available for pupils in Years 1 and 2 is sparse in comparison. Overall, staffing is good, and the level and training of support staff is very good, which makes a very positive contribution to learning. The school uses its analysis of attainment and progress to identify where the greatest needs lie and support staff are deployed accordingly.

## **Care, guidance and support**

The arrangements for pupils' care, welfare and health and safety are very good. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils in the school's work through seeking, valuing and acting on their views is very good.

## **Main strengths and weaknesses**

- Pupils trust their teachers and other staff well.

- Very effective procedures ensure a healthy and safe environment.
- Adults in the school are very caring and know the pupils well.
- The school provides a variety of opportunities for pupils to express opinions about life in school.

### **Commentary**

22. Concerns in the area of health and safety at the time of the last inspection have been fully addressed. Full risk-assessments of the buildings are carried out each year with due regard to the activities that take place. The premises manager tours the site regularly, noting any hazards and taking appropriate action to remove them. Safety procedures are discussed with staff. Named governors are appropriately involved and carry out their own health and safety audits regularly. Local procedures for child protection are understood, adopted and followed fully. Staff have received appropriate guidance and instruction on how to deal with concerns that might arise. Arrangements for first-aid are very good, with several trained staff on the roll; records are kept of treatment and letters for parents are provided when needed.
23. As at the time of the previous inspection, staff show strong concern for the needs of pupils and provide good role models to encourage personal development. Parents are pleased with the level of support in the school, seeing it as a caring, open place with approachable staff. In questionnaires, in particular, parents agreed that their children were very well supported when they first entered the school. Pupils consider that they are guided very well by the staff and know to whom they would go for help. They also consider that teachers listen to their ideas and take them seriously. One pupil expressed it very succinctly in the comment, "It's like being a little adult when I'm at school". Opportunities to be involved in such ways include lessons known as *Circle Time*, when pupils can raise matters of concern, a developing school council and by using a *think book*.
24. Procedures for monitoring pupils' academic progress in the core subjects of English, mathematics and science are very good, based on careful assessments. In other subjects, assessment is less consistent and, although teachers guide pupils in a less formalised way, the process is not as strong. In the core subjects, appropriate targets are set for all pupils individually and are easily understood by them. In the Nursery and Reception, teachers and assistants frequently ask children how they are getting on and whether they are sure about what they have learnt. This good practice is helping these young children to think about their own learning and what they know. In this way, they are being prepared very successfully for self-evaluation tasks as they grow older.
25. The very good relationships that exist between pupils and staff offer pupils the confidence to seek help whenever necessary. The staff have a good knowledge of different pupils' attitudes to work and their social skills. Praise and rewards are offered to meet these different needs and raise pupils' self-esteem and personal qualities accordingly. Well-structured personal, health and social education is provided and records of pupils' progress in these areas are kept. Similar records and assessments are kept for pupils with special educational needs in Individual Education Plans. Particular pupils are very well supported by skilled staff in the school such as the learning mentor, and the advice of outside agencies, including the expertise in a local special school, is sought.

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

Links with parents are very good overall. Links with the local community and other schools are good.

### **Main strengths and weaknesses**

- Parents hold the school in very high regard and are very supportive of what the school provides.

- Parents' involvement at home and in school makes a very good contribution to pupils' achievement.
- The school provides an extensive range of information about what happens in school.
- The involvement of a range of organisations and people in the community extends experiences for pupils' personal, social and academic development.

### **Commentary**

26. In their response to the pre-inspection questionnaire and at the meeting, parents showed that they are very pleased with what the school provides. In returned questionnaires, very large proportions indicated that their children like school, the staff expect their children to work hard and their children make good progress. Inspectors agree with these positive views that are similar to those at the time of the previous inspection.
27. The school sends home good quality weekly news and other frequent letters about general matters, and provides comments from pupils about what they have been doing. The headteacher's half-termly newsletter discusses school policies. A termly curriculum letter outlines what is to be taught in each class, offering the opportunity for parents to research topics with their children. From time to time, curricular matters are also explained at evening meetings and at parent workshops. Formal consultation evenings take place twice a year and the open day in the summer enables parents to see what children learn in other classes and years. Parents of pupils with special educational needs are invited on other occasions also, including statutory reviews. The annual written reports on pupils' progress contain a good summary of what the children know and can do in each subject, although these documents are not consistently clear about what parents and pupils could do next to secure improvements.
28. Several parents help regularly in the school and others help with visits off the premises and at special events. Pupils confirm that their parents usually become involved with their homework and insist on its completion. Parents are expected to sign their children's reading diaries, which are also used well by many parents in two-way communication with staff. The consultation evenings with the teachers are very well attended. The school's *Friends' Association* successfully organises both fund raising and social events. The school sends out questionnaires each year enabling parents to be actively involved in helping to formulate school policies.
29. Community links are wide-ranging. The local education authority's music service is a very significant partner in providing opportunities to learn a wide range of different instruments. Links with a secondary school provide opportunities for sports matches against other schools and enhance the teaching of design and technology. An adult college runs courses on the site for both parents and staff, and the school has links with institutes for the training of teachers. A British Council scheme provides Italian lessons for the older pupils. As well as parents, a group of volunteers comes into school to hear pupils read. Links with drama groups and other visitors provide a range of useful learning opportunities. For example, recently a local theatre company included people who originally came to this country in the 1950s, from the Caribbean. This provision offered personal views and insights into how these people were originally received, compared with their views of life today. The school takes full advantage of its situation in London, with many visits and links with museums, historic sites and art galleries as well as residential trips further afield.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. The headteacher provides a very clear vision of how good provision can be made even better and, in a relatively short time in post, has

created effective teamwork for moving the school forward. Governors also contribute very well to leadership and management.

## Main strengths and weaknesses

- Key issues in the last report have been addressed well and the school is now seeking excellence.
- The headteacher provides very good leadership that involves all staff in improving the school.
- Very good management of the core subjects and deployment of knowledgeable support staff contribute greatly to pupils' achievements.
- The governors monitor and support the school strongly through their very high level of commitment and understanding.

### Commentary

30. At the time of the last inspection, although several key issues were raised in the report, management and efficiency were described as very good. Those key issues have been improved systematically since then and overall provision, including the quality of teaching and learning, are now very good. The present headteacher was appointed about two years ago, along with a new deputy headteacher, and they have built a strong team of supportive senior managers with an inclusion manager, whose influence in ensuring equal opportunities for all has proved very effective. This group shares a very clear vision of how the school can be improved further, communicating it to all staff. This vision allows no complacency and, while it correctly celebrates the present very good provision, confirmed in strong National Curriculum test results in Year 6, high morale, and supportive pupils and parents, it does not accept that the job is complete. Instead, it quite simply seeks excellence.
31. Together with very committed, supportive governors, the headteacher now leads a school at which pupils achieve very well, and where all staff work as a very effective team. Senior staff evaluate the work of the school very accurately and inspectors are in full agreement with what has been identified as priorities for moving the school onwards towards excellence. Examples are broadening and refining uses of assessment, building greater consistency in the quality of teaching and learning as newer staff lower down the school receive further induction and training in its policies, continued professional development for all staff, and further work with parents to improve attendance and punctuality.
32. A very strong commitment to including all pupils in the life of the school already results in excellent outcomes in this area. This excellence is realised and evidenced by the very good achievement of pupils with special educational needs and those for whom English is an additional language. From understandably very low attainment on entry, several of the former attain normally expected levels in many subjects, including reading and writing, by the time they leave in Year 6, and many of the latter group are amongst the school's highest attainers when they leave. A strong contributory factor is that staff who co-ordinate the core subjects and procedures for inclusivity carry out their responsibilities very effectively. The very good deployment and management of the school's knowledgeable learning support staff is another strong feature.
33. The school development plan, where staff lay out their strategies for improving provision, is very well thought out and aims to create greater consistency in provision between different areas of the school. For example, improvements in provision of investigative work in mathematics, science and other curricular areas is leading to a more consistent teaching approach, which results in very good learning and pupils who are motivated to take responsibility for themselves.
34. Governance is very good and governors ensure that all statutory requirements are met systematically. Discussions between inspectors and key governors indicated that the chair has built a very effective governing body, whose relationship with the school is based on good information, support and a questioning approach. These characteristics are indicative of very good procedures for strategic monitoring of the work of senior managers. Furthermore,



governors appreciate the hard work being undertaken to bring about improvements and they share the commitment to establish excellence. Governors also contribute much to the financial management of the school.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1,409,124	Balance from previous year	(49,057)
Total expenditure	1,392,659	Balance carried forward to the next	(32,592)
Expenditure per pupil	3,021		

35. The brackets in the second column indicate that the school's budget is in deficit. This situation has been agreed with the local authority and refers to refurbishments of accommodation that have been carried out since the previous inspection. This figure is decreasing annually and is on target for full repayment by March 2006, if the current strategy is maintained. Financial management is very well organised and is tied closely to the school's published priorities. Principles of best value underpin expenditure and very good value for money is achieved.

## EXAMPLE OF OUTSTANDING PRACTICE

### Example of outstanding practice

**Procedures to ensure that all pupils are equally included in what the school provides are considerably enhanced by the creation of the post of *Inclusion Manager*.**

Arrangements to ensure equality of opportunity and educational inclusion are excellent. Pupils of different backgrounds, ethnicity and all levels of prior attainment, including those with special educational needs, English as an additional language and high attainment, are fully included in all learning and curricular opportunities. One of the main reasons is that a senior manager is responsible for all related procedures and provision. Pupils' targets, their different requirements and their personal characteristics, therefore, are very well known and understood by one person. As a result, efficiency in the purchase and use of resources, deployment of support staff and dissemination of information to concerned adults is of very high quality, resulting in enhanced effectiveness and pupils' very good achievements and progress.

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

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

The Nursery and Reception classes are situated close to each other in separate buildings from the main school, just across the road. A very well-designed play area occupies the space between the Nursery unit and the Reception block, which also houses a suite of community rooms and the school's computer room. The accommodation is of a good standard and is generally well resourced. The site is secure and safe, although one set of climbing apparatus is not placed above "safer-surfacing". Although risk assessments are regularly carried out and records indicate that accidents are rare, inspectors were concerned about this matter.

By the time they reach Year 1, nearly all children make very good progress and achieve very well. Growth in confidence, maturity and communication, language and literacy is considerable. The last inspection identified that planning and assessment in the Nursery were in need of improvement. Currently, very good planning ensures that children are provided with a wide range of challenging and interesting activities. Furthermore, good records are kept to ensure that children experience what they should in all areas of learning and to indicate their rates of progress. What is taught is carefully based on *The Curriculum for the Foundation Stage* and all the staff throughout the Nursery and Reception classes are fully aware of the principles that underpin good quality teaching for young children. The co-ordinator provides very good leadership and all staff work together as a highly effective team.

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

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

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

- Children are given good opportunities to use their initiative and develop their independence.
- Nearly all children are on course to achieve the relevant goals by the end of the Reception year, and many currently in the Nursery are likely to exceed them.
- Children achieve very well because of very good teaching.
- Trusting and warm relationships between all adults and children result in a very pleasant learning environment.

#### **Commentary**

36. In the Nursery and Reception classes, each activity that is set up, whether indoors or outside, includes learning across a wide range of areas of learning. This planning allows the staff to permit children plenty of choices about what they prefer to do, without compromising children's experiences of the full range of areas. As a result, children develop their initiative and independence very well. Many of the children who have entered the Nursery this year are confident and ready to settle to learning. Their behaviour and attitudes to school are very good and they are often willing to sit and concentrate. Very good teaching and provision mean that very good progress is occurring from already good starting points. Consequently, a high proportion is likely to exceed the expected goals at the end of the Reception year.
37. Very good teaching is also apparent in the Reception classes. Children receive plenty of encouragement and appropriate praise for their work, which builds up their self-esteem and confidence effectively. They co-operate well with each other and enjoy what is provided for them. Despite an overall lower attainment on entry than the group currently in the Nursery, nearly all children are on course to match the expected goals for their age group.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- High standards have been maintained since the last inspection.
- Teachers, nursery nurses and assistants use talk constantly as a vehicle for engaging children's interest and increasing their vocabulary.
- All adults employ very good strategies to ensure that progress in early reading and writing skills is rapid.

### Commentary

38. In most years, attainment on entry is below average. Teaching and learning are very good through the Nursery and Reception classes so, by the end of the Reception year, nearly all children attain the expected goals for their age. Children's achievements are very good. These findings indicate that high standards have been maintained since the last inspection.
39. All adults in the Nursery and Reception classes are very skilled in engaging children in talk. Children with English as an additional language and those with special educational needs are very well known to teachers and learning support assistants. Skills in working with these children are understood well. Questions are directed to them; they are gathered together into small groups and offered focused teaching and instruction in anything that they find difficult. Conversation, for all children, is continually encouraged and continuous questioning ensures that their attention is focused on activities that develop thinking skills and broaden vocabulary. In the Nursery, for example, during a very good session, a table had been set up outside with real objects on it, such as old radios, electrical toys and similar objects. Children were invited to "repair" them. They thoroughly enjoyed using screwdrivers and similar small tools. While they worked, a nursery nurse offered new words and modelled good English sentences. She encouraged the children to respond accordingly and praised them highly whenever they did. Very good practice of this type is common in the Reception classes as well. It ensures that children are introduced to many new words and that their confidence in using them is also addressed. It also provides learning across a wide range of areas simultaneously. In the Reception classes, for example, groups of children took turns to make Christmas cards. Their teacher asked a series of questions about what the children would do at Christmas; what they would put on their cards, and what they would write. As a result of this activity, children employed artistic skills, developed their hand and eye co-ordination, learnt about Christmas and acquired and used related speech and vocabulary.
40. As the Reception-aged children wrote simple words in their cards, it was clear that many of them are already close to attaining the expected goals. These children wrote their names recognisably and added simple words such as "from", and "to". However, it is also apparent that several others are at an earlier stage of development and, while they could write strings of letters, these letters did not form recognisable words. Nevertheless, the quality of teaching is very good, so progress is rapid and the likelihood is that nearly all children will attain the expected goals by the end of the year.
41. Skills in reading are also taught very effectively. Books are always very visible in all the classrooms and in the outdoor areas. In the Nursery, children were observed listening to stories. They sat sensibly, showed interest by responding with questions and enjoyed opportunities to handle books. These skills are developed very well in both Reception classes. For example, adults gather groups around them on carpets and introduce "today's letters".

Children are then taught to relate these letters with their sounds and to recognise them as the initial letter of common words. At the same time, word recognition skills are also developed. During another very good session, children read *We're Going to Find a Baby* – a book written and produced by their teachers. The story follows a similar pattern to *We're all Going on a Bear Hunt*, which the children already knew. In this way, they consolidated their recognition of many words, reinforced their knowledge of the Christmas story and prepared for their nativity play. It was apparent that nearly all children are on course to reach the reading goals for their age.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Number is emphasised in a good range of situations.
- Very good teaching ensures that learning is secure in all aspects of mathematical development.

### **Commentary**

42. During the inspection, the main focus in mathematical development was in the area of pattern and shape in the environment. Children were introduced to ideas of naming and recognising shapes in the spaces around them. However, in all Nursery and Reception classes, number is emphasised strongly and the very good feature of planning across a wide range of areas of learning remains apparent. For example, at the start of sessions, children's personal development is encouraged when they are routinely asked to sit still and listen by "giving five". Each of the numbers from one to five is used in a list of rules, such as: "1 = give me your eyes" through to "5 = brain switched on". In the Nursery, opportunities to count objects and to fill containers of different sizes are very well provided for in sand and water play. Interest in the date and time are encouraged with the use of calendars that are changed with the children on a daily basis.
43. Very good teaching and learning continue in the Reception classes. From samples of work, it was apparent that ideas acquired in the Nursery are developed well. Children are taught to use larger numbers and, as they develop further, to say which number is "one more than..." or "one less than..." another number. A very good session in the outside area was led by a nursery nurse. Children counted bean-bags in a plastic basin and then matched their answer on an abacus. By the end of this session, considerable progress had occurred, as children counted and matched the bean-bags and beads with increasing confidence and speed. Water, sand and other materials are, by this age, used effectively to teach children to compare quantities. Nearly all children are on course to reach the expected goals at the end of the year. In the Nursery, records indicate that the present group of children are moving through the earlier *stepping stones* very well, so many are likely to exceed the goals, if their present rate of progress is maintained.

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

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

### **Main strengths and weaknesses**

- Resources are very well used to arouse children's interest and to help them acquire general knowledge.
- Very good support is provided to small groups.
- Role play is encouraged and used effectively.

## Commentary

44. Very good leadership and management, and joint planning ensure that the purpose-built play area is set up with a wide range of resources that are changed regularly to match different themes. Similarly, indoor areas offer children many experiences that provide very good learning opportunities from displays and resources. Teaching and learning are very good. During the inspection, activities included assembly and disassembly of real artefacts, involving exploration of uses of small hand tools such as screwdrivers, hammers and pliers; learning about Christmas and how it is celebrated; a small collection of polar animals with ice and a related book, and several others. As children choose activities, adults ask them well-constructed questions that lead them to make discoveries, formulate ideas and increase their general knowledge. In these ways, resources of a good range and quality are used very effectively to support learning. Children thoroughly enjoy their experiences with sand, water and malleable materials.
45. As children move into the Reception classes, experiences become increasingly focused. For example, in a very good session, children mixed salt-dough to make decorations. Good questioning encouraged them to focus on how the ingredients changed characteristics as water was added and further mixing took place. Children compared their mixture with other materials such as play-dough and plasticine, acquiring the language of comparison and observation in preparation for work in science that they will meet in older year groups. Children were also observed using factual picture books. These books covered a wide range of topics, including space travel, the emergency services and ships. As they sat on a carpet with these books, they demonstrated considerable interest and shared their ideas with an inspector and other children who sat nearby. Their general knowledge was good, suggesting that many children are already close to the expected goals in this aspect, and overall achievement is very good. Planning indicates that visits to local places of interest are planned and that children are taken on walks to explore the locality and to develop respect for their environment.
46. Role-play is also used very well to encourage learning. During the inspection, a Christmas shop provided opportunities for Reception-aged children to acquire vocabulary associated with buying goods from a shopkeeper, and taking and giving change. Children also discussed the prices that they might charge and who would act as the customer and the shop-assistant.
47. Computers are available in all classrooms. Children in all Nursery and Reception classes use them to access simple learning games, demonstrating good skills in the use of the mouse. They understand how to click and drag cursors to areas of the screen or on to icons to control simple programs. They are likely to match the expected goals at the end of the Reception year, which means that achievement is good.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- The outdoor area is used very effectively to develop skills in running, jumping and balancing.
- Children's achievements are good.
- A range of small tools and materials are used to develop hand and eye co-ordination effectively.

## Commentary

48. Very good teaching promotes children's physical development well. In Nursery and Reception classes alike, the outdoor play area offers many opportunities for children to run, jump,

practise their balance and exercise with appropriate toys. This very good provision has a positive impact on learning. Good links are established with all other areas of learning, including the development of personal, social and emotional skills. For example, children learn to share equipment well with others and to use space efficiently. They run, climb, push toys with increasing control and acquire skills effectively.

49. Nearly all children are on course to attain the expected goals by the end of the Reception year, which is good overall achievement. They move about with confidence showing understanding of the spatial needs of others, avoiding collisions and accidents. Staff always provide calm and sensitive support and emphasise safety. They show very good understanding of how young children learn. The outdoor provision is effectively shared between children of Nursery and Reception ages.
50. To develop hand and eye co-ordination, children are taught to use a range of small tools and materials, including scissors, glue and sticky tape, which add varied opportunities to develop precision in control of finger movements. Again, links with other areas are developed well, as these physical skills are nearly always acquired in the context of making, drawing or recording of skills in other areas.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Opportunities to develop ideas of colour, shape and texture are frequently available.
- Children enjoy showing their work to adults.

### **Commentary**

51. By the end of the Reception year, nearly all children are able to use a range of materials to produce attractive and interesting creative work. They use a range of good quality materials and media, as well as recycled boxes and card, crayons, paint, malleable materials, brushes crayons and pencils to make pictures, three-dimensional objects, collage and models. As a result, children are given many opportunities to explore colour, texture, shape and form. Very good teaching ensures the involvement of all children. The displays in Nursery and Reception classes are attractive and encourage responses. During the inspection, children worked on Christmas cards. The development of skills was focused well, which resulted in good learning.
52. In all classes, children were very keen to show their work to adults, who praised them and encouraged them strongly, so self-esteem was thus served very well. This high-quality teaching and learning is typical: a range of interesting and stimulating tasks is planned consistently well. Children particularly enjoy role-play within well set-up situations and opportunities to sing simple rhymes, Christmas songs and chants, often associated with numbers.

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

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Improvement since the last inspection is good and standards are usually high by the time pupils leave the school in Year 6.
- Teachers' strategies to develop pupils' speaking and listening skills are very good.
- Pupils' achievements are usually very good.
- Teaching and learning are often very good.
- Minor weaknesses were found in how lessons were ended and in the neatness of handwriting in younger age groups.
- Co-ordination and management of the subject are very good.
- Literacy is used well across the curriculum.

### **Commentary**

53. Considerable improvement has been achieved in English since the last inspection. The 2004 National Curriculum test results placed the school in the top five percent nationally as well as in comparison with similar schools. By the end of Year 6 pupils, including those with special educational needs and most with English as an additional language, make very good progress and achieve very well. Many pupils attain levels higher than those normally expected by the time they leave the school in Year 6. The highest attainers do very well indeed, achieving very good standards in all aspects of the subject, including extended writing. Considering overall attainment when they first enter the school, the overall progress that pupils make is very good. No significant gender or ethnic difference is apparent in pupils' learning or attainment.
54. Standards in speaking and listening are about average by Year 2 and rise to levels that are above average by Year 6. Many pupils throughout the school have sustained listening skills of a high standard. They respond appropriately to questions, and enjoy discussing ideas in collaborative groups. Teachers have many very good strategies at their disposal that encourage speaking and listening skills very effectively. These methods include role-play, sitting in a circle and taking turns to speak, interviews and paired reading, when pupils also talk about their books. Effective use of such opportunities was observed in group presentations, both in the classroom and during assembly. Many older pupils are very confident and articulate their ideas clearly and persuasively during discussions. These skills build up very effectively as pupils move through the school. In younger age groups, for example, pupils do not always project their voice sufficiently to take account of the size of their audience. However, good uses of encouragement and reminders from teachers ensure that good progress occurs.
55. In the present Year 6, current standards in reading and writing are not as high as indicated in the 2004 national tests. The main reason is that this class contains a much higher proportion of pupils with special educational needs that affect rates of learning. Nevertheless, these pupils have made very good progress towards their own targets and compared with their own attainment on entry, as have nearly all others. Reading especially has improved considerably and overall standards are still likely to reach above average levels, based on very good teaching. Factors contributing to the rapid development of pupils' reading skills include successful teaching of phonics lower down the school (a strategy in which pupils are taught the relations between letters and their sounds, so they can read new words), visits from famous authors and paired and home reading, which provide many opportunities for practice and enjoyment. Pupils' research skills including the use of the Internet are fairly well developed, although the placing of the library in what was once a caretaker's house is a limiting feature. This positioning makes it rather remote from normal lessons and restricts its usefulness for pupils to carry out research of their own, unless directly supervised. In writing, standards are in line with average by the end of Year 2 while, in Year 6, many pupils attain levels that are above those normally expected. However, handwriting and presentation are not uniformly strong in Years 2 and 3.

56. In lessons that were observed in Years 1 and 2, the quality of teaching was good overall, which had a good impact on learning. What separated the good from very good teaching was largely focused on uses of assessment to ensure that work was pitched correctly. In Years 3 to 6, most teaching and learning was very good and this feature was more refined, resulting in pupils' faster progress and very good achievements. Nevertheless, positive attitudes to learning were apparent throughout the school. The *National Literacy Strategy* is well understood and well adapted to the needs of pupils. Planning is very good and, as a result, lessons take account of previous learning, building on what pupils already know in a step by step process. Pupils' prior levels of attainment are also taken into account well. Teachers are good at directing questions to particular pupils for particular reasons and the teaching of English is supported by well-trained learning support assistants. These assistants are very effective because they know pupils well and provide well focused support to those who need it. What separated very good teaching from that which was good or satisfactory was consistency in how lessons were concluded. In the very good lessons, enough time was always left to consolidate learning and to ensure that pupils understood the main points. In the other lessons, this aspect was not as strong and the close seemed rushed and therefore less effective. As a result it was not clear that all pupils had acquired knowledge and skills as effectively as they might otherwise have done.
57. English is very well led and managed, and its resourcing reflects a clear understanding of the subject's strengths and priorities for further development.

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

58. The use of literacy skills across the curriculum is strong. For example, an emphasis on subject specific vocabulary relating to numeracy and science is evident, and the promotion of literacy skills in subjects like history and geography is very apparent. This strength was demonstrated by work in Year 5. In their river project, these pupils carried out much independent reading to research ideas and produced group presentations to share with the whole class. A similar link with history was observed in a Year 4 project on World War II. Uses of information and communication technology to form presentation documents were observed. A telling example was during an assembly presentation, when new technology supported pupils' accounts of interviews of people who work in the school.
59. No lessons were observed in **French** and **Italian** because none were timetabled during the inspection, so no overall judgement of provision has been made.
60. Although there were then no national standards applicable to modern foreign languages for Years 1 to 6, the previous report indicated that pupils made good progress and attained good standards in Italian in Years 4 to 6. Analysis of pupils' books and discussions with pupils indicate that this good progress and attainment have been maintained. Pupils meet a wide range of vocabulary and basic language structures which enable them to understand a good variety of basic topics and hold introductory conversations with children of their own age. They introduce themselves, give their age and their birthdays. They use a good range of adjectives to describe themselves. They demonstrate their interest and involvement in Italian by taking a pride in the neat presentation of their work.
61. Pupils in Years 5 and 6 have the opportunity to attend a weekly French class. Work is planned carefully, and although the club is organised for enjoyment, the 25 pupils who attend make good progress in their learning in the available time. They greet each other in French, say a bit about themselves and give their opinions, including their likes and dislikes.

## **MATHEMATICS**

The provision in mathematics is **good**.



## **Main strengths and weaknesses**

- Pupils enjoy mathematics and have very positive attitudes to learning.
- Pupils with special educational needs and those learning English as an additional language are effectively supported and achieve very well.
- Standards achieved are above average by the end of Year 6.
- In Years 3 to 6 especially, pupils' ability to apply their mathematical knowledge in problem solving and investigations is well developed.
- Practical application of mathematics in other subjects is good.

## Commentary

62. Pupils are on course to attain standards in line with average in Year 2 and above average in Year 6. This represents good improvement since the last inspection. Pupils' work builds well on their prior learning, becoming appropriately more demanding as they move through the school. Pupils of all prior attainments gradually increase their knowledge, skills and understanding in all aspects of the subject, owing to good classroom support and planned work that matches their prior levels well. Pupils' ability to use mathematical knowledge, understanding and skills for problem solving and investigation is very well developed by Year 5, owing to a good emphasis in Years 3 and 4 and is maintained strongly in Year 6. However, what was seen in Years 1 and 2 suggests that pupils find it difficult in these years to explain their mathematical thinking and methods of working.
63. The encouraging improvement in standards since the last inspection is a direct result of successful measures taken, such as improved procedures of assessment to inform planning, and the effective systems for the monitoring of teaching and learning. A thorough analysis of National Curriculum test results, as well as the results of testing at the end of Years 3, 4 and 5, highlights pupils' strengths and weaknesses in the subject and this information is carefully used for teaching in sets based on prior attainment in Years 3 to 6. The school's effective implementation of the *National Numeracy Strategy* has had a strong impact in mental arithmetic and algebra. By the time they leave in Year 6, pupils' achievements are very good. They show developing understanding of how to solve simple problems. Very good emphasis is placed on application of knowledge and rapid acquisition of skills in the use of number. Pupils' confidence is built up carefully, as they are given tasks that challenge them but at which they experience success. In Year 2, for example, pupils are challenged to identify halves and doubles in numbers and higher attainers are introduced to more difficult fractions. Younger pupils develop their mathematical vocabulary, based on what has been learnt in the Reception year. This work reflects the school's involvement in trialling a scheme to ease transition into Year 1. For example, emphasis on comparative language involved "more than", "less than", "odd", "even", "the longest" and "the shortest", and how to use such language accurately in their work. Older pupils confidently apply their knowledge of money in situations where two or three items must be combined. They worked out the total cost and change, which was observed in a good lesson in Year 4. Practical problems are often set. For example, older pupils calculate perimeters and areas of rectangles, and use ratios, proportions and percentages to solve simple everyday problems with good understanding. Higher attaining pupils are challenged well with more complex situations, which they enjoy.
64. There is good emphasis to promote pupils' investigation and problem solving skills in most lessons, but opportunities for practical work are sometimes limited in the lower school. For example, when they are used, mainly in Year 2, the use of commercial worksheets limits challenge and opportunities for pupils to take initiatives in learning for themselves which, in turn, does not address pupils' difficulties with making explanations of methods that they use. Pupils with special educational needs progress very well in lessons. They are set appropriate work and have well planned additional support from learning support assistants.
65. In most lessons observed, teaching and learning were very good overall, although not quite as good in younger age groups. In the best lessons, planning showed clearly what pupils will learn. Most teachers have a good knowledge of the subject and give very clear explanations which enable pupils to understand and feel confident. Introductory mental mathematics sessions are well structured and are used well to reinforce and extend pupils' knowledge of tables and mathematical facts. The teachers make good use of open-ended questions that stimulate pupils and encourage them to extend their thinking. This was noted in the very good lessons in Year 6. There are consistent expectations of good behaviour and very good relations with pupils which ensure that there is an atmosphere conducive to work. Pupils in the best lessons are adept at explaining their mathematical reasoning and are given ample

opportunity by their teachers to demonstrate their thinking in front of the whole class. A range of resources relevant to pupils' everyday life and experiences was used effectively. Teachers in these lessons had high expectations of pupils' performance and considerable pace and challenge were incorporated into lessons. The effective use of the interactive whiteboard enhanced pupils' learning further. Most teachers arrange relevant, interesting activities to keep pupils well focused on tasks. Day-to-day assessments of pupils' progress are effective, especially in the upper school.

66. Both co-ordinators of mathematics are experienced and give very good leadership and educational direction to the subject.

### **Mathematics across the curriculum**

67. The use of mathematics across the curriculum is good. Most teachers are effectively using cross-curricular approaches in their work. As a result, pupils are adept at applying mathematical skills in various situations. For example, they use time-lines in history and quickly calculate how many years have elapsed between events. Problem solving is often treated as a cross-curricular learning skill, when questions of a mathematical nature are addressed in other subjects. Pupils' mathematical skills make a positive contribution to their achievements in subjects such as art and design in which they use shape and pattern effectively, and in the use of data presentation in history, geography, science, and design and technology. Simple computer programs are regularly used to consolidate number skills and to extend learning in data handling. Pupils often use information communication technology to construct and interpret various graphs.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Very good leadership of the subject leads to clear vision and direction
- The focus on learning through investigation is leading to consistently high standards of teaching in the older classes
- Pupils' achievements are very good by the time they leave the school in Year 6.

### **Commentary**

68. In the 2004 national tests, results were very high at the end of Year 6. Standards seen during the inspection are similarly very high in Year 6. Achievement is very good. In Year 2 standards are broadly in line with those expected nationally, and achievement is good. However, by this age, a smaller proportion of pupils achieve the higher level than nationally. The increasing emphasis that teachers are now placing on investigative work, especially in the older classes, is having a positive impact on pupils' understanding of scientific processes and facts.
69. Teaching and learning are good overall, including very good elements. Overall, they are satisfactory in the younger classes and good in the older classes. Where teaching is very good, investigative work includes challenging tasks for able pupils who achieve very well as a result. Pupils show interest and enthusiasm when they begin to take some responsibility for their own learning, including devising the most appropriate way to record the results of their investigations. The revised scheme of work is already leading to more consistent teaching practice and coverage of scientific knowledge. In practical sessions teachers' open-ended questioning leads pupils to think for themselves and this results in a deeper understanding of how science works. In the older classes, teachers' insistence on the use of scientific

vocabulary and terminology leads to clear thinking and recording. However, this element was not seen being developed as frequently in samples of pupils' work in Years 1 and 2. Teachers increasingly encourage pupils to plan their own investigations.

70. The subject is very well led and managed. There has been good improvement since the previous inspection, particularly in tackling the key issue of investigative work. Investigative work now underpins all science teaching, especially in the older classes, and this leads to pupils' considerable interest, motivation and good learning. Systematic analyses of pupils' performance in national tests, the use of mathematics to support work in science and procedures for regularly assessing pupils' attainment have led to setting tasks which match pupils' abilities yet offer them good learning challenge.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for information and communication technology is **very good**.

### **Main strengths and weaknesses**

- A high proportion of pupils in Years 2 and 6 attain a level above that normally expected for their age.
- Pupils in Year 3 are currently attaining very good standards indeed.
- Pupils achieve very well, because teaching and learning are very good.
- The subject is well-resourced.

### **Commentary**

71. The standards pupils achieve in Years 2 and 6 are above average. All groups of pupils achieve very well. Standards of work in the present Year 3 are particularly good. In Year 6, very good standards are evident in some elements of pupils' work. For example, they use e-mail to send their homework to school and they used *PowerPoint* presentations to describe what they found out about the ancient Egyptians. Pupils of all backgrounds and ethnicity, including those with English as an additional language, make very good progress in lessons. Pupils with special educational needs also achieve very well. At the last inspection, the provision for information technology was judged as needing improvement and became a key issue. Considerable progress has been achieved since then, both in resources and standards.
72. The quality of teaching and learning in information and communication technology is very good. Staff are generally very skilled, and those who have less confidence take advantage of training and the very good support within the school. Teaching assistants have attended courses to improve their expertise. As a result of very good provision, pupils respond enthusiastically. They are very well-motivated and behave well in lessons, both in the suite and when using laptops. In Year 3, pupils are making very good progress, learning to control a simulation, such as a lighthouse with a flashing light. They use basic instructions very well and understand control programs and how to use them. Throughout the school, pupils also use laptops confidently to support their learning in other areas of the curriculum. A group entered data from a traffic survey, created bar charts and graphs and then interpreted the data to reinforce their mathematical understanding. By the end of Year 2, pupils very confidently log on, access folders and files, locate the correct document and then complete their work, using their good mouse skills to drag and drop with confidence and good knowledge.
73. The curriculum is good and is well-supported by a good range of resources. The curriculum is organised in such a way as to ensure that pupils acquire skills systematically, building on their previous knowledge and understanding. For example, in Year 3, pupils used their skills to create illustrated postcards, building successfully on what they did in Year 2, when using paint

programs to illustrate work on the Victorians. By Year 5, pupils use databases effectively and produce good quality work. As they progress into Year 6, pupils use computers to develop their own multimedia presentations. Teaching and learning are very good, which means that learning is very secure and pupils are able to re-apply and combine skills and techniques that they have previously learned.

74. Leadership and management are good; the co-ordinators, one for each key stage, have only recently taken over the roles, but already have a firm grasp of the subject and areas for future development. The speed of change, which is a characteristic of this subject, is well-understood in the school and resources are constantly audited to keep up-to-date. Information and communication technology is well-resourced, and the policy for safe Internet access has been approved by parents and carers.

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

75. Information and communication technology is well-planned across the curriculum to support learning in other subjects. There is careful consideration of the suitability and relevance of using computers, laptops and the Internet to reinforce learning. Specific skills essential to the competent use of computers are taught both in the computer suite and when pupils use laptops. In this way the school is able to offer a good range of opportunities to use technology. Each classroom has a computer, and Interactive whiteboards are available in some.

## **HUMANITIES**

76. Only two lessons in history and one in geography were observed and none of these lessons was in Year 6, so no overall judgement of provision has been made in these subjects. A sample of work was scrutinised and discussions about some aspects of provision took place and these elements are reported below. Overall judgements have been made in religious education.
77. In **history** and **geography**, all the observed teaching was of good quality and, in the three lessons concerned, which were in Years 2, 4 and 5, pupils made good advances in the knowledge, understanding and skills that they were taught. Planning shows that what is required in the National Curriculum is fully addressed. Both subjects have strong cross-curricular links with literacy, as was observed in pupils' work relating to the Second World War in Year 4, and the Year 5 project on rivers.
78. Co-ordinators for both history and geography have secure subject knowledge and a clear perception of how their subject can be improved and the priorities entailed in doing so. Both are enthusiastic about developing further cross-curricular approaches to teaching and learning. However, opportunities for them to monitor teaching directly are currently limited and procedures for assessment are in their early stages of development. Senior managers understand this situation well and are working towards a system that is usable across the whole school.

### **Religious education**

The provision for religious education is **good**.

### **Main strengths and weaknesses**

- Good standards are achieved in Year 6.
- Pupils' achievement is good.
- A very good scheme of work has been produced with very good information for staff.
- The subject is well-led and managed.

## Commentary

79. At the last inspection standards in religious education were in line with expectations. Since then standards have improved and work in Year 6 is now above what is expected in the locally agreed syllabus. Pupils in Year 2 attain at the expected level for their age. Nevertheless achievement is good overall, including pupils identified as having special educational needs and those from all ethnic groups. A range of different cultures and faith communities is represented in the locality and many pupils are drawn from these groups. Pupils are often already well-informed about their own religion and explain their ideas to others and share their experiences and ideas. In a discussion, it was evident that pupils are keen to share their knowledge and point out any misconceptions that others might have in a polite and respectful way. The high level of respect and excellent relationships between pupils contribute much to this willingness to discuss and pass on information in a climate of respect. Furthermore, this sharing of knowledge results in pupils' heightened awareness of similarities between their own religions and other faiths. For example, pupils in Year 6 explained with remarkable clarity that Jesus is regarded as an important prophet in Islam and how Christmas is the celebration of his birth in the Christian calendar. They also knew about many of the beliefs and convictions underpinning Buddhism and pointed out similarities to the other religions in its principles for living a good life.
80. Religious education is contributing much to pupils' personal development. Their tolerant and mature attitudes are a significant strength. In all ages, this feature is often reflected in their work. In the case of older pupils, inclusive ideas are frequently expressed in their comparisons of what they discover about different religions. They relate their learning to their own codes of behaviour and how people might feel in certain situations. This work builds successfully on previous knowledge from Year 4 when, for example, they learn about Sikhism and related faiths.
81. Although it was possible to observe little teaching directly, discussions with pupils and staff, samples of work and other evidence indicate that teaching and learning are good. For example, planning is strong and scrutiny of pupils' work also indicates good provision. What was observed directly was good, including a range of methods, such as discussion, instruction and the use of information and communication technology to increase pupils' awareness of *langar* in Sikhism.
82. Leadership and management of religious education are good. Although the co-ordinator has been in post for a relatively short period of time, she has already produced a very good scheme of work, with comprehensive guidance for staff on how to teach the subject and extend the pupils' learning. The school's own resources are adequate. However, the co-ordinator also ensures that they are supplemented by additional artefacts and visual aids from a local authority source, which enhances both the quantity and quality of what is available. Assessment of work and monitoring of teaching are areas for future development. The co-ordinator and senior managers are already working on a whole-school approach for all subjects outside the main core.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. It was possible to observe only one lesson in design and technology and none in art and design, so no overall judgement has been made. However, samples of pupils' work were seen and discussions with staff and pupils took place. Findings about these elements are reported.
84. In both subjects, much of pupils' work on display around the school is indicative of a high standard and very good achievement. Artwork is careful and displays of products made during **design and technology** lessons are very well finished. For example, in Year 5, pupils'

musical instruments are very well designed and construction uses a range of appropriate materials that have been joined skilfully using good techniques. Work seen in Year 6 was of a standard above what is normally expected. Pupils' evaluations of work on slippers are very thorough, including extracts of their discussions with "customers" in Year 2, for whom the products were made. The finished slippers are very well made and use fabrics such as felt and cloth, and employ much colourful appliqué and pattern. Cutting and joining skills are very good and various types are evident, including sewing, gluing and cleverly used knots and ties.

85. Work in **art and design** often supports pupils' recording of other subjects, such as history, in which pupils support topics on World War II in Year 4 and ancient Egypt in Year 3, with art that is evocative of the times. In discussions with an inspector, pupils recalled much information very well. For example, pupils in Year 6 spoke about work in a previous year on Tudor portraits. They mentioned Holbein as an artist of that era and gave much information about other famous artists of other times, whom they had studied. These artists included Leonardo da Vinci, Vincent Van Gogh and Andy Warhol. They correctly related Leonardo to the *Mona Lisa*, recalling the use of the Internet to research information. Pupils in Year 2 recalled visits to galleries such as the Tate Modern and a visiting artist who helped them with portraits.
86. Those aspects of co-ordination that it was possible to observe were good. For example, although the co-ordinators of these subjects are recent to their posts, they share the school's vision of improvement very clearly. Improvements are sought in building consistency of approaches to assessment through the school and a tighter system of monitoring to ensure that skills are taught systematically without unnecessary repetition or confusion between what is taught in the two subjects.
87. No overall judgement of provision has been made in **music** as it was not possible to gather enough direct evidence. However, it has been possible to report on several aspects and key work in Year 6.
88. Standards of work in Year 6 are above those normally expected. No judgement of standards in Year 2 is made as it was not possible to make observations in this year group. By the time pupils leave, their achievement is good. Since the previous inspection, standards at the end of Year 6 have been maintained and progress is good.
89. The quality of teaching and learning in a lesson in Year 5 and of pupils in Years 3 to 6 in a rehearsal of the school's Christmas Concert was good. The lesson in Year 5 successfully enabled pupils to develop skills in reading a graphic score. Pupils used their secure grasp of how to interpret symbols to represent beat. They clapped rhythms accurately and, as the lesson progressed, acquired the skills to create a two-part rhythm. During the inspection, pupils in Years 3 to 6 were very much involved in preparations for the school's Christmas concert. The range of styles that were apparent was broad. The teaching of singing was strong and effective. Pupils sang together with due regard to tone and dynamic qualities. They were very aware of each other's needs as performers, which is all indicative of a standard above that normally expected for the age groups that were present. Performances were good with singing that coped well with complicated syncopated rhythms, and songs in two-parts. Pupils' performances with instruments also demonstrated a good sense of rhythm with uses of tuned and untuned percussion. Musical accompaniments, provided by pupils themselves, added much to the overall quality; for example, African drums were used particularly well.
90. Leadership and management are good. The co-ordinator is extremely skilled and has a strong commitment to the subject, which is transmitted well to the pupils, firing their enthusiasm and enjoyment. A wide range and variety of good quality musical instruments is available, and they reflect the school's commitment to multi-cultural approaches. Music is a strong feature in the school and visits to musical events and concerts are organised. A good range of instrumental teaching is also available, and pupils participate. This aspect adds much to the

life of the school, enhancing the range of accompaniment that is available in its productions and concerts.



## Physical education

The provision for physical education is **good**.

### Main strengths and weaknesses

- Planning is effective.
- Overall, teaching and learning are good.
- Pupils' attitudes to the subject are good.

### Commentary

91. The scrutiny of teachers' planning and discussion with staff and pupils indicates that all elements of what is required in the National Curriculum are effectively planned and in place. The school offers regular swimming lessons for pupils in Year 5, and extra-curricular opportunities are offered in a variety of sports clubs after school. The school offers a suitable range of opportunities to learn the required skills and techniques of the subject, and makes good use of the facilities at its disposal. Pupils in Year 6 achieve well and nearly all of them attain at least at the level expected for their age. All of these elements provide evidence that the subject is well led.
92. The quality of teaching and learning is good overall, although it ranged from satisfactory to very good. In a very good dance lesson, in Year 6, pupils responded very quickly and sensibly to the teacher's requirements, listening carefully for changes of mood in the music and reacting sensitively with variations in the pace of their movements. Pupils in this lesson selected from their own ideas, discussed the content maturely and managed crisp and fluent sequences. In good teaching in Year 3, the teacher built well on previously acquired skills, setting activities of increasing complexity as the lesson progressed. The teacher intervened well with additional explanations or words of encouragement when these were needed. In this lesson, pupils' learning was enhanced with a good use of new technology, when a digital camera provided instant feedback with the use of an overhead projector.
93. Pupils indicated that they enjoy physical education. In the observed lessons, teachers created a positive climate for learning in which pupils were eager to try new skills. What separated the satisfactory lesson from those of higher quality was a slower pace. Furthermore, while the teacher gave pupils opportunity to think about their work, their evaluations were not fully explored or discussed. Pupils have a good understanding of the benefits of exercise to their health and in response to good questioning, they showed understanding of the physiological effects of vigorous exercise.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

94. The programme for personal, social and health education is good. Specific lessons include good advice and guidance for pupils about how to keep safe and healthy, and provide opportunities to explore ideas of general well-being. This provision also includes sex education and growing-up and is supported by good and comprehensive policies. Other topics relate to raising pupils' awareness of the dangers of misusing drugs and medicines. The school council is an effective means of developing pupils' ideas about society and democracy and offers them a voice in the school, which demonstrates to them that what they feel about its effectiveness and their suggestions are valued. The co-ordinators for personal, social and health education, special educational needs and the learning mentor in the school work together effectively to link aspects of pupils' learning to ideas of good citizenship within the community. For example, pupils are encouraged to choose their own charities and to be aware of others less fortunate than themselves, as well as to reach out to groups in the community, such as senior citizens.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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