

# INSPECTION REPORT

## **LAVENDER PRIMARY SCHOOL**

Enfield

LEA area: Enfield

Unique reference number: 102015

Headteacher: Jane Dookheran

Lead inspector: Mr R Fry

Dates of inspection: 18 – 21 October 2004

Inspection number: 267192

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	483 pupils
School address:	Lavender Road Enfield Middlesex
Postcode:	EN2 0SX
Telephone number:	020 8363 1058
Fax number:	020 8363 4313
Appropriate authority:	The governing body
Name of chair of governors:	Mrs N Bays

## **CHARACTERISTICS OF THE SCHOOL**

Lavender Primary School is a much larger than average sized school. The school draws pupils from Enfield and the surrounding area. The socio-economic composition of the area is mixed. Children's attainment on entry to the school is typical of children nationally in most years. A significant proportion of teachers are relatively new to the school. Most classes are mixed age. Nineteen per cent of pupils joined or left the school at different times during last year. Twenty-three per cent of pupils are known to be eligible for free school meals, which is a slightly above average proportion. Twenty-one per cent of pupils have special educational needs, which is an average proportion. Pupils, for example, need extra help with reading and writing skills or have specific other learning or behavioural difficulties. Seven pupils have Statements of Special Educational Needs. Forty per cent of pupils have minority ethnic backgrounds. Four per cent of pupils are refugees. Seven per cent of pupils have early English skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11439	Jill Moore	Lay inspector	
23482	Diana Mackie	Team inspector	Foundation Stage Art and design Music Physical education
33090	Jacob Herbst	Team inspector	English Design and technology
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Lavender Primary provides a satisfactory education for pupils.** In Year 6, standards of work are above average in English, average in science and below average in mathematics. Pupils' achievement is satisfactory overall. Teaching and learning are satisfactory. Leadership and management of the school are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' standards of work in English are above average in Year 6. There has been good progress with improving standards.
- Pupils' standards of work in mathematics are below average.
- Assessment of pupils' attainment and progress is unsatisfactory overall and pupils' work is not always well matched to the wide range of abilities.
- Teaching and learning in the Foundation Stage are consistently very good and young children achieve well.
- Pupils' attitudes to school and their behaviour are good and relationships are very good.
- The management of the provision for pupils with special educational needs is good.
- The leadership has developed working relationships effectively but some aspects of school improvement planning are unsatisfactory.
- The curriculum is good, but information and communication technology (ICT) is not used enough in other subjects. The provision for art is good.
- Parents' and pupils' views of the school are positive.

There has been satisfactory progress with the key issues identified in the last inspection report in 1999. There have been improvements to the consistency of teaching. Teachers in charge of sections of the school are effective. New staff have been well inducted. The English curriculum has improved and the standard of pupils' work in ICT is now satisfactory. The standard of pupils' work in science has improved by the age of seven years. However, there are still inconsistencies in the match of work to pupils' abilities and in procedures for assessment. Whole-school improvement planning continues to be an area for improvement.

### STANDARDS ACHIEVED

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

*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 6.*

The table above shows that, in comparison with similar schools in 2004, Year 6 pupils' standards of work were above average in English, well below average in mathematics and below average in science. Pupils' standards in English are higher than in other subjects. Pupils' results in national tests are improving faster than the national trend throughout the school.

**Pupils' achievement is satisfactory, overall.** Children in Reception are working at standards above national expectations this year. They achieve well. In Year 2, pupils' standards in English

and science are average; in mathematics they are below average. Pupils' achievement is satisfactory, overall, but unsatisfactory in mathematics. In Year 6, pupils' standards are above average in English, below average in mathematics and are similar to those expected nationally in science. Pupils' achievement is satisfactory, overall, but unsatisfactory in mathematics. Pupils reach the expected standards in religious education and in ICT by Year 6. Pupils' standards in art are good. Pupils with English as an additional language achieve satisfactorily, as do refugee pupils. There are no significant differences between the attainment of boys and girls. Pupils with special educational needs reach the targets set for them.

Pupils have good attitudes to school. Pupils are enthusiastic and eager to learn. Pupils arrive at school on time and attendance is satisfactory, overall. Standards of behaviour are good throughout the school. **Pupils' spiritual, moral, social and cultural development is good, overall.** Relationships between all members of the school's community are very good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory.** Procedures for assessing pupils' progress are unsatisfactory, overall. There are gaps in teachers' knowledge of what pupils know in some subjects. Teachers do not always set tasks that are well matched to the pupils' wide range of abilities. The best teaching observed allowed young children and older pupils to make rapid progress in the Reception classes and in Years 5 and 6. Teachers throughout the school motivate pupils by making lessons interesting. Pupils are well managed. They respond enthusiastically and make satisfactory progress.

The curriculum is good. The accommodation and resources are satisfactory. Partnerships with parents are good. The school cares adequately for pupils, but some health and safety matters require attention. Parents are kept well informed about the school's activities. Community links and initiatives are good. Links with other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The leadership of the headteacher is satisfactory, overall. Senior staff lead the school effectively in areas such as the curriculum and in the maintenance of pupils' good working habits. Teachers and support staff work well together. Management is satisfactory, overall, but too little attention is given to some forward planning and management tasks. The school does not meet all the statutory requirements for assessing possible health and safety risks, and some items required by law are missing from the prospectus and governors' annual report.

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

Parents value the school's work and their views are positive. Parents report that their children like school and that teachers expect them to work hard.

Pupils have positive views about their school. They enjoy participating in all the school does.

## **IMPROVEMENTS NEEDED**

The most important things the school should do are:

- Raise pupils' standards of work and achievement in mathematics.
- Improve the assessment of what pupils know, understand and can do and use this information to match work more closely to pupils' abilities.
- Develop the use of ICT to help pupils learn in other subjects.

and to meet statutory requirements:

- Ensure that there are more uniform risk assessment procedures.

- Ensure that the prospectus and the governors' annual report to parents contain all the information required by law.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils attain standards that are average, overall, in Years 2 and 6. Children enter the school with attainments that are average. Pupils' achievement, overall, is satisfactory.

#### Main strengths and weaknesses

- The standards of work of Year 6 pupils are above average in English.
- Pupils' standards of work are below average in mathematics in Year 2 and Year 6.
- Pupils' standards of work are above average in art in Year 2 and Year 6.
- Pupils' standards of work in science and ICT have improved and now meet national expectations in Years 2 and 6 this year.
- Pupils with special educational needs meet the targets set for them.

#### Commentary

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

Standards in:	School results	National results
reading	15.8 (14.6)	15.8 (15.7)
writing	15.6 (14.5)	14.6 (14.6)
mathematics	15.7 (15.3)	16.2 (16.3)

*There were 74 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	27.7 (28.3)	26.9 (26.8)
mathematics	25.8 (26.3)	27.0 (26.8)
science	28.0 (27.7)	28.6 (28.6)

*There were 72 pupils in the year group. Figures in brackets are for the previous year.*

1. In the national tests for Year 2 pupils in 2004, standards were average in mathematics, above average in reading and well above average in writing in comparison with similar schools (based on pupils' eligibility for free school meals). The standards of Year 6 pupils were above average in English, well below average in mathematics and below average in science based on their prior attainment. The trends in results in Year 2 show an improvement in reading and writing standards over the last four years. Standards in mathematics remain lower than those for English. In Year 6, there have been wide variations in standards from year to year in English, mathematics and science, from well below to well above average. Standards in mathematics and science have been consistently lower than standards in English. There are no significant differences in the achievements of boys and girls.
2. It is likely that pupils have attained lower standards in the past because there have been many changes of staff. Now, a significant and growing proportion of pupils arrive and leave

the school at different times in the school year. These factors have had a negative effect on standards. However, there has been an upturn in, for example, English standards. This change has occurred because the staff is more settled and the consistency of teaching has improved. Senior staff have successfully focused attention on raising standards. The improvement ('value added') made by Year 6 pupils in all subjects since Year 2 was well above average in 2004. The school has set realistic targets for Year 6 pupils to attain in 2005.

3. The upward trend in standards in English, science and ICT results from the school's capacity to understand and act on factors affecting standards. For example, teachers plan closely together and ensure that the curriculum is complete. They make lessons as interesting as they can by involving pupils in practical work or by using the expertise of visitors. Pupils are then motivated and work hard.
4. The factor that is holding back standards most significantly now is that teaching does not always meet the capabilities of higher and lower attaining pupils. Teachers' assessments of what pupils know, understand and can do are not accurate enough in some instances.
5. Pupils with special educational needs make the progress intended towards their individual targets in English because they are assessed thoroughly before a programme is selected to meet their needs. Teaching assistants then provide effective support under the direction of the well-informed support teacher and co-ordinator. Pupils with Statements of Special Educational Needs are supported effectively and also achieve similarly. Gifted and talented pupils make satisfactory progress, overall, and good progress in physical and musical activities.
6. Pupils from minority ethnic backgrounds, refugees and pupils with English as an additional language achieve as well as their peers across the school. The achievement of pupils who are learning English as an additional language is satisfactory. Pupils are adequately supported. Pupil's attainment and progress is checked regularly and the programmes are adjusted according to any change identified in their needs.
7. Children achieve well in the Reception classes because of the very good teaching and curricular provision. From an average start, overall, they reach standards that are well above average in personal, social and emotional development. In mathematical development and knowledge and understanding of the world they exceed the goals expected, and in communication, language and literacy, physical and creative development, they reach the goals. Children's levels of speaking and listening are above average.
8. English standards this year in Year 6 are above average. Pupils make good progress over time and standards in Year 6 are above the national average. Pupils achieve well. Progress since the last inspection has been good because the school has made improvement in English a major priority. Standards in mathematics in the current Year 2 and Year 6 are below average and achievement is unsatisfactory. Teachers are working towards improving standards this year through better-targeted support for pupils with particular needs. Planning is more consistent between the mixed-age classes, and the raising of standards has become a priority for the school. Pupils' standards of attainment, at the end of Years 2 and 6, are average in science. Their achievement is satisfactory. The school's recent emphasis on improving pupils' investigative skills is beginning to raise standards.
9. The standards of pupils' work in ICT and religious education meet those expected and their achievement is satisfactory. Pupils are making better progress than they did in the recent past in ICT because there are more computers for pupils to use and the curriculum is planned and taught effectively. The use of ICT to support work in other subjects is limited. Teachers do not make the most of opportunities to use computers in classrooms. Displays of pupils' recent work indicate that standards in art and design are above average and pupils achieve

well. Pupils experience a wide variety of materials to create interesting work in two and three dimensions.

10. Teachers develop pupil's language and literacy skills adequately in other subjects. Pupils have enough opportunities, overall, to practise and use their reading and writing skills in the course of work across the curriculum. Pupils use their mathematical knowledge and skills when they measure using standard units in science experiments and present their results. But opportunities for pupils to use mathematics in other subjects across the curriculum are missed because they are not planned often enough.

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

Pupils' attitudes and behaviour are good. Attendance and punctuality are satisfactory. Pupils' spiritual, moral, social and cultural development is good, overall.

### **Main strengths and weaknesses**

- Pupils' attitudes to school, and their personal development and behaviour are good.
- Pupils' relationships are very good.
- Pupils' spiritual and cultural development is good – pupils' knowledge and understanding of the arts is developed in a multicultural way.
- Pupils' moral and social development is very good.
- There were no exclusions during the last year.

### **Commentary**

11. Good attitudes, behaviour and personal development and very good relationships have been maintained since the last inspection. Staff help pupils to develop very good moral and social understanding. They teach pupils to support one another, giving them many opportunities to work collaboratively in work and play. The older pupils care for the younger ones at various points in the day. Pupils of all ages mix well together and the older pupils enjoy the responsibility of helping their younger classmates. As a result, pupils settle quickly and happily into school life; friendships are developed and maintained throughout school in lessons and at play. Pupils widen their understanding of the consequences of their actions on others and quickly learn right from wrong.
12. In the context of an ethnically diverse school, time is spent in class discussions and school assemblies to ensure that all pupils develop an understanding of the need for tolerance and understanding. Pupils are helped to understand one another's feelings and beliefs and to use this knowledge both in school and in the community at large. Each year the classroom names change to reflect a different aspect of the arts. Last year's theme was poets and this year it is composers. The chosen artists are from different cultural backgrounds, classical and modern and reflect the wide diversity of ethnic groups represented within the school. By learning in this imaginative way about their classroom artist and their work, and then sharing that knowledge with the whole school in assemblies throughout the year, pupils widen their appreciation of the world around them. They begin to appreciate the richness of cultures different from their own and also gain valuable presentation skills that raise their confidence and self-esteem.
13. Pupils of all ages relate well to adults, chat happily and are obviously very proud of their school and the achievements of their fellow pupils. Their successes are praised at the weekly celebration assemblies, which are well attended by parents. No incidents of bullying, racism or harassment were seen during the inspection and parents report very few incidents. The school council representatives help to develop policies within the school community, and classes discuss council agenda topics in regular personal, social and health education sessions so that the class representatives have a wide spectrum of views to discuss at the weekly council meetings. Pupils enjoy the wide range of activities, clubs, trips and visits, which support the varied curriculum on offer.

14. Children in the Reception classes soon adapt to routines and gain appropriate social skills so that they become confident, responsible and independent learners who interact very well with one another and with adults. Children's levels of concentration increase and they adapt to the very well directed group teaching, when staff lead children's learning forward with stimulating activities. All children, including those who speak English as an additional language, benefit because staff are such good listeners and all children know that they can ask for help when they need it, free from ridicule.
15. Attendance is satisfactory. There were no exclusions last year. The electronic registers are marked, closed and monitored effectively. The work of the attendance officer in conjunction with the Education Welfare Officer has had a positive effect on attendance figures and the incidents of lateness. Over the last two terms, attendance has improved from well below average to average. The number of unauthorised absences has declined significantly. The officer makes first day contact with parents for all unexplained absences.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.0	School data	1.0
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory. Teachers' assessments of pupils' progress are unsatisfactory overall. The curriculum is good. The school provides a good range of extra-curricular activities. The accommodation and resources are satisfactory. Pupils are cared for appropriately. Links with parents are good. Links with the community and other schools are good. The school takes satisfactory account of pupils' views.

### Teaching and learning

The quality of teaching and learning is satisfactory, overall. Assessment procedures are unsatisfactory overall.

### Main strengths and weaknesses

- Teaching is consistently very good in the Reception classes.
- In Years 1 to 6, the quality of teaching has been maintained, overall, since the last inspection and has improved in English and ICT.
- However, in some subjects, teachers do not always use information gathered from assessments well enough to plan appropriate work for all pupils to achieve as well as possible.
- There are very good relationships between staff and pupils.
- Teachers expect pupils to behave well, and pupils respond positively.
- Pupils with special educational needs are taught and supported well.
- Classroom support assistants are deployed well to help pupils.

## Commentary

### Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (17%)	20 (43%)	15 (33%)	3 (7%)	0	0

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

16. Significant features of the good and very good lessons are the teachers' secure knowledge of what they are teaching, the good pace of lessons and the way teachers demonstrate new skills so that pupils know clearly what is expected of them. Teachers build effectively on what pupils have already learnt, and this promotes confidence and enthusiasm for new learning. In the Reception classes, children engage in first-hand experience, involving exploration, experimentation and risk taking. Teaching is good in English, where there is a whole-school approach to teaching methods and a keen eye from the subject co-ordinator on the quality of teaching and the achievement of pupils. Teachers use the plenary sessions effectively to review and assess what pupils have learnt. These sessions are not so good in mathematics, when they are sometimes too short for pupils to recap on what they have learnt.
17. In most lessons, teachers manage pupils well and behaviour is good. Relationships between staff and pupils are very good. Teachers usually follow the school's code of conduct so that there is a consistent approach to behaviour and pupils respond positively. Lessons move along at a good pace, pupils are usually engaged and interested, and they try hard to succeed. Overall, planning is satisfactory in Years 1 to 6. In the small number of unsatisfactory lessons, work was not planned well enough to meet the pupils' needs and some pupils become restless. The principal barrier to pupils' learning faster in the satisfactory lessons is also the mismatch of work to the needs of all pupils. In particular, the more able pupils do not always achieve as well as they could because there is not enough challenge for them; expectations are not high enough. For example, in science and mathematics, tasks are not always set to stretch the learning of all pupils.
18. ICT is not used and developed enough in other subjects, although it contributes to the pupils' good performance in art and design. The teaching of specific ICT skills has improved. In the computer suite, teachers use the electronic whiteboard confidently and pupils benefit from this additional method of teaching.
19. The monitoring and provision for pupils with special educational needs are good. Pupils with special needs are identified early and staff monitor progress carefully and effectively. Regular contact is maintained between the school's co-ordinator for special educational needs and class teachers to ensure the effectiveness of individual learning programmes. These programmes are shared with pupils and parents and are used effectively to guide future teaching. Pupils from minority ethnic backgrounds are integrated well into lessons, and staff ensure that the few who are in the early stages of learning to speak English as an additional language are supported adequately. Specialised subject vocabulary is taught well and is displayed prominently in classrooms. There is no specialist teaching of English as an additional language in school or assessment of pupils' particular needs.
20. In the Reception classes, very effective planning and skilful employment of nursery nurses ensures that teaching and learning are lively and productive. The staff has a secure understanding of the needs of young children; they enjoy teaching and the children enjoy learning. Early assessments are made and used well. The thorough approach of all staff to assessing children's needs and responding with carefully planned activities and well-timed intervention and support results in very good rates of learning and good achievement.



21. The school development plan identifies assessment as an area for improvement. Teachers' marking of pupils' work is satisfactory, but the school has unsatisfactory procedures overall for assessing pupils' attainment and progress in Years 1 to 6. There are weaknesses in the way information from assessments is used to raise standards. The use of information from national, school and teachers' assessments varies in quality from subject to subject. It is used well in English, and this has had a significant impact in raising standards in writing, where analysis of the school's performance in national tests showed that improvement was necessary. Teachers now plan lessons carefully to provide work at the right level of difficulty for pupils, and targets are set regularly so that pupils know what they need to do to make progress. Analysis is not used so well in mathematics, where work is not matched as closely to pupils' needs and achievement is not good enough. In science, better provision of practical work has resulted from evaluation of pupils' performance, but teachers do not always pitch work at the right level for groups of pupils. In most other subjects, teachers gather information at the end of each block of work, usually over a half term. The use of the information is variable in quality, from good to unsatisfactory.
22. Overall, improvement in the use of information from assessments since the last inspection has been unsatisfactory. The pockets of good practice demonstrate some improvement, for example, in the Reception classes, English and special educational needs, but assessments are still not informing teachers' planning of appropriate, challenging work for all pupils in all subjects. There is no designated teacher with responsibility for bringing together assessment information and ensuring that staff have a coherent picture of standards in the school. The many staff changes over recent years have hampered the establishment of whole-school approaches to the use of assessments, but this reinforces the need for well-led, secure, shared and well-understood systems.

### **The curriculum**

The curriculum provision is good. Enrichment and the range of extra-curricular provision are good. The accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The use of ICT across the curriculum is underdeveloped.
- Equality of opportunities for all pupils is good.
- The enrichment of the curriculum through extra-curricular activities, both within and after the school day, is good.
- Provision for sport is very good.

### **Commentary**

23. The curriculum for children in the Foundation Stage closely follows national guidance and promotes the 'stepping-stones' of learning outlined in the guidance. Curricular provision and support for pupils with special educational needs and other minority groups is very good. Staff focus effectively on pupils' social and language development during the first few weeks of the school year. The curriculum is enhanced very well with visits, visitors and the celebration of ethnic festivals. The Reception area lacks large climbing equipment.
24. The curriculum in Years 1 to 6 meets statutory requirements, including provision for religious education and collective worship. The school has developed curricular plans for use by all staff, to ensure that all subjects are taught consistently. Successful implementation of the literacy strategy is improving achievement in many subjects. Pupils are increasingly making better use of their reading and writing skills in subjects such as history, geography and religious education. However, teachers make too little use of the potential of ICT to help pupils learn.



25. The provision offers a full range of opportunities for all pupils, including those with special educational needs and those who speak English as an additional language, enabling them to develop language skills effectively as they move through the school. Some pupils who are at the early stages of English language acquisition are supported within the school's special educational needs provision and benefit from a weekly session with the school's learning support teacher to extend their English. This provision is adequate. The school has identified a number of gifted and talented pupils, who are given additional support in class and are encouraged to participate in specialist out-of-school lessons and activities.
26. Class teachers and the special educational needs co-ordinator set realistic targets for pupils to attain and, together with the support staff, regularly check how well pupils are doing. Pupils who need extra help are not always taught with all the class. The support staff provide good assistance for pupils and teach additional programmes, such as the recognition of sounds and letters, well. In individual sessions, pupils have every opportunity to make good progress.
27. The school provides a good range of activities during the school day as well as outside normal school time. Activities include, for example, art, learning to play a musical instrument, reading club, as well as participation and coaching in various sporting activities. The outdoor curriculum is promoted strongly and the school runs many sports teams. The curriculum includes visits from theatre companies and outside speakers, and visits to museums and art galleries. Pottery and sculpture workshops run by professional artists give pupils the opportunity to further develop creative skills.
28. The school provides good support for children transferring from the Reception class to Year 1. Reception staff work closely with Year 1 teachers to ensure the move is as smooth as possible. Pupils are prepared well for secondary school. They visit the schools, have a good understanding of what is expected of them and look forward to the move.
29. The school's accommodation is satisfactory. The remodelled library will provide a good multi-media resource base and is due for completion soon. Resources for learning are satisfactory and classrooms are well organised. Good displays throughout the school add interest and reflect the variety and quality of pupils' work.

### **Care, guidance and support**

Provision for pupils' care, welfare and health and safety is satisfactory. They receive satisfactory support and guidance. Involvement of pupils through seeking, valuing and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- Induction procedures for young children are very good and provide a secure start for children in Reception.
- The school ensures that all pupils have an adult in whom they can trust, and on whom they can rely.
- Pupils develop social skills by their involvement in the school's council and in class lessons.
- Procedures for assessing risks are not rigorous enough.

### **Commentary**

30. When children start school in the Reception class, there is a very good induction programme for children and parents so that they feel welcome and the settling-in process is smooth and enjoyable for all concerned. There is a designated nursery nurse who supports children and families during the year before the children start school. Home visits and family sessions in

the school enable staff to get to know the children; they also ensure that parents are recognised as the children's first teachers who are now co-operating with the school in the education of their children. Support is good for children with special educational needs, those who speak English as an additional language and any other children who need extra help.

31. Staff respond sensitively and flexibly to the individual needs of young children and pupils by working with families and other agencies where appropriate. This means that pupils get the support they need, in a way that is helpful. Pupils and parents are happy to share their concerns and worries with members of staff. Effective class management of pupils by staff ensures that pupils' behaviour is good. Any incidents are dealt with quickly and effectively. Pupils value the rewards system, enjoying the praise and celebration of all their achievements, and parents are content that their children are happy to come to school.
32. Pupils learn valuable citizenship skills by contributing to the school council. All pupils have a chance to participate. A different class representative is elected each term to maximise participation. A member of staff runs the meetings, so that pupils do not have the opportunity of taking the major role of, for example, chair or secretary. They do not learn for themselves how to organise, negotiate and compromise through pupil-led discussion. Class representatives do, however, canvass views from classmates during personal, social and health education sessions and views are then given at the weekly council meetings. Pupils have been involved in various schemes to raise awareness of issues and to change things they do not like. For example, they are currently trying to find ways to improve road safety around the school site by deterring parents from parking too close to the school.
33. Pupils gain social skills by taking part in the 'Buzz Partners' scheme, which promotes talking and communication and ensures that younger pupils have older ones to help and support them. 'Buzz Partners' help with speaking and communication skills and help to shape early friendships with new pupils, both in and out of class. This means that children settle quickly, knowing that, apart from a member of staff, they have older friends on whom they can rely. This is particularly valuable for the many new pupils joining the school throughout the year, often from different ethnic and cultural backgrounds.
34. The school is alert to the needs of all its pupils and takes effective steps to support their welfare by sensitive co-operation with families and other agencies. Risk assessments are carried out for activities in school, trips and visits. The school does not ensure that all the required procedures are in place and formally recorded.

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

Partnerships with parents, the local community, and other schools are good.

### **Main strengths and weaknesses**

- Information about how parents can support their children's education is very helpful.
- Some items required by law are missing from the prospectus and governors' annual report to parents.
- Good partnerships with other local schools and colleges are varied and assist staff training.

### **Commentary**

35. Parents of Reception children are invited to meetings with teachers and they are welcomed into the school each morning to ask about their children's progress and to see what topics are

being taught. They are encouraged to participate in and extend their children's learning by reading books with them at home.

36. Parents' views of the school are positive. They are happy to approach the school and feel that their concerns are dealt with swiftly and effectively. Parents are given a lot of information about the curriculum in a variety of ways. Two very helpful examples are the 'Reading Diaries' and the 'Helping your child with Maths' booklet. These explain how children learn and contain helpful hints to support reading and mathematics learning at home. The latter booklet explains with drawings how children are encouraged to visualise today's mathematics in their heads, and the quick solutions they are helped to remember. Some signs and notices in school are written in Turkish, which is the first language of the largest ethnic minority at the school. The foyer welcome book is a good example of this.
37. Parents raised three questions at the meeting. Are Reception children taught to read early enough? Why were Year 6 reports given out late last year? And why do the funds donated by parents for playground improvements remain unused? Inspectors' responses to parents questions are: children in Reception are encouraged to read as soon as they are ready, end of year reports for parents last year were given out late because a residential trip had to be rearranged and the funds donated by parents for improvements to the playground will be spent once playground repairs have been completed.
38. Not all the items required by law are included in the prospectus and the governors' annual report to parents. Progress reports are written in a format that is not always easy to understand. Parents' meetings are held several times during the school year.
39. Parents run a busy Parent-Teacher Association, which provides valuable funding. Parents have raised money over several years for improvements to the outside facilities, which are due to be implemented next year. Staff are available to chat informally to parents before and after school and so concerns are dealt with sensitively, quickly and effectively. Functions, concerts and celebration assemblies are well supported. Some parents help regularly in class and on trips and visits. Groups from the local community come into school regularly providing pupils with good role models. They share information, expert knowledge and guidance as part of pupils' personal, health and social development. For example, the school nurse gave a very good talk on the need for good dental hygiene that linked with the science curriculum in Years 3 and 4 in a memorable and interesting way. By exploring the local amenities, pupils also gain a valuable insight into the wider community around them.
40. The school has good links with other schools and colleges. Nursery nurses are trained at the school through links with the nearby Further Education College and this has the added benefit of extra classroom support for pupils in the school. The very good pre-school and good post-school links ensure that children are well supported as they make their transition through the education system.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory. The leadership and management skills of the headteacher are satisfactory. Staff carry out their duties effectively.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher create a good working atmosphere but have not given enough attention to some aspects of management and forward planning.
- School improvement planning documents identify issues for improvement but do not extend into the future far enough.
- The provision for English and for pupils with special needs is well managed.

- 'Phase leaders' in charge of pairs of year groups are effective.

## **Commentary**

41. Governors have a satisfactory understanding of the strengths and weaknesses of the school. Their work is satisfactory. For example, governors know that unsatisfactory standards in mathematics are an issue and have carried out an investigation into why this is so. Governors bring a range of skills and have been successful, for example, in appointing new teachers. All statutory requirements for the teaching of subjects are met. Governors carry out visits to the school and check the provision for pupils with special educational needs. Not all statutory requirements have been met, however. For example, a small number of health and safety matters require attention and the school prospectus and annual report to parents do not contain all the items required by law.
42. The headteacher and deputy headteacher provide satisfactory leadership. Staffing is at present much more settled and the quality of teaching has benefited as a result. Relationships within the school are very good. There has been a significant improvement in pupils' standards in English, science and ICT. The leadership recognises that standards in mathematics need to be improved and that the school's policy for assessment needs to be completed and implemented. The headteacher and deputy headteacher lead the school with a clear vision, for example, to maintain open channels of communication with all and to put children first. The atmosphere in the school is constructive and parents are pleased with the provision.
43. The headteacher has not given enough time and attention to some management and forward planning tasks. There is a reluctance to record important aspects of the school's work. Documents are sometimes produced late for the local education authority, which masks the school's satisfactory plans to, for example, improve the provision for ICT by installing interactive whiteboards. The main effect of the reluctance to write down plans is that the school appears unnecessarily inefficient.
44. The school's development plan is unsatisfactory. It highlights the main areas for development in the current year, but has few references to the year after and does not review the school's work from the previous year. The school is clear about its future intentions, but this important document does not receive enough attention.
45. Senior teachers ('phase leaders' each in charge of two year groups) are having a good impact on the school's work. They have evaluated lessons, books and equipment effectively. The information gained has enabled them to determine what the school should do now to improve the provision. These leaders are effective in ensuring, for example, that the curriculum is well organised and that all teachers are consistent in what they do. This form of organisation has helped the many new members of staff to fit quickly and effectively into the school's routines.
46. There is a shared understanding between governors and staff of what needs to be done to improve standards. Some subjects, such as English, are led and managed well. Subject co-ordinators who have worked in the school for some time have good plans for improvement that reflect the checks they have made on the subjects. Many subject leaders new to the school do not yet have an adequate overview of their subjects. Leadership in the Foundation Stage is of very good quality. The co-ordinator has established a very good team spirit amongst the staff, and they serve the children very well.
47. The office staff help to organise the school efficiently and the school runs smoothly. The school has successfully reduced the unauthorised attendance problem because the office staff are vigilant and maintain a high standard of care. The school seeks best value for its purchases and services such as grounds maintenance. The school has not committed 5.2 per

cent of its funds available this year. This sum has been set aside, appropriately, for decoration work and for unseen expenses.

48. The provision for pupils with special educational needs is managed well. Each pupil is placed on an appropriate programme and pupils' progress is reviewed and recorded regularly. Pupils have good support in class, which allows them to make satisfactory progress towards their individual targets. The extra support for individual pupils and groups outside class lessons provided by teaching assistants and a part-time teacher is well organised and has helped to raise pupils' standards of work.

49. The management of the provision for pupils who are learning English as an additional language is satisfactory. Pupils are adequately supported and make steady progress. The school has only a few pupils who require support at present and all pupils were found to be fully involved in lessons.

### **Financial information**

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

Income and expenditure (£)		Balances (£)	
Total income	1,663,403	Balance from previous year	180,718
Total expenditure	1,611,619	Balance carried forward to the next	84,990
Expenditure per pupil	3,337		

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

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

Provision is very good, overall. Children enter the Reception classes with a wide range of attainment but, overall, attainment is average. Children achieve well in the six nationally agreed 'Areas of Learning' for young children. In personal, social and emotional development, achievement is well above average, and most children exceed the Early Learning Goals in mathematical development and knowledge and understanding of the world. They achieve them in communication, language and literacy, physical development and creative development. The quality of teaching in all the areas of learning is very good. Staff have a very good knowledge of the needs of young children and there is a very good balance of adult-initiated and child-selected activities. The curriculum for the Foundation Stage has been introduced very effectively. Standards and the quality of teaching are now higher than those reported at the last inspection. Staff use effective strategies to ensure that all children, including those from ethnic minorities or who have special educational needs or speak English as an additional language, are actively involved in all activities. Early identification of pupils with special educational needs ensures that they have appropriate support as soon as possible.

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

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

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

- Induction procedures are very good, and this enables children to settle in and adapt to routines quickly and happily.
- Children demonstrate high levels of confidence, self-esteem, motivation and independence in response to the very good teaching.
- Relationships are very good.
- Children become confident, independent learners who enjoy school.

#### **Commentary**

50. Children achieve well and make good progress in their personal, social and emotional development. Attainment is well above average. The school takes great care to ensure that children settle comfortably into school, and entry is gradual, from part to full-time over the first weeks of term. Home visits by staff and support from the school's home/school liaison nursery nurse ensure that parents and children are well prepared for school. Children soon settle into school routines and show increasing levels of independence because of the nurturing and encouraging support of the staff. Children concentrate for increasing lengths of time and make very good relationships with one another and with staff. Children's well-developed self-esteem and high level of curiosity help them to acquire skills, knowledge and understanding at a good rate, and they are already confident learners.
51. The quality of teaching and learning is very good, and the staff work as an effective team. The happy and purposeful atmosphere in both classes motivates children to want to learn. Because of the ethos of care and high expectations and the high quality of staff support and example, the children's behaviour is very good. They gradually develop an understanding of what is right and what is wrong. Relationships between staff and children are very good, and children are helped to understand their own feelings and those of others. Staff value every child; they take time to talk to children and introduce them warmly and sensitively to school life. Children who speak English as an additional language thrive in the welcoming and caring

atmosphere. The high quality of adult support ensures that children always have someone to turn to for help and assurance.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's attainment in speaking and listening is above average.
- Very good teaching promotes language and literacy throughout the day.
- Letter shapes and sounds are taught as soon as children start school.
- Children are encouraged to write independently in a variety of contexts.

### **Commentary**

52. Children extend their speaking and listening through interesting and happy experiences, interaction and discussion, and they achieve well. The quality of speaking and listening is above average, and overall attainment is in line with national expectations. Staff engage with the children very well and talk to them during activities throughout the day. Children talk to one another in role-play; for example, when they play in the home corner and the dressing-up area. Children enjoy listening to stories read by adults and telling stories from books, when they 'read' the pictures to one another and to adults. Most children write their names and make marks confidently as they practise writing letter shapes, record things they have done and begin to write stories of their own. They gradually extend their vocabulary in a widening range of situations and use specific words, particularly in mathematics and literacy lessons. Children who speak English as an additional language soon join in discussions because teachers value their contributions and other children listen very well. This breeds confidence. Children handle books confidently, turn pages carefully and enjoy reading. Parental concern about the school's approach to starting children on a reading program has been dispelled by the plan to get them reading as soon as possible. Very good teaching of letter sounds and shapes begins as soon as children start school, and more able children begin to blend sounds confidently to form words.
53. The quality of teaching and learning is very good. Staff use every opportunity to develop children's language. They bring a sense of fun to children's learning by joining in activities. Children are encouraged to co-operate with one another; for example, when they organised a train journey and allocated seats during an outside activity. Activities are planned and prepared very well and staff are ready to intervene and support children as necessary. This approach results in children's above average attainment in speaking and listening. Children listen attentively because they know that the teachers are likely to ask questions and expect good answers. ICT is used well to support and extend children's learning of letter sounds and shapes. There is a very good range of attractive stories and non-fiction books in both classrooms and children develop a love of literature, which makes them want to learn to read. Children with special educational needs benefit from the staff's firmly held and well executed aim to teach children through enjoyable activities that stimulate language and promote an early interest in literature.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children achieve well and their attainment is above average because of the very good teaching.
- Staff use a very good range of strategies to help children enjoy mathematics.



- Assessments of children's progress are used very well to plan future work.

## Commentary

54. The very good organisation of activities ensures that children achieve well and learn through observing, listening and touching. Children's attainment is above average. Throughout the day, staff encourage children to count, order and sort objects and develop an appropriate vocabulary to express size, shape and colour. Children investigate volume and develop mathematical vocabulary such as 'more' and 'less' as they play with water and sand. During outside play, activities such as the train ride, hopscotch and building with big blocks extend children's vocabulary of counting, shape, position and height. Their attainment in these activities is well above average. They join in number rhymes and songs and learn simple sequences of action. Most children count objects to 10 confidently, and higher-attaining children are aware of much bigger numbers. Effective teaching in small groups helps children to learn at a very good rate. More able children are encouraged to extend their learning by counting as far as they can and to talk about 'one more' and 'one less'. Mental strategies are developed very well as children are encouraged to think hard before they answer questions.
55. Teaching is very good and staff use an appropriate mix of direct teaching, questioning and relevant, stimulating activities to promote children's learning. Children learn through well-planned practical work and by talking with adults. Progress is recorded regularly and tasks are set at challenging levels to keep children interested and involved. Elements of the National Numeracy Strategy are introduced sensitively so that children are well prepared for work in Year 1. ICT is used well to extend children's learning. The school has simple programs that help children to learn about matching, counting and ordering numbers. Staff enthusiasm, even in simple counting activities, encourages children to recognise that mathematics can be fun.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children experience a very good range of activities and achieve well because of the very good teaching.
- Staff encourage children to learn through exploration and experimentation.

## Commentary

56. Children achieve well and their attainment is above average. They gain a broader knowledge of the world in a wide range of exciting and interesting ways. Their knowledge of the local area develops well as they explore the school grounds and go for walks to the shops. Staff use every opportunity to talk to children so that learning is constantly reinforced. Well chosen topics help children to understand the sequence of the seasons; children look at autumn leaves through magnifying glasses and make snowballs on the field during the winter. In the classrooms, they play with ice and watch it melt. As a result, children extend their scientific vocabulary, express their ideas well and make very good gains in scientific learning. Children learn about the man-made world through exploring how things can be made with a variety of materials. Modern technology holds no fear for them. They use tape recorders and go to the computers confidently and use the mouse and keys effectively. They increase their scientific and geographical understanding when they learn about other cultures, and increase their understanding of the passing of time and historical enquiry when they research their own lives. In both classes, children gain increasing skills in fixing components together and making models of everyday objects as they play with a good variety of construction kits.

57. The quality of teaching and learning is very good. Staff prepare stimulating activities that promote learning. Lessons are very well planned and learning is based firmly on experiences that are relevant to the children's daily lives and interests. The school environment is used extremely effectively to support learning about the natural world.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Staff plan activities very well, and this leads to children's good achievement.
- Children have plenty of exercise in the fresh air.
- There are good opportunities for children to develop finer manipulative control for writing.
- The provision is limited by the lack of large climbing equipment for children to use.

### **Commentary**

58. Children play outside every day. Staff ensure that they have plenty of exercise, and activities are organised in the covered area in inclement weather. Children have appropriate control of their movements and are well co-ordinated as they run about, play games and ride and push wheeled toys confidently. In the classroom, they develop increasing control of pencils, brushes and scissors as they create pictures and collages. Children also benefit from regular physical education lessons in the hall. Staff compensate for the lack of permanent outdoor climbing equipment by encouraging children to create challenging courses with big blocks. Children build bridges and test them; risk-taking is built into the play. They achieve well, but bigger equipment is necessary for them to experience more robust climbing. Children's attainment is in line with national expectations.
59. The quality of teaching and learning is very good. Staff ensure that children have regular outside play and that activities are inviting and exciting. Children are engrossed, not just occupied, and children's play is supported and extended, enabling them to grow in confidence and learn from their mistakes. The outside areas are well supervised and there is a very good range of activities each day. Staff encourage children to use their literacy and numeracy skills as they play; for example, when children threw beanbags on to numbers. In painting, craft and constructional activities, staff in both classes provide appropriate resources for children to gain experience in holding and using a good range of tools and materials. This helps children to develop appropriate skills for writing.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Very good teaching helps children to use their imagination and explore a wide range of materials.
- Staff evaluate the provision of activities and adapt them to ensure that children benefit from them.

### **Commentary**

60. Children's imagination is developed well. They use a wide range of media, including natural and man-made materials, paint, crayons and pastels, to make pictures on a variety of scales with a range of textures. Their paintings are bold and colourful and skills are practised as children gain experience with malleable materials such as dough. Their attainment is in line

with national expectations. Children illustrate their written work with lively drawings and extend their experiences in art and design; for example, when they explore colour and shape in a computer drawing package. They pretend to be grown-ups in the role-play areas and imagine that they are workers and drivers as they play on the wheeled toys. Children acquire a wide repertoire of songs and rhymes and create simple music on percussion instruments.

61. Teaching is very good, and staff planning is of very good quality. It includes outdoor experiences and provides opportunities for children to explore their senses and enjoy the feel, smell and appearance of a wide range of materials. Each activity has a clear focus to enhance children's learning, and the high level of adult support ensures that children learn at a good rate. Creative activities are linked effectively to other areas of the curriculum; for example, when children paint self-portraits whilst they learn about 'ourselves'. Staff are vigilant, and they notice when children need coaching to benefit from activities, for example, when children did not use ethnic costumes added to the role-play area. The next day, staff took both Reception classes to the hall and a teacher demonstrated how to put on some of the clothes, including a sari. This resulted in more productive learning when children returned to the classroom.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils achieve well by Year 6.
- Assessment is used effectively to help pupils make progress.
- Pupils have clear targets that show them how to improve.
- Pupils who have special educational needs are well supported and achieve well.
- The subject is well led and managed.

#### **Commentary**

62. National test results in Year 2 show that standards in writing have been rising for the last four years. Overall standards in the 2004 tests were above average when compared with similar schools. Test results in Year 6 were also above average in 2004. The school is successfully raising standards in English. Most pupils in Year 2 this year are working at the standards expected nationally in writing and reading this year. Inspection findings show that pupils make good progress over time and that standards in Year 6 are above the national average. Pupils achieve well. Progress since the last inspection has been good because the school has made improvement in English a major priority. The school's leadership has successfully identified issues and worked on solutions to them.
63. Pupils' speaking and listening skills are above average throughout the school this year. Teachers' questioning skills, in tandem with the positive and supportive working atmosphere, create an environment where speaking and listening skills can flourish. Pupils develop confidence in asking and answering questions because teachers ask questions skilfully and give clues as necessary to help pupils respond appropriately. Teachers' use of 'Buzz Partners' promotes well-focused pupil discussions during group work. This contributes to the sometimes high standard of pupils' discussions. Pupils with special educational needs make good progress. Pupils who have English as an additional language are also well supported by teaching assistants in these activities. They make good progress and no pupil was found to be struggling.



64. Standards of reading are average in Year 2 and above average in Year 6 this year. The school's records of achievement show that pupils make satisfactory progress in Years 1 and 2. Careful record keeping and good support from teaching assistants help to ensure pupils' progress. By Year 6 most pupils read fluently and enjoy a wide range of literature. The wide selection of books available in classes has helped to extend pupil's interest and enjoyment in books. They achieve well.
65. Standards of writing are average in Year 2 and are above average in Year 6 this year. Teachers assess pupils' progress accurately and identify areas for improvement. Pupils, therefore, have helpful targets for improvement. Individual targets are set for pupils from Year 3. These targets are matched appropriately to pupils' learning needs. In consequence, pupils remain well focused and enjoy writing. Pupils have increasingly frequent and regular opportunities to write at length in other subjects as well as in English lessons. By Year 2 pupils have made satisfactory progress and the more able pupils often write simple accounts and stories using sentences, with satisfactory spelling and punctuation. By Year 6, pupils have made good progress and write expressively or factually for different purposes. Their spelling is often accurate. Pupils' handwriting is satisfactory throughout the school.
66. The quality of teaching is good. There is one significant difference in the quality of teaching in different years. In Years 5 and 6, teachers have a considerable depth of knowledge and lessons proceed at a particularly good pace. These two aspects make their teaching more effective. In Years 1 and 2, pupils learn many basic skills, which they then put into practice in later years with increasing effectiveness. Overall, teachers plan well and systematically so that skills in reading, learning the sounds of letters, spelling and writing can be regularly practised and developed from Year 1 to Year 6. Lessons are planned well with clearly defined routines for the pupils to follow. Resources are also used well to help pupils learn. As a result, pupils concentrate well and settle quickly to the tasks that they have been set. Overall, the quality of teachers' marking of pupils' work is good as it identifies areas for pupils to improve so that they can achieve better standards. This leads to pupils' positive progress in all aspects of literacy. Teachers and support assistants work well together to support different groups within the class, especially those pupils with special educational needs. Provision and achievement for high-attaining pupils is good. Provision and teaching for pupils with English as an additional language is also good.
67. Leadership and management of the subject are good. The co-ordinator has a clear view of how to further improve provision and the quality of teaching and learning. Checks on teachers' plans, on teaching and evaluation of test results has led to the development and implementation of staff training and guidelines for teachers. The work of year group leaders has also helped to ensure a good consistency of planning and teaching from Years 1 to 6. The use of ICT is underdeveloped.

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

68. Teachers' planning develops pupil's skills adequately in language and literacy in other subjects. The school is focusing on this aspect of pupils' work with increasing success. In consequence, pupils are given opportunities to practise and use their reading and writing skills in the course of work across the curriculum. For example, pupils use their reading skills in ICT lessons to follow procedures successfully. In design and technology, a project on designing healthy snacks also developed pupils' skills in non-fiction writing. However, older and more able pupils rarely write at length in science lessons. They do not, therefore, explore ideas in greater depth.

## MATHEMATICS

Provision in mathematics is **unsatisfactory**.

### Main strengths and weaknesses

- Standards in Years 2 and Year 6 are below average. Pupils' achievement is unsatisfactory.
- Teachers do not always give pupils work that is well matched to their abilities within the mixed-age classes.
- Some small group work is helping to improve standards.
- The use of ICT to support teaching and learning is underdeveloped.

### Commentary

69. Standards in Year 2 were average in comparison with similar schools in national tests in 2004. They were well below average in Year 6. Standards in the current Year 2 and Year 6 are below average. Standards have declined in Year 6 since the last inspection. Teachers are working towards improving standards this year through better-targeted support for groups of pupils with particular needs. Planning is now more consistent between the mixed-age classes and the raising of standards has become a priority for the school.
70. There is no significant difference between the achievement of boys and girls. Pupils with special educational needs, and those for whom English is an additional language, make satisfactory progress because of the good level of support they receive from teachers and assistants. When these pupils are not supported they sometimes find the work difficult because of the poor match of the activities to their abilities.
71. In Year 2, this term, pupils are acquiring an understanding of place value and they are solving number problems using different strategies. They know the names and properties of common two-dimensional and three-dimensional shapes. In Year 6, most pupils are becoming proficient at solving problems using informal and efficient written methods. Pupils' achievement is unsatisfactory, however, because many of the activities given to pupils are not matched appropriately to their abilities. Consequently, pupils do not make as much progress as they could.
72. Teachers plan well together in year groups. This ensures consistency in the planned curriculum for pupils across the mixed-age classes. However, there is a lack of consistency in the quality of teaching in the school. Although the quality of teaching is satisfactory, overall, it is only in the Years 5 and 6 classes that teaching is consistently good. There are a number of strengths in the teaching that assists pupils' progress. Teachers manage their pupils well and have high expectations of pupils' behaviour. The good use of praise and encouragement by teachers and teaching assistants has a positive impact on pupils' learning and progress. Teachers give clear demonstrations of problem-solving strategies and methods of doing calculations and as a result pupils develop the relevant problem-solving skills. Teachers also provide good opportunities for pupils to discuss and explain their work with 'Buzz Partners' helping them to increase their mathematical vocabulary. Practical equipment is used effectively to support pupils' mathematical thinking but should be considered necessary for all pupils, including the higher-attaining pupils.
73. In some lessons, teachers' intentions are not expressed in terms that pupils can easily understand. Consequently, many pupils are unclear about what they are expected to learn. The endings of some lessons are too rushed and pupils do not have enough time to assess their own success against the learning intentions of the lesson. Unsatisfactory teaching takes place when inadequate teacher subject knowledge leads to misconceptions in pupils' learning. Teachers use computer programs in lessons but the use of ICT is underdeveloped.

74. Leadership and management are satisfactory. There is an increasing focus on the raising of standards. Scripts from the end of year tests are analysed and used to identify strengths and areas for development. Test results are used to track pupils' progress as they move through the school. Some observation of teaching and learning has taken place but this needs to be done more systematically to ensure consistency of teaching and to enable good practice to be shared in school.

### **Mathematics across the curriculum**

75. Pupils use their mathematical knowledge and skills in other subjects when they use standard units to measure in science experiments and present their results in the form of graphs and tables in science, geography and design and technology. Other opportunities for pupils to use mathematics across the curriculum are missed, however, because such opportunities are not planned formally often enough.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have risen in Years 1 and 2 over the last four years.
- There is a good emphasis on teaching practical work.
- In some lessons, the match of work to pupils' abilities is too limited.
- There is a clear perception of how the subject should be developed.

### **Commentary**

76. Pupils' standards of attainment in Years 2 and 6 are meeting the standards set nationally this year. Their achievement is satisfactory. Boys and girls achieve similarly. In individual lessons where good teaching extends all pupils' learning, they often achieve well. The provision for science is better than it was at the time of the last inspection because greater attention has been given to providing pupils with good investigative and experimental work. Standards have risen in Years 1 and 2. In 2004, a significant proportion of pupils gained a higher than average result in teachers' assessments of their work. Pupils with English as an additional language or who are refugees make similar progress to their peers.
77. Pupils in Years 1 and 2 undertake a good range of experimental work. They work methodically, independently and logically. The guidance teachers offer is positive. Teachers prepare lessons in a way that emphasises good scientific methods. By the end of Year 6, higher-attaining pupils make sensible predictions and understand the idea of a fair test. In some lessons pupils' ICT skills are used purposefully but, overall, not enough opportunities are provided for pupils to use ICT to support their learning.
78. The quality of teaching and learning is satisfactory, overall, although examples of good teaching were observed. Good teaching has a positive effect on pupils' standards and on pupils' achievement. Teachers use questions well to reinforce learning, and lesson targets are explained well to pupils so that they know what to do. Pupils discuss their tasks in small groups and most pupils are keen to share their ideas. Regular opportunities for group and paired work have a positive effect on pupils' personal and social development. Teachers make good use of pupils' measuring skills. In the Years 5 and 6 classes, pupils successfully compared the growth of their plants in different environments by measuring the growth in centimetres and recording their findings accurately. ICT is not used often enough to help pupils learn in science lessons.





79. Lessons are usually well planned and often place good emphasis on developing pupils' experimental skills. Pupils enjoy taking part in practical tasks and they concentrate well. Pupils with special educational needs receive helpful classroom support from teaching assistants, their teachers and classmates. In the main, tasks are appropriately matched to pupils' individual levels of ability. But there are times when all pupils in mixed-age classes have the same work to do. This arrangement hinders the progress of more able pupils, who do not develop their investigative and writing skills as fast as they might. Lower-attaining pupils sometimes have too much to do, which demotivates them.
80. Leadership and management of science are satisfactory. Although relatively inexperienced, the co-ordinator has a good overview of the subject and knows what needs to be done to raise standards and improve the overall provision further. Checks on pupils' work are underway, and plans are in place for these checking activities to be extended further. Teachers in charge of year groups have been successful in ensuring that the curriculum is similar in each class. Teachers plan closely together. Although pupils' attainment and progress is assessed regularly, the information recorded is not detailed enough. The co-ordinator has good plans to improve assessments of pupils' progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils attain standards that match those expected for their ages.
- The provision has improved since the last inspection.
- Teachers make too little use of computers to aid pupils' learning in classroom lessons.

### **Commentary**

81. In Years 2 and 6, pupils' ICT skills meet national expectations. Pupils' achievement is satisfactory, including those who have special educational needs. Standards are higher than at the time of the last inspection because there has been a concerted effort to improve the provision. There is a well-equipped computer room and each class has at least one lesson a week in it to learn new skills. The teaching allows pupils to make steady progress through the National Curriculum. Pupils with English as an additional language or who are refugees make similar progress to their peers. In Year 6, pupils are confident in many aspects of the subject.
82. Since the last inspection, the school has received funding from the government's 'National Grid for Learning.' This has meant that resources for the subject have improved. Most computers are modern and there are at least two in each classroom. Teachers' confidence and expertise has improved through the training provided by the New Opportunities Fund, initial teacher training courses and through the school's own response to teachers' needs. Teachers have an adequate or better level of personal knowledge of ICT. The improving expertise of teachers is having a good effect on the quality of ICT skills lessons. Teachers have been successful in ensuring that the curriculum is similar in each class because they plan lessons together.
83. Teachers use national guidance as the basis for lesson planning. The curriculum meets statutory requirements and procedures for assessing pupils' progress and attainment are satisfactory. Pupils' work shows they are learning to use ICT for word processing, to draw pictures, find information from the Internet, and make interesting multi-media presentations that combine pictures and sound. They learn to control devices such as floor robots and make choices when using simulation programs.

84. Teaching and learning are satisfactory. In Years 5 and 6, pupils combined pictures of scenes from ancient Egypt with their own titles effectively. The lesson was successful and pupils learned many new skills. However, all pupils had the same task, which meant that the adults were kept very busy ensuring that all pupils could get on. In Year 2, pupils have created interesting posters about keeping teeth clean and have drawn realistic urban scenes using an art program.
85. The subject is led and managed adequately. Pupils' work is stored electronically for future use and for assessing pupils' work effectively. The co-ordinator and teachers have ensured that the full range of ICT activities are taught. There is a well-attended ICT club that pupils enjoy. The school's plans for the future, such as the introduction of more interactive whiteboards for use in classrooms, are well founded.

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

86. Pupils' use of ICT to help them learn in other subjects is unsatisfactory, overall. Teachers plan some lessons to include ICT activities, although there is scope for further development. Pupils use computers in some lessons to consolidate numeracy skills in mathematics, for writing tasks in English, or to learn about the lives of famous people. In the main, computers in classrooms are underused. For example, computers are not used often enough to gather, store and analyse information in science lessons. However, ICT was used successfully to introduce pupils to a synagogue in a religious education lesson. The 'virtual tour' allowed pupils many insights into what is in a synagogue and how items are used during ceremonies.

### **HUMANITIES**

87. In humanities, a limited amount of work was sampled in **history** and **geography**. Only one lesson was seen in each subject. It was not possible to make judgements about overall provision in these subjects. There was insufficient evidence to judge standards in Year 2 and Year 6. Planning in both subjects is good and follows national guidance. The school uses a two-year rolling programme to ensure full coverage of the National Curriculum in both subjects.
88. Good links were made with art and design in a history lesson for pupils in Years 1 and 2. Pupils made Victorian picture frames, silhouettes and stencilled dado rails. Other pupils used the classroom computer to access a website to help them research what life was like for children in Victorian times. In a Years 5 and 6 geography lesson, pupils responded well to an interesting task set by the teacher to site amenities within a locality. The task produced lively discussion as well as providing an opportunity for pupils to develop their mapping skills.
89. In both subjects, visits and visitors are used to make the work interesting and relevant. In geography, visits are made in the locality. There is a Mexican theme day to support work on Mexico. In history, there are visits to museums and visits by theatre groups supporting work on the Greeks and Romans.
90. The history and geography subject leader provides satisfactory leadership and management. She monitors teachers' planning and checks samples of pupils' work for curriculum coverage. There is no assessment of pupils' progress in history and geography, which makes it difficult to set tasks that are matched to pupils' abilities within the mixed-age classes.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The subject contributes positively to pupils' spiritual, moral, social and cultural development.
- Pupils' progress is not assessed systematically.
- Pupils do not visit non-Christian places of worship.

### Commentary

91. Pupils' achievement is satisfactory, and standards of attainment at the end of Years 2 and 6 meet the expectations of the locally agreed syllabus and national guidance. Pupils with special educational needs, and those for whom English is an additional language make satisfactory progress because they are well supported by teaching assistants. This is an improvement since the previous inspection when older pupils with special educational needs were not well-behaved in whole-class discussions.
92. In Year 2, pupils acquire a sound understanding of many Christian festivals, including harvest, and learn about the Christian value of sharing. Later work on the festival of Diwali and the story of Rama and Sita introduces pupils to aspects of the Hindu faith. Pupils in Year 6, in addition to developing their understanding of Christianity, gain satisfactory knowledge of the beliefs and practices associated with other world religions.
93. Teaching is satisfactory. Effective use is made of questioning and class discussions to stimulate pupils' interest. Older pupils practise their writing skills when they write their own thoughts about "Good Overcoming Evil". Opportunities for pupils to reflect and work together, especially with a 'Buzz Partner' and within larger groups, enable the successful promotion of pupils' spiritual, moral, social and cultural development.
94. Pupils' progress is not assessed systematically, which makes it difficult for teachers to plan activities to meet pupils' differing abilities within the mixed-age classes. Younger pupils and lower-attaining pupils can find the work too difficult when not supported by teaching assistants. A parent visitor explaining the significance of key artefacts enlivened teaching about Judaism in Years 3 and 4. In this lesson, ICT was used well to show pupils the inside of a synagogue. Nevertheless, the use of ICT to support teaching and learning is underdeveloped. Whilst religions other than Christianity are part of the curriculum, pupils do not visit places of worship of other faiths.
95. The subject leader is newly appointed and provides satisfactory leadership and management. She monitors teachers' planning and ensures that topics are well resourced.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. **Art and design, music and physical education** were sampled. No judgement was possible on teaching and overall provision as only two lessons were seen in each subject. Pupils' previous work, teachers' planning and photographs of school displays and events were also scrutinised.
97. Displays of pupils' recent work indicate that standards in **art and design** are above average and that pupils achieve well. Pupils experience a wide variety of materials and work both inside and out-of-doors to create interesting work in two and three dimensions. Sketching is used effectively to support work in other subjects, particularly science, and there are many examples of lively drawings to illustrate pupils' written work. Painting covers both delicate watercolours and bolder work with poster paints. Pupils say they enjoy the subject and the visits they make to well-known art galleries. No judgement was possible for standards in **music** because not enough was heard. Opportunities for talented pupils are numerous, and all pupils are encouraged to participate in choirs, concerts and wider musical events such as concerts in the Royal Albert Hall. There is specialised individual instruction in playing a wide

variety of musical instruments. The main area for development in the subject is the firm establishment of a system of planning lessons that ensures a good match of work to pupils' abilities. In **physical education**, no judgement could be given on standards because of the limited range of work seen. However, the school's performance in local sporting competitions, in which many pupils take part, demonstrates pupils' above-average achievement in games.

98. Pupils with special educational needs, and those who speak English as an additional language, benefit from the school's inclusive approach in these subjects; they are not hindered by any difficulties with language.
99. The quality of leadership and management is good in art and design and in physical education, where the co-ordinators are enthusiastic and energetic. Leadership and management in music are satisfactory; there is some work to do on the establishment of the new scheme of work so that all staff are properly supported.
100. Insufficient work was seen during the inspection to allow inspectors to form a judgement about provision, standards, teaching and learning in **design and technology**. Discussions with staff and pupils about work in their books, work on display and photographic records indicate that pupils experience an adequate range of materials and techniques. Pupils develop their skills through a planned programme of lessons that also promote literacy skills. For example, a project on designing healthy snacks also developed pupils' skills in non-fiction writing.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

101. Too few PSHE lessons were observed to allow a reliable judgement about the provision overall. However, aspects of the provision for personal, social and health education were observed to be good. PSHE is taught as a separate subject, as well as in other subjects. Pupils' behaviour is mature and their attitude to learning is good. This aspect of the curriculum has a high profile in the school and is supported by the very good relationships that exist between adults and pupils.
102. Pupils learn valuable citizenship skills by contributing to the school council, where all pupils have a chance to participate. Class representatives get views from classmates during personal, social and health education sessions and these views are then repeated at the weekly council meetings. Pupils have been involved in various schemes to raise awareness of issues and to change things they do not like.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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