

INSPECTION REPORT

PRIORY PRIMARY SCHOOL

Kingston upon Hull

LEA area: City of Kingston upon Hull

Unique reference number: 117810

Headteacher: Mr G D Wilson

Lead inspector: Mrs Bernice Magson

Dates of inspection: 25th - 27th April 2005

Inspection number: 267524

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	235
School address:	Priory Rd Hull
Postcode:	HU5 5RU
Telephone number:	01482 509631
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alan Hesp
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school situated in the Derringham district of Kingston upon Hull. The school serves an area of social and economic deprivation and there is considerable movement of families in and out of the area. There are 235 pupils on roll, aged from 4 to 11 years of age, accommodated in 9 classes, including two classes for the reception children. There are considerable variations in the number of boys and girls in Years 5 and 6 and reception. Currently there are 37 children in the reception year. Attainment on entry is below average. Children achieve well and attain average standards by the start of the National Curriculum in Year 1. Almost all pupils are of white, British origin and a small proportion is of Turkish origin. All pupils speak English as their mother tongue. Above average numbers of pupils have special educational needs, identified as speech and communication, physical and moderate learning difficulties. Four pupils have formal statements for their special needs. One pupil is in public care. In the last three years there have been significant staff changes, including the long-term absences of senior managers. Last term the headteacher returned from a secondment to another school.

The school is involved in a 'TALK' project which is established in conjunction with St Martin's College, Ambleside to promote and accelerate children's learning through classroom talk.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18143	Bernice Magson	Lead inspector	English as an additional language Science Music
19807	Keith Osborne	Lay inspector	
4295	David Dodds	Team inspector	Mathematics Information and communication technology Design and technology
27337	Sylvia Oultram	Team inspector	Special educational needs English Art and design Religious education
32750	Peter Jones	Team inspector	The Foundation Stage Geography History Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school providing a satisfactory quality of education for its pupils. They achieve satisfactorily, although they attain below average standards by the age of 11. Teaching and learning and leadership and management are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school is an inclusive community, where pupils develop very good and trusting relationships with others and positive attitudes to learning;
- Pupils achieve well in reception and Years 1 and 2, as do pupils with special educational needs;
- Standards in mathematics and science are below average by Year 6;
- A good range of additional activities are provided to enrich pupils' learning;
- In Years 3 to 6, pupils are given insufficient advice and guidance about how to improve their work;
- The roles of governors and subject managers in planning and monitoring are underdeveloped.

There has been a satisfactory rate of improvement since the last inspection. All the key issues have been addressed. Provision for pupils with special educational needs has improved to very good levels. The quality of teaching in English is better and standards have improved significantly over time. However, an improved performance in mathematics has not been maintained and standards have dipped in the last two years. The school has installed fire escape signs, which meet safety regulations.

STANDARDS ACHIEVED

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

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

The achievement of pupils is satisfactory overall. In the Foundation Stage, Years 1 and 2, and for pupils with special educational needs, achievement is good. Children in reception attain the expected goals for their age by the end of the Foundation Stage. Currently standards are average by Year 2 and below average by Year 6. The numbers of pupils attaining the higher levels are below average by Year 6 and, in 2004, a significant number of pupils did not attain nationally expected levels in all core subjects. However, the test results of junior aged pupils are influenced by above average numbers of pupils with special educational needs and higher than average levels of mobility. Over time, the rates of improvement in national tests is above the national trend for pupils aged 7 and 11. By Year 2, results are well above those of similar schools in reading and mathematics, and above in writing. All pupils attain average standards in speaking and listening, as a result of the

school's involvement in the 'TALK' project, which focuses on language development. Inspectors judged standards to be average in information and communication technology (ICT), although use of technology across all subjects is underdeveloped. In religious education, standards are in line with locally expected levels by Years 2 and 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Relationships are good between pupils and staff. Pupils behave well in lessons and around the school and their attitudes to learning are good. Attendance and punctuality is average overall. A small number of pupils are persistently late, missing some parts of lessons.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. Teaching and learning is satisfactory. It is of a consistently good quality in reception and Years 1 and 2. These teachers have high expectations of pupils, who work hard to succeed. In the best lessons, teachers plan activities to challenge pupils very well, by building their learning effectively on prior knowledge. There is a good balance between teacher directed activities and independent exploratory tasks. Teachers explain learning tasks clearly and good work ethics have developed. In Years 3 to 6, there is less consistency in teaching styles and the challenge in learning tasks is often insufficient. Not all new replacement staff make sufficient use of assessment details in planning lessons and, apart from pupils with special educational needs and in English, pupils have limited understanding about what is expected of them. Assessment is good in reception and Years 1 and 2, and in English. Systems are satisfactory in other subjects. In Years 3 to 6, pupils' targets for improvement lack rigour overall and teachers' marking is inconsistent. Pupils are not given enough advice about how to improve their work. Throughout school, support staff make a valuable contribution to lessons by giving good help to pupils.

Overall the curriculum is satisfactory and with good enrichment opportunities. It is good in reception and in Years 1 and 2, where pupils are taught through a topic approach. This gives added relevance to their learning. Throughout school there is good provision for personal, social and health education (PSHE). Good attention is given to providing pupils with equal opportunities in all school activities, including a wide range of extra-curricular activities. Pupils are encouraged to understand and appreciate the need for racial harmony. Teachers know and care for pupils well and, in turn, pupils are confident that adults will look after them. Links with parents are good, particularly in seeking their views and involving them in school activities. Links with other schools, colleges and the community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher gives a sound direction in the development of the school, supported satisfactorily by the deputy headteacher. Current difficulties of leadership and management caused by long-term staff absences are being addressed and appropriate priorities for school improvement are in place. Systems for evaluating the school's performance are developing and are satisfactory. The governance of the school is unsatisfactory. Although governors are loyal to the school and fulfil all statutory responsibilities, they are insufficiently involved in planning and monitoring the school's work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils have positive views of the school. Through the school council they are pleased to offer ideas for school improvements. Parents are satisfied with the work of the school.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics and science by Year 6;
- In Years 3 to 6, help pupils to be more aware about how to improve their work;
- Improve the effectiveness of subject managers and governors, particularly in planning and monitoring the work of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is satisfactory overall. Achievement is good in the Foundation Stage, in Years 1 and 2 and also for pupils with special educational needs. Currently, pupils are reaching average standards by Year 2 and below average standards by Year 6.

Main strengths and weaknesses

- Over time, standards by Year 6 have improved significantly in English;
- Apart from for pupils with special educational needs, rates of progress are insufficient in Years 3 to 6, particularly of the more and less able;
- Speaking and listening skills are improving, as a result of involvement in the 'TALK' project.

Commentary

1. When children join the school in reception, attainment varies but overall it is below average, particularly in early reading skills. Children achieve well and by the time they enter Year 1, they have reached expected goals in all areas of learning. They are well prepared for the National Curriculum in their next stage of learning.

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

Standards in:	School results	National results
reading	16.1 (15.8)	15.8 (15.7)
writing	14.9 (14.6)	14.6 (14.6)
mathematics	16.4 (18.1)	16.2 (16.3)

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

2. Standards are average overall by Year 2, as at the last inspection. In 2004, pupils attained average standards in national tests in reading, writing and mathematics. In science, standards were average according to teacher assessments. Compared to pupils in similar schools, standards are well above average in reading and above average in writing and mathematics. Over a five year period the rate of improvement in pupils' performance is greater than that seen nationally. In reading and writing, the improvement is steady but it is less consistent in mathematics. The performance of girls in mathematics over a three year period is well above the national average of girls in their age group. In 2004, Year 2 girls performed better than boys overall, particularly in writing. The school has analysed test results to raise performance, particularly in mathematics. As a result, pupils are taught mathematics in smaller ability groups, where there are good levels of adult support and an increased focus on the use of number skills across the curriculum.

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

Standards in:	School results	National results
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English	26.5 (25.7)	26.9 (26.8)
mathematics	25.4 (25.9)	27.0 (26.8)
science	27.5 (28.2)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

3. Standards are below average by Year 6. In 2004, pupils attained below average standards in national tests in English and science, and well below average standards in mathematics. Compared to pupils in similar schools, using free school meals as indicators, standards were above average in English, average in science and below average in mathematics. The profile of last year's group had a considerable effect on results. There were significant numbers of pupils with special educational needs in the cohort, including three pupils with formal statements for their special needs. Above average levels of mobility have also influenced pupils' performance. A third of pupils did not reach nationally expected levels in mathematics and fewer more able pupils attained the higher Level 5 than nationally. Nevertheless, the rate of improvement in pupils' performance over a five year period is above average by the age of 11. Standards are continuing to improve in English each year but have dipped in mathematics and science in the last two years. The school has identified a weakness in multiplication and division among pupils and this is a focus for development.
4. In the infant and junior classes, there are differences in the performance of girls and boys, but there is no consistent pattern over time. The achievement of pupils with special educational needs is good. They make good, and often very good, progress towards their individual targets. This is because work is carefully planned for them. In conjunction with other schools and outside agencies, some further learning opportunities are provided for pupils who are gifted and talented and they achieve satisfactorily. For example, more able pupils are invited to join other similar pupils in a mathematics activity, organised by the local authority.
5. Standards are average in ICT by Years 2 and 6 and are similar to the last inspection. Increased resources are providing pupils with more opportunities to learn new skills and progress is satisfactory overall. Word processing skills and research opportunities are developing well. However, in Years 3 to 6 more able pupils are often insufficiently challenged by activities which should extend their learning more rapidly.
6. In religious education, standards are in line with the expectations of the locally agreed syllabus by Years 2 and 6. Pupils have an adequate knowledge and understanding of Christianity and other major world faiths.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. The provision for pupils' spiritual and cultural development is good. Attendance and punctuality are satisfactory. Despite the best efforts of the school, a small minority are persistently late.

Main strengths and weaknesses

- Pupils behave well in lessons and around the school;
- Children have positive attitudes for learning and good relationships with others;
- There are good opportunities for pupils to contribute to the well being of others.

Commentary

7. Pupils respond well to the school's expectations of good behaviour. They are reminded of teacher expectations on behaviour by displays of class rules and anti-bullying messages. Pupils are very friendly and polite and concentrate well in lessons. They play well together in the playground, obeying the school's rules about football and making good use of the additional equipment, such as the bouncy sit-on balls, or organised games of rounders. The school's ethos of inclusion and nurturing of all pupils foster good relationships. There is an effective school council made up of junior aged pupils, who bring forward ideas for improvements. Pupils are enthusiastic about the 'buddy' system, which ensures that no-one is lonely in the playground. Currently pupils in mixed aged classes of Years 1 and 2 are showing good enthusiasm for work, developing their knowledge of Africa and France. This work is widening their understanding of other cultures.

Attendance

8. Attendance is broadly in line with the national average. The school has good systems for monitoring attendance. Unauthorised absence is low. A small number of pupils are persistently late in the mornings.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.2
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.

Exclusions

9. In the last reporting year there were no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its pupils. Teaching and learning and assessment are satisfactory. The curriculum is satisfactory and is enriched by a good range of activities out of school. Links with parents are good. Links with other schools, colleges and the community are satisfactory.

Teaching and learning

The quality of teaching and learning and assessment is satisfactory.

Main strengths and weaknesses

- Teaching and learning is of a consistently good quality in reception and Years 1 and 2;
- Teachers are confident in the teaching of literacy and they plan lessons well;
- The school has a good knowledge of pupils' progress and standards, because of good assessment systems;
- Apart from in literacy, pupils have insufficient understanding about how to improve their work.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0)	9 (27)	17 (52)	6 (18)	1 (3)	0 (0)	0 (0)

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

10. The quality of teaching and learning are satisfactory overall. A scrutiny of pupils' books and teachers' planning shows consistently good teaching in reception and Years 1 and 2, and a recent improvement in the quality of teaching and learning in Years 3 to 6.
11. During the inspection, the quality of teaching was mostly good and a significant number of lessons were very good. Two thirds of very good lessons were in Years 1 and 2, where teachers planned very well and provided pupils with an interesting range of resources. These lessons motivated pupils very well. Six of the seven lessons seen throughout the school in English were of a very good quality. The teaching of basic skills in reading and writing is good and standards are rising steadily. Other very good lessons were seen in mathematics and geography in Years 1 and 2. In all very good lessons, teachers structure the tasks so that learning builds well on prior knowledge. The teachers have high expectations of pupils and explain the objectives of each lesson very well. In the one unsatisfactory lesson, a new and inexperienced teacher had limited skills to manage the behaviour of a small number of pupils.
12. In the reception class, there is a good mixture of directed teaching and exploratory play. Often children work with different teachers in specialist teaching activities. In this 'team teaching' situation children benefit from the expert knowledge of each teacher. Children are happily settled into school and have very good relationships with all staff. Support staff play an integral part in the activities in the reception classes and they give very good help to pupils and teachers. A good working ethos has been developed and children are confident as they tackle each learning task. There is good planning in each activity so that learning is meaningful and new knowledge is consolidated in a variety of situations. For example, in a mathematics' activity, children were learning the vocabulary of 'more and less, full and empty', when filling a collection of containers. They predicted outcomes, measured and compared results and, at the same time, reinforced their knowledge of various three-dimensional shapes.
13. Assessment arrangements are good in the Foundation Stage. The teachers have a good understanding of children's attainment on entry and there are good systems to involve parents in the process. There is an effective system of continuous assessment in lessons, which includes observing their involvement and tracking children's progress in all areas of learning. It is not uncommon in any lesson to see an adult, or student, recording children's levels of concentration or responses to teacher questioning.
14. In Years 1 and 2, the teaching is good. The two teachers plan very well for pupils in both mixed aged classes. There is a good sharing of expertise, which benefits the pupils. As teachers explain the learning tasks, very good levels of challenge are set up for pupils of different ages and abilities. Support staff give good help to all pupils, especially those with special educational needs. With their assistance, there is very good inclusion of all pupils in each activity. In this key stage there are good links between subjects. For example, in a literacy lesson, after a discussion on various

holiday destinations of Barnaby Bear, pupils wrote their own postcards. They made good progress in learning how to identify key facts for inclusion as concise sentences in a postcard. In some very good geography teaching, pupils were encouraged to find out key information about various countries. During the inspection, both classrooms had rich and stimulating displays of artefacts and fruit for pupils to touch and taste. By very good teacher questioning, pupils gained in-depth knowledge about Gambia or France. The pace of learning was rapid because pupils were so well motivated to learn. There is good ongoing assessment of pupils' progress in lessons and teachers make quick adjustments to learning targets in a response to perceived needs.

15. During the inspection the majority of teaching seen in Years 3 to 6 was good. However, a scrutiny of pupils' work shows that teaching and learning are satisfactory over time. Long-term staff illnesses, which have included key staff, have limited the continuity of approach. Additionally, there has been too little monitoring of teaching and learning in order to spread good practice and correct any weaknesses. Overall, the expectations of teachers have been too low, particularly for the more and less able pupils. There has been an insufficient challenge in lessons, and activities planned to challenge and extend the knowledge and skills of more able pupils were inadequate. Some less able pupils have presented incomplete work in their exercise books. Overall, presentation of work was untidy, often leading to inaccurate learning, for example when calculating answers in mathematics. The deputy headteacher has now returned to work in the key stage and, with the appointment of new staff, better teaching and more rigorous monitoring, standards are starting to rise. Although in science, ICT and religious education there are sufficient resources to teach the National Curriculum and the agreed syllabus, it is difficult to extend and develop pupils' learning in more depth because of the lack of software and artefacts.
16. Recent improvements are evident in the provision of teaching and learning for pupils in Years 3 to 6. The teachers have suitable subject knowledge and question pupils confidently. There is a good emphasis on the development of thinking skills, through focused discussions and pertinent questioning. Pupils are asked to evaluate their success in learning at the end of lessons and identify any weaknesses. Better planning and good support by teaching assistants is increasing rates of learning. Good links are made to promote the personal development of pupils in all subjects. For example, there is a good focus on healthy living and exercise. Each Monday morning pupils join in a well planned activity, which allows them to discuss their feelings and emotions through a chosen topic. Teachers sensitively manage these sessions and they are effective in nurturing and extending pupils' confidence and self-esteem.
17. Assessment is improving rates of learning in literacy and numeracy, because there is a good rigour to the monitoring of standards. Pupils have targets for improvement and these are updated regularly with pupils. There is good marking in English, where praise and precise advice help pupils to reflect on their progress. Teachers are effective in checking for improvements from their suggestions. In mathematics, although most teachers give good advice in their marking, there are instances of uncertainty among pupils in Years 3 to 6. Some pupils are puzzled about how and when to correct their work. In other subjects, assessments take place each term and checks are made to monitor rates of success. Resulting actions to overcome pupils' difficulties vary. There is insufficient use of targets to help pupils improve their work, especially in science.
18. The pupils with special educational needs receive very good teaching within classes and when they are withdrawn for individual and small group work. Precise targets are

set; these are well matched to their needs. Children who have difficulty in managing their behaviour are settled and calmed quickly, which helps them to achieve appropriately. The large team of classroom assistants are knowledgeable and very committed to moving the pupils' learning forward. Gifted and talented pupils participate in extra-curricular activities to extend their skills and knowledge. For example, a pupil has joined an additional sporting event along with pupils from other local schools.

The curriculum

The school provides a satisfactory curriculum. Provision is good in reception and Years 1 and 2. There are good opportunities for pupils to enrich their learning. Since the previous inspection extra-curricular provision has improved for pupils in Years 3 to 6.

Main strengths and weaknesses

- Provision for pupils' PSHE is good;
- The school provides very well for pupils with special educational needs;
- In Years 3 to 6 there are insufficient opportunities for problem solving activities in science and mathematics;
- In science, ICT and religious education there are insufficient resources for extended learning and independent research.

Commentary

19. Reception children have a broad and relevant curriculum. First-hand experiences are coupled with worthwhile challenging tasks, which ensures that they make good progress. Lessons are well planned and based effectively on assessment information. In some activities there is team teaching, where the teachers work successfully with all children, sharing their expertise.

20. There is good continuity in learning across the two phases of education, because of good links between reception and Year 1. A topic approach has been adopted in Years 1 and 2, which links learning across all subjects and makes experiences more relevant. Some recent work on 'The Enormous Turnip' has proved so successful that it has been used as a local and national example of good practice for other schools. This was because of the stimulating and challenging experiences, which were available to all pupils.
21. In Years 3 to 6, the curriculum varies between good provision and some significant shortcomings. In English, provision is good and there are suitable opportunities for pupils to strengthen literacy skills across the curriculum. Assessment information is used well to support learning in English, and is becoming increasingly effective in planning for mathematics. However, teachers do not plan well enough for problem solving and investigative activities in mathematics or science. As a result, pupils are not given sufficient opportunities to apply their knowledge and skills in meaningful situations. Similarly there are limited opportunities to use ICT across the curriculum.
22. Teachers make good use of national guidelines when developing lessons. They plan together well and across phases of education, so that pupils in parallel mixed aged classes are given the same work. As a result, there is a good consistency in subject coverage for all pupils. Very good attention is given to ensuring that all pupils have equal opportunities to participate in each activity. In literacy and numeracy, pupils are taught in ability groups so that teachers challenge pupils more appropriately. In literacy, this is helping to raise standards and, in mathematics, lower ability pupils have better attitudes and concentrate on their learning for longer periods, when working in smaller groups. Other subjects are taught in two year topic cycles, so that there is no repetition in learning in the mixed aged classes.
23. Policies are in place for all subjects and for some aspects of learning. They explain about teaching styles and strategies. Recent staff changes in Years 3 to 6 have led to some inconsistencies in adherence to school policies, because of unfamiliarity with new systems. For example, in teachers' marking not all pupils are given sufficient advice and guidance about how to improve their work. Inspectors also agreed with parents that there are some inconsistencies in the quantity and regularity of homework.
24. There are some very effective features of the curriculum. Very good care is taken to include pupils in all the school has to offer. The 'TALK ' project, which promotes discussion among pupils and adults, is having a significant impact on developing pupils' thinking skills, as well as their confidence and self-esteem. Pupils have talking partners in all subjects and they share ideas and evaluate their work with them. The school takes good advantage of special events and initiatives, such as a writing project based on local history.
25. Pupils' learning really benefits from the rich provision of out of school activities. Also visitors and visits are used effectively to place learning within the context of first-hand experience. Visiting drama and music groups extend the cultural life of the school. The increased use of technology is helping to motivate pupils further through new or fresh approaches to activities. For example, the pupils in Years 1 and 2 have enjoyed using the interactive whiteboards to select and drag pictures of parts of a plant to make 'a recipe for a plant'.

26. There are sufficient and appropriately used resources to support learning in most subjects. However, in religious education a broader range of good quality artefacts is required for the major world faiths; in science more equipment is required to facilitate independent investigations, and in ICT greater access to computers is needed to develop opportunities for extended research.
27. The provision for pupils with special education needs has improved since the previous inspection and is now a significant strength. Very good systems are in place to identify pupils' needs and very well trained and experienced staff provide very good support in lessons and through individual and small group work. Individual learning plans are very well written, with targets that are very specific and manageable and which ensure that everyone knows what needs to be learnt next. Very good leadership means that there are very productive working relationships with parents, teachers and outside agencies. The school has a register of gifted and talented pupils. The co-ordinator is developing a further range of activities for these pupils, which include mathematical and sporting clubs.

Care, guidance and support

The provision for the care, welfare, health and safety of pupils is good. Good support, advice and guidance are offered to pupils. The school is effective in seeking pupils' views and involving them in the school's work.

Main strengths and weaknesses

- The care and nurture of pupils is a strength of the school's provision;
- There are good induction arrangements for new pupils;
- Pupils develop good and trusting relationships with others;
- Inadequate use of assessment limits the effectiveness of teachers' advice and guidance to pupils about their work.

Commentary

28. The school provides well for the individual care and well being of pupils. Central to its philosophy is the importance of nurturing each pupil, especially those with who need additional help with relationships or identified special educational needs. This results in pupils developing good relationships with staff and with other pupils. Breakfasts and lunches are provided for all pupils who would like them, with proper emphasis on providing healthy diets. The school has gained awards for healthy eating initiatives. Recently they have provided access ramps for wheelchair users. The school makes good efforts to promote the children's safety. For example, parents are regularly reminded about the importance of safe vehicle parking in the school grounds. There are good links with the pre-school group who are on site and this ensures a smooth transfer to the reception classes. The school has good arrangements to ensure that the above average numbers of pupils transferring from other schools are supported and befriended. This helps to make their learning continuous from their arrival. However, the quality of monitoring and assessment of work is patchy, as is the quality of teachers' marking. As a result, the advice and support available to pupils varies and is less successful in Years 3 to 6. This is because of the many and recent staff changes. Some staff are not yet familiar with school systems and the training needs of others are still being met. There is an effective school council who collect ideas for

improving the school. Additionally, the school has surveyed pupils' views by questionnaire and given the results to the governing body. Some ideas, for example on playground equipment, have already been implemented. Effective first aid and child protection procedures are in place. The school is working to ensure that all new staff are fully briefed and trained in these areas.

Partnership with parents, other schools and the community

Links with parents and carers are good. Links with the community, and with other schools and colleges, are satisfactory.

Main strengths and weaknesses

- Parents are offered helpful advice and guidance about the curriculum and in response to their personal needs;
- Governors and senior managers actively seek the views of parents.

Commentary

29. The school works hard to make links with parents and carers, including personal links in the playground, individual discussions and parents meetings. Written newsletters and reports are typical of most schools. Newsletters have been introduced, with curriculum information for parents. These are in response to parents' wishes recorded in a questionnaire survey. Parents and other volunteers help to listen to children reading and others help to raise funds through the Parents Association. Local businesses give generous support. Annual reports are produced electronically and some parents are unhappy with these, as they feel that they lack the personal touch. Targets are sometimes provided on reports but they lack detail and, as a result, they are difficult for some parents to monitor. Parents of pupils with special educational needs are encouraged to attend review meetings, when individual education plans are prepared and targets shared with them. A nurture group has been set up for parents to improve their confidence in supporting their children. In conjunction with the adjacent adult education centre, workshops have been effectively provided for parents on helping their children at home. Links with the community and with other schools and colleges are satisfactory. Teachers join in professional development with other institutions and, as part of the training programme, the school's procedures for transition between reception and Year 1 have been shared. A good number of students work in the school each year.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is satisfactory overall. The leadership and management of the headteacher and key staff are satisfactory. Governance of the school is unsatisfactory.

Main strengths and weaknesses

- The headteacher and his deputy have sustained staff morale effectively during the recent instability in staffing and management;
- Governors and some subject managers are insufficiently involved in monitoring the work of the school and in planning for its future.

Commentary

30. The school has experienced a recent period of turbulence in its leadership and management due to the secondment of the headteacher and long-term absence of key staff. At the start of this school year, the headteacher, deputy headteacher and a senior manager have returned to their former roles. Currently, the headteacher is working effectively to develop stability in staffing, so that pupils have greater continuity in their learning and better opportunities for progression. He has an appropriate understanding of the school's strengths and weaknesses and strategies have been introduced to raise standards, for instance the 'TALK' project. At present, the impact on pupils' learning is satisfactory.
31. Overall, the headteacher is providing satisfactory leadership and management. Parents and governors trust the headteacher and he has a good working relationship with them. He works hard to provide all stakeholders with good information about the school. For example, he provides governors with comprehensive reports about the progress of the school's improvement plan. The headteacher has been successful in developing his aim to include all pupils in the life of the school and parents appreciate this. There is a good working relationship between the headteacher and his deputy. They give good attention to identifying the pupils' performance based on tests results and a satisfactory range of strategies have been introduced to bring about improvements. For example, pupils are now taught in ability groups for literacy and numeracy. However, the headteacher and deputy headteacher have not yet involved staff and governors sufficiently in agreeing the future direction for the school and, as a result, there is a lack of clarity and cohesion about the way forward. Although school priorities are identified fairly based on co-ordinators' action plans and monies are allocated well, co-ordinators and some governors have an insufficient knowledge of the school's financial position and the reasons for monetary decisions.
32. The roles of some subject managers have changed because of recent changes in staffing. Some co-ordinators fulfil their roles successfully and lead and manage their subjects well. The English co-ordinator is providing a good focus on raising standards and has involved the school in the 'TALK' project. This is proving effective in raising standards in speaking and listening and developing pupils' thinking skills. In religious education, the co-ordinator is knowledgeable and efficient and has a good enthusiasm for developing her subject. However, there is no co-ordination of some subjects and others have temporary leadership and management. These subjects lack direction and there is insufficient monitoring of teaching and learning. The headteacher is seeking to appoint subject managers to match the school's needs. For instance, a science co-ordinator has been appointed recently. Already she has prepared an action plan to raise standards, based on audit of exercise books and teachers' planning.
33. Leadership and management of the Foundation Stage is good. There is a temporary manager who is maintaining the key stage effectively. The permanent co-ordinator has established good systems of administration, which are working well during her maternity leave.
34. The special educational needs co-ordinator has a very clear vision of how to accelerate the progress of pupils. She is an inspirational leader, very committed, knowledgeable and enthusiastic. Recently, she has taken on the co-ordination of provision for those children who are gifted and talented. A register is now kept and

children are identified well. The next step of modifying the curriculum to more closely matched pupils' needs is planned.

35. Governance of the school is unsatisfactory. At present there are several new members of the governing body who are still learning their roles. Governors are loyal to the school and its headteacher, but their role as critical friends is underdeveloped. All statutory responsibilities are fulfilled, including the promotion of racial harmony. Governors have recognised the need for further training and the headteacher is delivering a programme of activities to support them. Overall governors have satisfactory understanding of the school's strengths and weaknesses. However, they are not yet involved in the process of self-evaluation and they have limited knowledge of the progress of strategies to raise standards. They rely heavily on the headteacher to shape the direction and aims of the school and their roles in monitoring and challenging are insufficiently developed.
36. The school improvement plan is a satisfactory document. It is based on action plans for each subject and local and national priorities. Satisfactory attention is given to raising standards but targets for improvement lack rigour and challenge. Currently, too little attention is given to methods of monitoring for progress or outcomes. Monitoring relies on the headteacher and his deputy and there is limited involvement by co-ordinators or governors. Outcomes of self-evaluation are not yet influencing the direction of plans and longer-term aims are not yet fully set out. Good attention is given to staff training, although recent staff changes have made it more difficult to provide for the training needs of some staff. However, there are satisfactory systems of performance management and the needs of all individuals are discussed regularly. A recent priority has been the training of support assistants. This initiative has been a good use of resources and they are valuable members of staff in each classroom.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	688,266	Balance from previous year	8,233
Total expenditure	691,599	Balance carried forward to the next	4,900
Expenditure per pupil	2,994		

37. Financial management of the school is good. Funds are used appropriately according to the priorities of the school improvement plan, and based on the recommendations of the headteacher and senior managers. As a result of long-term absences of several staff, there have been recent pressures on school monies, which have been difficult to manage. The headteacher and finance committee have worked hard to ensure that all financial decisions are viable. The school's finance officer has ably supported them. Good attention has been given to providing best value in all spending decisions. Nevertheless, because of pressures on the budget, there is a shortfall of monies, which is restricting the purchase of additional resources in science, ICT and religious education. Day-to-day management of funds is good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Teaching is mostly good, with some very good teaching;
- Children achieve well and most reach the learning goals expected;
- Strong leadership ensures that children are provided with good quality assessment, planning and an innovative curriculum.

Commentary

38. Children enter the reception class in September, at the start of the school year in which they have their fifth birthday. At the time of the inspection there were 37 reception children in school. Approximately half of these have had playgroup or nursery experience. Overall their attainment on entry is below average. As a result of good teaching, most children achieve the Early Learning Goals by the time they leave reception. A few are already working within National Curriculum levels in literacy and numeracy.
39. There is a strong team ethos among this highly effective teaching team, which includes one full-time and two part-time teachers. A nursery nurse and other teaching assistants support them very well. There are very good relationships between children and with adults. There is a calm and co-operative atmosphere in the classroom and children show consideration for each other when at play. All staff have high expectations. They challenge and engage children effectively in the learning activities. Teaching methods are used very well to ensure children remain motivated and on task. Staff use questions skilfully to make sure all children can participate in the class, group or individual activities. Children have a clear understanding of what is expected of them.
40. There are very close links with the staff in Years 1 and 2, to plan and develop the curriculum. A topic approach is used to provide a bridge for pupils from reception to Year 1. Children learn through the use of a common theme, which links all subjects in a range of activities. As a result, the transition into the National Curriculum is much smoother. These arrangements, now in their second year, are already leading to improved standards and achievement. The effectiveness of this work has been recognised by other schools at a local and national level.
41. Reception staff work together to provide good assessment. Children's achievements are closely monitored and recorded and used to set the next steps in their learning. Parents are welcomed into the classroom each morning, and there are good opportunities for them to visit the school before their children start. They are also invited to participate in the early assessments of their children.

42. Accommodation and learning resources are good overall, particularly inside the classroom. There is a well equipped and secure outdoor area but this lacks shelter for poor weather.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children quickly develop an appreciation of the needs of others.

Commentary

43. Children achieve well in their personal, social and emotional development. All staff provide very good role models and children enjoy copying their examples. Children are polite and considerate and co-operate well with each other and with adults. For example, they happily share resources in free play activities and, during fruit time, a monitor offers fruit politely to other class members. There are good opportunities for children to develop independent learning skills and, as a result, children work confidently. Daily routines are well established and children know what is expected of them. They have a positive and enthusiastic attitude towards their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff take every opportunity to develop children's language skills and teaching is good.

Commentary

44. Achievement is good in communication, language and literacy. Standards are below average on entry in speaking and listening and reading and writing. In all activities staff emphasise the development of skills in these areas. Children have regular opportunities to speak and listen and good use is made of paired groups to encourage discussion. They use technical and subject-specific language confidently, as seen in a lesson where they discussed parts of the human skeleton, such as the wrist joint, elbow and foot. Children are encouraged to communicate their ideas in speech, role play or writing. Teachers use effective strategies to develop children's knowledge and understanding of written words. They learn how to combine sounds to form words; they make interesting phrases and some write their own sentences. They have opportunities to work independently at writing tables. All children are able to write and recognise their own name. Most children can copy words legibly and the more able can construct simple sentences that convey meaning. Children experience books and story telling on a daily basis and develop a love of literature. Staff aim to hear every child read once a day and successfully teach sounds as they read with children. As a result of good teaching, standards in communication, language and literacy rise to average by the time children leave reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a good range of activities to enhance mathematical learning.

Commentary

45. In mathematical development children's standards are below average on entry. They reach average standards with good achievement by the end of reception. Pupils are taught the basics of number well and many can count to 20 with confidence. They recognise numbers and number bonds. Teachers are developing knowledge and awareness of topics such as capacity, using practical activities with water and computer software. Children greatly enjoy these sessions and are encouraged to develop their estimating skills. They show good understanding of mathematical terminology in their speaking and listening activities, that again make good use of paired discussion.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of interesting activities is planned to promote learning.

Commentary

46. From below average attainment on entry, children achieve well to reach average standards by the end of reception. The classrooms are well managed to provide a range of exciting and stimulating activities, designed to develop their observational and communication skills. In a hospital role play, children simulate a surgery well using the appropriate technical terms as they look at a patient. In the outdoor area, resources are used imaginatively to increase knowledge and awareness, as in a role play scenario of a traffic accident, expertly lead by the non-teaching assistant.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are energetic and confident when using equipment inside and outside the classrooms.

Commentary

47. There are good opportunities for physical development, with some children achieving above average standards. Teachers provide activities that enable children to develop control, team building and listening skills. In one lesson, for example, they successfully learned how to control and direct balls of different sizes, moving at a range of speeds. Children enjoy playing on the good range of outdoor apparatus and wheeled toys. They make good progress in developing their skills with equipment. Most can use scissors to cut accurately and can stick and position items on card and paper with control.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well as a result of good teaching and access to a variety of stimulating resources and experiences.

Commentary

48. Children's creative development is enhanced through a range of well planned and well taught activities, involving colour, cutting, modelling and writing. Staff provide a stimulating environment, rich in creative resources. Children use a variety of media, such as paint, chalk and collage in their work on Space and Planets, Divali and the Chinese New Year. They show developing appreciation and understanding of shape and design, as in their representations of skeletons using straws and card. Their work is prominently displayed and celebrated in the classrooms and corridors.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The majority of pupils, including those with special educational needs, achieve well;
- Teachers are making very good use of a recently introduced 'TALK' programme to develop thinking skills through discussion;
- There are good opportunities for children to use literacy skills across the curriculum.

Commentary

49. Pupils achieve satisfactorily overall. However, standards in reading and writing are below average by Year 6. This is because of the high proportion of pupils with special educational needs in English, and high numbers of pupils who have joined the school in the junior classes. The number of staff changes in the recent past has also affected continuity of learning for some pupils. Pupils with special educational needs and those with lower ability achieve well, because very good support is provided for them, in class and in small group work. Good quality assessment in English is enabling pupils' particular learning needs to be identified early. This is underpinning their good achievement.
50. There has been a real drive to improve writing through a broad range of strategies, particularly linked to developing speaking and language skills. These include talk partners, role play and the game of 'hot seating'. Before they begin to write, pupils rehearse verbally what is to be written and this helps them to construct interesting and grammatically correct sentences. Pupils have good opportunities to write at length. For example, younger pupils write stories called 'Home Alone' and older pupils have written well structured newspaper reports and play scripts with thoughtful stage directions.
51. Teaching is of a good quality overall. Lessons are well managed and the majority of children are attentive and well motivated. Lessons are interesting and work is well matched to pupils' needs. Some teachers mark pupil's work well. Their comments tell the pupils how well they are doing and refer to individual targets. They include suggestions about what pupils need to do next to improve and reach higher standards. However, across the school, the quality of marking is inconsistent.
52. Pupils enjoy reading and talk enthusiastically about it. There are pleasing signs that standards in reading are improving. For example, by Year 2 lower attaining pupils, and those with special educational needs, have made good progress in developing their

memory of words and the use of sound and picture cues to gain meaning. This is because of systematic and structured teaching. Clear, child friendly targets and systems for recording progress have been implemented. Many parents support their children in reading at home. A good range of reading books has been acquired and many older pupils in Years 3 to 6 belong to the library club. The school has rightly identified the need to improve library provision. Provision for English has improved well since the time of the last inspection.

53. The subject is well led and managed. The co-ordinator is enthusiastic and knowledgeable. She has introduced good initiatives, such as the 'TALK' programme, which is raising standards. However, monitoring is not yet well developed. As a result, the inconsistencies in teaching are not always dealt with promptly enough.

Language and literacy across the curriculum

54. Links are developing for the inclusion of literacy in other subjects. The 'TALK' programme is used particularly well in all subjects. For example, in their religious education lessons pupils in a mixed class of Years 3 and 4 discussed the feelings of various characters in the Parable of the Good Samaritan. Their responses were very mature. Links are created to history. Younger pupils wrote eyewitness accounts of the Fire of London. The oldest pupils wrote thought provoking letters to send in bottles as part of their work about life on board a Tudor ship. They designed posters showing what a balanced diet for one day might contain as part of their science work. In Years 5 and 6, pupils researched using a range of texts to find information about the 'Five Pillars' of Islam as part of their religious education topic.

MATHEMATICS

Provision in mathematics is **satisfactory overall**.

Main strengths and weaknesses

- Pupils with special educational needs and those in Years 1 and 2 achieve well;
- Insufficiently rigorous monitoring results in inconsistencies in the teaching of mathematics in Years 3 to 6;
- Assessment systems are thorough and used well to identify standards;
- Pupils in Years 3 to 6 have too few opportunities to investigate and make choices.

Commentary

55. By the age of 7, pupils perform well in mathematics and standards are above average. These good standards have been maintained in national tests over a four year period. However, standards are below average by Year 6 and have dipped in the last two years. In part this dip in performance can be explained by staffing difficulties over this period, which have led to some inconsistencies in assessment of pupils' needs. Additionally, the above average numbers of pupils with special educational needs in mathematics, as well as high levels of mobility, have adversely impacted on continuity in learning. The school has recognised that steps need to be taken to raise standards by Year 6, especially as they have fallen since the time of the previous inspection.
56. Pupils make good progress in Years 1 and 2 because of the consistently good and very good teaching of the numeracy strategy, and the good subject knowledge of the teachers. There is a plentiful range of opportunities for practising and developing

skills, knowledge and understanding in numeracy through other subjects. The work is well matched to ability and challenges the more able pupils.

57. In Years 3 to 6, the quality of teaching and learning is variable and pupils' progress is less consistent. In lessons seen, the quality of teaching ranged from very good to unsatisfactory and there was a similar range in standards in pupils' exercise books. In the better lessons teachers plan well. There is a good pace to the learning, enhanced by a good range of learning strategies, which interest pupils and encourage them to learn. In these lessons, teaching assistants give good support to pupils and teachers. However, lessons do not always contain sufficient opportunities for pupils to develop their rapid mental calculation skills. Moreover, in pupils' exercise books, there is too strong a focus on the practice of computation, with insufficient opportunities to use and apply mathematical knowledge. There are too few opportunities for more able pupils in this key stage to undertake extended work.
58. The school has substantially developed its procedures for assessment to a standard that has received regional recognition. This has had a positive impact on the teachers' knowledge of the progress made by each pupil. Individual, group and year group targets are set for all pupils. There is careful analysis of data and tracking of pupils' progress. Support groups were provided to help less able pupils based on results of assessments. However, further tests revealed that the groups were not bringing about rapid improvement in standards. Ability groups for all pupils have replaced these. This has enabled teachers to match the work more closely to ability. Pupils' technical vocabulary has increased through the use of the 'TALK' project. Pupils confidently use mathematical terms in their discussions. Marking of pupils' work gives praise but, in Years 3 to 6, teachers only provide pupils with limited guidance about how to improve.
59. Pupils with special educational needs receive good quality support from the teaching assistants and make good progress. Often they are able to complete the same work as the rest of the class, because the teaching assistants discuss work with them and help them understand it. On occasions they receive separate help. Their individual education plans are used well to inform planning of their work and to monitor their progress.
60. The subject is led soundly and with some good features. Strategies to develop the subject are in place. The unsatisfactory standards in Year 6, and lack of consistency in teaching in Years 3 to 6, have indicated to co-ordinators that a more rigorous approach is needed to the monitoring of teaching and learning. As a result, monitoring of lessons has increased and is involving the mathematics consultants of the local authority. The school has strengthened the management of the subject by the creation of a second subject manager for Years 1 and 2. Opportunities have been provided for both co-ordinators to meet to review the subject. The resources for the subject are satisfactory.

Mathematics across the curriculum

61. Opportunities for pupils to use and consolidate their mathematical skills in other areas of the curriculum are good in Years 1 and 2, and satisfactory in Years 3 to 6. Opportunities are being developed well for the younger pupils because of the current programmes of work. For example, a rich vein of mathematical vocabulary has been developed in work on 'The Enormous Turnip'. In Year 1, pupils learned ordinal numbers through ordering the row of people who were trying to pull the huge turnip from the ground. Whilst opportunities for extension of activities are satisfactory in

Years 3 to 6, they are not sufficiently extended to challenge pupils of different ages and abilities in the same class. For example, the drawing of graphs following a traffic survey by Year 3 and 4 pupils resulted in identical charts. Opportunities to use ICT to extend mathematical experiences are not sufficiently planned.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of scientific terms;
- Teachers provide pupils with insufficient guidance about how to improve their marking and set improvement targets.

Commentary

62. Pupils enjoy science lessons and are eager to participate in investigations. Most popular are the opportunities to set scientific hypotheses, which pupils can then investigate. In a class of Year 3 and 4 pupils, one asked 'Can shadows be blue?' He then developed a fair test to check his theories. There are good levels of discussion among pupils and most use technical terms with ease. For example, as one Year 4 pupil described how light reacted on various materials, he used the terms opaque, translucent and transparent. Across the school, the 'TALK' project is proving instrumental in developing above average standards in the use of scientific vocabulary.
63. However, although standards in national tests are average by Year 2, they are below average by Year 6. In Years 1 and 2, science is taught as part of a themed topic approach and pupils see a good relevance to their learning. As part of a topic on growth, Year 2 pupils have planted seeds, measured sunflowers and made garden designs, naming and labeling parts of a plant. Using interactive technology, pupils in Year 1 have created a recipe for a plant. Learning and investigation is fun and pupils achieve well as they explore the world around them. They concentrate well and have good levels of curiosity. In the junior classes, science is taught in a cycle of topics over a two year period. This ensures that, in mixed age classes, pupils learn skills and knowledge systematically. In Years 3 to 6, although most pupils achieve satisfactorily, the proportion of pupils likely to attain above average standards is less than in most schools, because the level of challenge in planned activities is not consistently high enough for them. Nevertheless, those pupils with special educational needs achieve well, because of good teacher planning of suitable learning tasks. When necessary, there is good adult support so that pupils can participate fully in all activities.
64. The quality of teaching is satisfactory overall. Although there is a good range of practical activities in Years 1 and 2, there is an over reliance on the use of worksheets. These younger pupils have insufficient opportunity to record their findings independently and using a variety of methods. Teachers have high expectations of pupils in exploratory tasks, but give less direction about good quality achievement in recording tasks. In Years 3 to 6, the time allocated to investigations is limited and teachers are often too prescriptive. Pupils have insufficient opportunities to experiment independently or to choose their own equipment and resources. Most pupils understand about fair testing and can set up an experiment; many can evaluate their

own work and make suggestions for improvements. There are few opportunities for the more able to research and extend their own ideas. In written work teachers' marking is inconsistent and limited advice is given to many junior aged pupils about how to improve. At the end of each topic all teachers assess pupils' progress and there is a satisfactory understanding of how well pupils are achieving.

65. The co-ordinator has been absent long-term and there have been limited developments in the subject over time. Additionally, until recently, there has been very limited monitoring of teaching and learning. A new temporary co-ordinator has now been appointed, who has a good understanding of the strengths and weaknesses in teaching and learning. She is eager to improve the profile of science in the school and has prepared a good action plan of strategies to raise standards. This is now identified as a key priority of the school improvement plan. As funds allow, resources are to be increased.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils have positive attitudes to learning in ICT;
- The school has invested significantly in resources;
- Pupils do not apply their skills sufficiently across the curriculum.

Commentary

66. In ICT, attainment is in line with the expected standards by Years 2 and 6 and achievement is satisfactory.
67. Since the last inspection the development of ICT has been a priority area for the school. There is now a suitable programme of study based on national recommendations. The improvement in teachers' subject knowledge contributes to better teaching and there is improved acquisition in pupils' skills and knowledge. Each term clear assessment systems provide the co-ordinator with information on pupils' standards. There is a rather cramped but adequate computer suite for the teaching of skills and a computer is provided for each classroom, ready for use in other subjects. As a result, pupils have regular opportunities to increase their computer skills. However, a review of teachers' planning indicates that there are too few opportunities for pupils to consolidate their skills in other subjects of the curriculum. Nevertheless, some links are made and undertaken well, such as the designs for the school grounds done by pupils in Years 5 and 6.
68. Recently the school has purchased interactive technology for each classroom and a programme of staff training is taking place. Teachers and pupils are gaining in confidence in using the interactive boards to enhance teaching and learning. For example, a simulation programme was used at the conclusion of a lesson in number for the less able pupils in Years 5 and 6. On screen, they helped a shopping assistant calculate prices from a shopping list, improving their mental calculation techniques as they solved the money problems. Pupils reacted well to the challenge, realising that as their skills increased the shop assistant was more pleased.

69. The quality of teaching is satisfactory overall. In some lessons teachers made good use of ICT to enrich lessons. For example, in a geography lesson in a mixed class of Years 1 and 2 pupils, the teacher projected information onto the whiteboard to show pupils about village life in Gambia. The lesson was lively and stimulated pupils in their learning. A teaching assistant provided good support, as six more able pupils then used the Internet to find out more information. This they did confidently and quickly. The classroom assistant's technical knowledge was a valuable asset to the lesson.
70. Leadership and management of the subject are satisfactory. The co-ordinator has identified that some aspects of ICT are under-represented. For example, pupils' skills in data handling are a current priority. An action plan has also identified the need for more opportunities for control technology activities in Years 3 to 6. However, the monitoring of the subject is insufficient and more resources are needed to extend the learning of the more able pupils and in its use across the curriculum.

Information and communication technology across the curriculum

71. Pupils have suitable opportunities to use word processing skills in other subjects. Other uses of ICT across the curriculum are limited.

HUMANITIES

72. Too few lessons were seen in **geography** and **history** to make a judgement about provision, standards or teaching and learning. The subjects were sampled and a scrutiny of pupils' work and interviews with staff and pupils were carried out. Pupils enjoy both subjects and can recall many details from their work, visits and experiences.
73. In Years 1 and 2, pupils study geography as part of a theme based curriculum. In two very good lessons, pupils saw Barnaby Bear used as a highly effective method of exciting and informing them about the Gambia and France. Beautifully presented and highly authentic displays and artefacts in the classrooms, and effective use of video and photographs, enhanced the learning of all pupils. Standards are average overall, with good achievement. In Years 3 to 6, pupils study geography as a specialist subject in half termly blocks. They study topics that include water, the environment, weather and local studies. There are sound links to the mathematics and science curriculum and ICT skills are used in some topics. There are opportunities for local studies and fieldwork, involving traffic surveys and environmental studies. Good use is made of visits to the local environment and beyond, including the seaside and Hornsey Freeport. Indications are that pupils achieve well in Years 1 and 2 and that achievement is satisfactory in Years 3 to 6.
74. In history, pupils in Years 1 and 2 have studied the Great Fire of London as part of their topic work. In Years 3 to 6, pupils have specialist lessons in half termly blocks of time in rotation with geography. Topics have included the Romans, Celts, Tudors, Victorians, historical change and evidence and exploration. In one good lesson seen, pupils in a mixed class of Years 5 and 6 studied a range of primary and secondary sources of written evidence, before presenting convincing role plays based on the experiences of Victorian children. Pupils have opportunities to visit museums and historical sites. There are a number of exciting visitors to the school, including actors who simulate life in Norman or Viking times. Leadership and management is in the early stages of development, having been affected by staff changes.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are regular opportunities for pupils to reflect upon, and apply, learning from religious education to their daily lives;
- The subject is effective in promoting pupils' personal development;
- Resources to support the teaching of religious education are inadequate.

Commentary

75. Religious education is planned for and taught regularly and the pupils' recorded work shows that teachers make the work interesting. Younger pupils, for example, write about the stories of Noah and Rama and Sita. In Years 3 and 4, pupils know the significance of eating particular foods during religious festivals such as Ramadan, The Passover and Christmas. The older pupils write about the lives of significant religious leaders, such as Bishop Desmond Tutu. They know that the city of Jerusalem is important to the Jews, Christians and Muslims and that each religion has its own important place there, such as the Wailing Wall, the Dome of the Rock and the Church of the Holy Sepulchre.
76. Teaching and learning are satisfactory overall. Pupils behave well in lessons and are interested in learning about other faiths. Good use is made of visitors to the school to support the teaching of religious education. A student who is a Muslim taught one lesson seen. The pupils were fascinated as she explained the significance of each of the Five Pillars of Islam. There were opportunities for them to ask her questions. This experience and others like it bring the subject alive. Each week during 'Circle Time' pupils work through a programme in which they can express emotions and feelings. They explore ways to become better friends and develop confidence. Collective worship follows relevant themes, such as 'Learning and Trusting', teaches Bible stories and celebrates festivals.
77. The subject is well led. Assessments are made regularly. They show that pupils' attainment is in line with those of the locally agreed syllabus. Resources, however, are insufficient to fully support teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. There was insufficient evidence to make an overall judgement on standards, teaching and learning and provision in **art and design, design and technology, music and physical education**.
79. In art and design, pupils are introduced to the work of famous artists. For example in Years 1 and 2, the children look at the work of Monet and paint in watercolours to copy the style. In Years 3 and 4, pupils use complementary and contrasting colours in their work in the style of Gino Severini. Their work is of a good quality. Other pupils examine the work of Georges Seurat and have experimented with the 'pointillism' technique. The use of sketchbooks is underdeveloped and some work is of a poor

quality. Leadership and management of the subject are underdeveloped because the school does not have a co-ordinator for art.

80. In music, there is suitable coverage of all strands of performance and composition. The curriculum is planned and delivered through the use of a commercial scheme. In assemblies, pupils sing tunefully and reverently and standards of singing are average. Pupils say that they enjoy singing in concerts and at festivals. In Years 3 to 6, the recent visit by an African drummer has interested pupils in African music. Through the use of technology, pupils have watched other children respond to African rhythms in repetitive dances. Pupils have learnt about beat and cyclic patterns, practising in clapped rhythms and dance sequences. The topic has successfully extended over several weeks. In two lessons seen, mixed classes of Years 5 and 6 were involved in a three-way round of performances of rhythm, beat and dance. They concentrated well as they maintained their own performance and were able to evaluate their own work to bring about improvements. Most pupils have insufficient knowledge of composers, apart from those pupils who have additional teaching in instrumental lessons. A small number of pupils play musical instruments. They are ably taught by visiting specialist teachers and are making good progress. Some pupils are successful in national examinations. Leadership and management of music are satisfactory. A new co-ordinator is developing her role and is monitoring pupils' assessments termly. There are good strategies included in the action plan for raising standards, but limited developments have taken place to date.
81. Design and technology has suffered from a lack of consistent leadership over a considerable period. Currently, leadership of the subject is on a temporary basis. The co-ordinator is doing a good job and has a clear view of the subject's needs and the direction that needs to be taken. However, her stewardship of the subject has not yet lasted long enough to raise standards. There is an appropriate programme of work for pupils. Available evidence in teachers' planning and pupils' work indicates that standards have declined since the last inspection. Designing is underdeveloped and generally consists of sketch drawings, lacking in detail, such as scale, measurements or details of fastenings. There are few planned opportunities for pupils to make ongoing modifications of their work or time for evaluations to take place. The co-ordinator has identified that this programme of work needs to be modified to suit pupils' needs and that monitoring of provision is needed, to improve teaching and learning. There are termly assessments but teachers make limited use of this information in planning future projects.
82. Pupils enjoy physical education. Teacher assessments indicate that they attain average standards overall, with good achievement. Pupils benefit from activities that cover games, swimming, gymnastics, dance and outdoor pursuits. Standards in swimming are good, with all pupils achieving the required standard for primary aged pupils by Years 3 and 4. Pupils in Year 6 have the opportunity to participate in outdoor pursuits on a residential adventure holiday in Wales, along with pupils from other schools. As part of 'The Schools Sports Partnership', the school has been able to improve resources, increase pupil activities in various sports and, as a result, raise standards. Out of school, pupils can experience rugby, basketball, cricket and football training. Non-teaching staff are also helping to improve provision with lunchtime and after school games activities. The school caretaker provides regular football training and organises fixtures for boys and girls. This is very popular. Midday assistants have bags of sports equipment to use at lunchtime. They have received training in its use and contribute significantly to extending provision in this subject. Physical education now has a higher profile on the school curriculum than at the time of the last

inspection. This is because of the good leadership by an energetic and effective co-ordinator. She ensures that achievement and standards are monitored across the school on a half termly basis.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship (PSHCE) is **good**.

Main strengths and weaknesses

- The school ethos encourages pupils to have a good respect for the feelings and beliefs of others;
- There is a good planned programme of study.

Commentary

83. Pupils make good progress because there is a comprehensive programme, which ensures that all aspects of PSHCE are covered. This includes good consideration of sex and drugs education for all pupils. Other subjects of the curriculum support this area of learning well, reinforcing the same messages to pupils. There is good involvement of local services to enhance the PSHCE curriculum, including the school nurse and the fire and road safety services. Extra-curricular activities provide opportunities for interaction with pupils of differing ages and are popular. The breakfast and after school clubs are well managed and are effective in maintaining the same messages of care and consideration of others within a different setting.
84. Teachers provide good opportunities for pupils to work together. In all subjects pupils have talking partners with whom they share ideas and feelings. In a good music lesson, Years 5 and 6 pupils were encouraged to explain to others about the quality of their own performance and sensitively suggest improvements to the performance of others. In the reception classes, children were seen chatting happily to the teacher about their holidays, families and pets, with others listening attentively to items of news. Teachers are skilled at making these sessions meaningful, reinforcing the message that the values and beliefs of other pupils deserve equal respect and credence as their own.
85. Pupils are encouraged to take on responsibilities in classrooms and older pupils have jobs to do around the school. This develops their sense of communal responsibilities. The school council takes its role seriously and has been instrumental in bringing about some changes in the playgrounds. Older pupils have good levels of tolerance towards younger pupils and they play well together in the playground and at the various clubs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	5
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).