

INSPECTION REPORT

ST IGNATIUS RC PRIMARY SCHOOL

Sunbury-on-Thames

LEA area: Surrey

Unique reference number: 125214

Headteacher: Mr G Allodi

Lead inspector: Brenda Spencer

Dates of inspection: 17th - 19th January 2005

Inspection number: 267791

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: Voluntary Aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 390
School address: Green Street
Sunbury-on-Thames
Middlesex
Postcode: TW16 6QG
Telephone number: (01932) 785 396
Fax number: (01932) 771 418
Appropriate authority: Governing Body
Name of chair of Mrs Anna Taylor
governors:
Date of previous November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

St Ignatius is a large primary school in Sunbury-on-Thames for pupils aged four to 11 years. Attainment on entry to school and socio-economic background are average. There are 390 pupils attending full time; 198 boys and 192 girls. Nineteen pupils left and 19 pupils joined the school last year outside the normal times of transfer. Just over four fifths of pupils are White British. The remaining pupils come either from a variety of Asian backgrounds, or are of African or Caribbean heritage. There are six pupils at an early stage of learning English and most speak Spanish, Ndebele or Mandarin. Sixty-seven pupils have special educational needs, with six having statements of special need. This is about the national average. These special needs are predominantly related to moderate learning, specific learning and social, emotional and behavioural difficulties. In 2004, the school gained the Football Association Charter Mark and the Spelthorne and Runnymede Education Business Partnership Primary Cup. Investors in People was awarded in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20451	Brenda Spencer	Lead inspector	Foundation Stage
9537	Caroline Marden	Lay inspector	
31566	Lynne Palmer	Team inspector	Science Creative development Personal, social and health education Citizenship
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Ignatius RC Primary is a satisfactory school. The quality of teaching and learning is satisfactory overall with much that is excellent or very good, but there is also a small but significant element which is unsatisfactory. Arrangements for the support and guidance of pupils from a range of ethnic, social and academic needs are good. Consequently, all groups of pupils achieve well overall. Leadership and management are good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- By the end of Year 6, pupils reach standards that are above average in English and mathematics. Standards are above average in English by the end of Year 2.
- Leadership and management by the headteacher, senior management team and core subject leaders are good.
- High quality teaching and learning is evident across the school.
- The proportion of unsatisfactory teaching is too high.
- The school provides children in the Foundation Stage with a good start to learning.
- Links with the community are very good and enrich the curriculum significantly.
- Very good provision for moral and social development results in very good relationships and personal development.
- Provision for pupils with special educational needs is very good and it is good for English as an additional language.
- The accommodation is cramped and toilet facilities are unpleasant.

Improvement since the last inspection in 1998 is good overall. All the key issues have been addressed well, for example, the provision in the Foundation Stage is now a strength of the school and pupils achieve well in information and communication technology (ICT). Good features of the school have been maintained. In addition, the proportion of very effective teaching is much higher. However, the proportion of unsatisfactory teaching has increased. Spiritual development, links with the community, opportunities for pupils to be responsible and use of support staff are all much better. The accommodation has benefited from substantial investment.

STANDARDS ACHIEVED

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

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

The pupils' achievement is good overall. It is good in English, reading and writing, mathematics and ICT for pupils in Years 2 and 6. English and ICT have been the focus of school development. Achievement is satisfactory in science. Building from below average starting points, pupils in the current Year 2 reach standards that are above average in

English and standards that are average in mathematics, science and ICT. By the end of Year 6, pupils reach standards that are above average in English and mathematics and standards that are average in ICT and science. Pupils with special educational needs (SEN) achieve very well and pupils with English as an additional language (EAL) achieve well because of the careful assessment of their progress and planning for their needs.

The vast majority of children are on track to reach most of the goals for their learning by the end of the Reception Year and achieve well. They are likely to exceed them for personal, social and emotional development; however, some are unlikely to meet the goals for writing.

Pupils get on well, enjoy responsibility and are generally hard working. Their social and moral development is very good and it is good for cultural and spiritual development. Pupils' attitudes to learning are good and the greater majority behave well. Attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching and learning is satisfactory overall. As at the last inspection, the quality of teaching varies between classes rather than between subjects. The excellent and very good teaching delivers lessons with pace and interest, manages behaviour very well and challenges the pupils' intellect. All this promotes a love of learning, involvement in work and high standards and achievement. This is the reverse for unsatisfactory teaching. Teaching assistants are used well to support pupils' learning, especially those with special educational needs. Staff explain key vocabulary well to pupils with English as an additional language but, sometimes, use too little visual material.

The curriculum provides pupils with a breadth of experiences, and is very well enriched by links with business, environmental projects and visits and visitors. Pupils are cared for well and supported by very trusting relationships with adults. Academic guidance is good for the core subjects. Links, with parents and other schools, benefit pupils' learning well.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher identifies accurately the priorities to improve the school. He, together with the senior management team and subject co-ordinators, has worked successfully in improving the school. Management is good and the school is well organised. Governance is satisfactory. Governors are supportive of the school and ensure statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are proud of their school. Parents value how well their children settle in, the quality of teaching in most classes, the progress their children make and how mature they become. They would like clearer information on progress, and believe the school could do more to seek their opinions. Pupils trust the staff and find other children friendly. The vast majority say they learn new things in lessons. Younger pupils find this experience more fun and interesting than some older pupils.

IMPROVEMENTS NEEDED

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

- Eliminate unsatisfactory teaching.
- Implement plans to extend the accommodation and upgrade the unpleasant toilet facilities.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The pupils' achievement is good overall. It is good in English, reading and writing, mathematics and ICT for pupils in Years 2 and 6. Achievement is satisfactory in science. Building from below average starting points, pupils reach standards that are above average in English by the end of the current Years 2 and 6. Standards are above average in mathematics by the end of Year 6. Pupils with special educational needs (SEN) achieve very well, and those with English as an additional language (EAL) achieve well because of the careful assessment and planning for their needs.

Main strengths and weaknesses

- The majority of teaching in Years 2 and 6 is very good or better, and results in accelerating pupils' progress and in good achievement.
- Literacy skills in reading and writing are very well taught and result in above average standards by the end of Key Stages 1 and 2.
- In-service training of staff and better resources are associated with improving standards in ICT.
- The lack of a suitably resourced and housed library inhibits the development of pupils' research skills.

Commentary

1. Most children enter school with average starting points in communication and personal skills. However, both the current Years 2 and 6 had below average starting points. By the end of Reception, the vast majority of the current intake is on track to reach the goals in their learning. Exceptions are in writing, where some are unlikely to reach the expected level, and in personal, social and emotional development, where they are likely to exceed the goals. This educational success is associated with careful planning of a curriculum in line with national guidance. Key skills in literacy, numeracy and ICT are taught systematically. The multi-sensory and practical activities ensure the children's understanding is deep rooted.

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

Standards in:	School results	National results
reading	17.2 (15.4)	15.8 (15.7)
writing	14.7 (13.9)	14.6 (14.6)
mathematics	16.7 (16.4)	16.2 (16.3)

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

2. In Year 2, pupils reached standards in the 2004 national tests that were well above the national average in reading and were in line with the averages in writing and in mathematics. Compared to similar schools, standards were above average in reading. They were below average in mathematics and in writing. The proportion of pupils reaching the expected level in science, judged by teacher assessment, was above average. The proportion of those reaching higher levels in science was well above average. The trend in the school's results was broadly in line with the national trend. Test results have improved since the last inspection, when they were below the

national average, and very low in comparison with similar schools in all areas except mathematics.

- Pupils in the current Year 2 reach standards that are above average in reading, writing and speaking and listening. Standards are average in mathematics, science and ICT. This cohort entered school with below average starting points. Overall, they have achieved well.

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

Standards in:	School results	National results
English	27.8 (28.1)	26.9 (26.8)
mathematics	27.1 (27.8)	27.0 (26.8)
science	29.2 (30.5)	28.6 (28.6)

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

- In Year 6, pupils reached standards in the 2004 national tests that were above the national average in English and were average in mathematics and science. Compared to schools with similar results at the end of Year 2, the progress made was above average in English and science, and was average in mathematics. The trend in the school's results was above the national trend. Since the last inspection, compared to similar schools, test results have improved in English, remained similar in science but have fallen in mathematics as they were previously above average in this subject.
- Pupils in the current Year 6 reach standards that are above average in English and mathematics and average in science and ICT. This cohort has well above average numbers of pupils with special educational needs and who entered school with below average starting points. Overall, they have achieved well.
- No secure judgements could be made about standards and achievement in art and design, design and technology, physical education and music. The vast majority of pupils are able to swim 25 metres by the end of Year 6. Interviews with pupils in Years 2 and 6, about geography and history, suggested that standards were below average as they could remember so little. This probably reflects the extent of copy writing used to transmit knowledge, which is not stimulating and therefore easy to forget. No judgement could be made about achievement in these subjects. These subjects were not a main focus of the inspection.
- Boys and girls gain similar overall average point scores in the tests at the end of Years 2 and 6. Boys do better than girls compared to the national gender average but, in lessons and from their starting points, there is no difference in their achievement. Pupils with special educational needs achieve very well. This was amply demonstrated in the national tests for 11-year-old pupils where they almost all attained the expected level for their age in English, mathematics and science. By the end of Year 6, most pupils whose mother tongue is not English, but are fluent in English, attain standards that are similar to their peers as a result of good support they receive throughout the school. Those who are new to English make good progress, but their standards remain lower than their English-speaking peers, for the obvious reason that they have not yet acquired the necessary skills in the language. However, their achievement is good and similar to that of their peers. The school has very good systems of analysing data according to ethnicity, but the numbers in each group are very small and cannot be used to determine if any group is underachieving.

8. Pupils' achievement is good overall. It is good in English, mathematics and ICT across the school. English and ICT have been main priorities in improving the provision. Analysis of data, to set targets for learning in English, is used well to identify how precisely pupils need to improve. Consequently, the curriculum is effective in supporting learning. Improved resources, notably the ICT suite, and staff training to improve subject knowledge, have raised provision and achievement from unsatisfactory to good in ICT. The high proportion of very good teaching in mathematics, particularly in Years 2 and 6, results in overall good achievement. Children in Reception classes also do well. A much improved curriculum and teaching, which is sensitive to the needs of young and active children, contribute to raised achievement in the Foundation Stage. Leadership and management in all these areas are clearly focused on identifying and remedying what needs to be improved. Consequently, the pupils are well placed to continue to do well.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and learning. They behave well and their attendance is very good. Pupils' personal development is good overall. Their social and moral development is very good and it is good for cultural and spiritual development.

Main strengths and weaknesses

- Good provision for personal development leads to very good relationships.
- Pupils have very high levels of attendance.
- Good behaviour is evident where pupils are gainfully employed.
- Pupils are keen to learn.

Commentary

9. The strengths seen in pupils' behaviour and attitudes have been maintained.
10. Pupils attend school very regularly and arrive in the mornings on time. The school monitors attendance appropriately and follows up absences that are unaccounted for. However, last term, staff shortages meant that some absences were not followed up for a considerable time.

Attendance in the latest complete reporting year 2003/2004 (%)

Authorised absence		Unauthorised absence	
School data	4.0	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.

11. In lessons, where the quality of teaching is at least satisfactory, pupils play an active role and are keen to answer questions and take part in the activities. Even when teaching is dull, most pupils behave well and get on with their work. When lessons are too long, or the work is too easy, a few pupils lose concentration, become bored and start chatting or wandering around the classroom. Pupils with special educational needs show very positive attitudes to work in lessons, and in their withdrawn groups. They also fully participate in the clubs on offer to all pupils. Occasionally, a few pupils have behavioural difficulties, but this is not linked to the quality of teaching. Teachers and assistants provide very good support to these pupils so that their behaviour gradually improves.
12. Behaviour around the school site is very good, with pupils from all races playing well together. Interviewed pupils felt that there was little bullying in the school and if it did occur teachers would deal with it effectively. School records show that when allegations of bullying are made

they are thoroughly investigated and action is taken. This includes support for victims and using social skills groups to address the underlying problems. The number of exclusions last year was unusually high; however, the school does not exclude pupils lightly, and the reasons for the exclusions were entirely justifiable. The very good relationships between pupils contribute to their achievement as they work very well together. Teachers actively promote this. For example, in a science lesson, pupils organised themselves to carry out an experiment with the minimum of fuss.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	257	3	0
White – Irish	8	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	6	1	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	5	2	0
Chinese	3	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	22	2	0

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

13. Pupils' spiritual development is good. They put themselves in other people's places so that they share their feelings. For example, pupils understand the plight of evacuees in the war and of many Asians in the tsunami disaster. In religious education lessons, pupils are taught about people's faiths and religious practices. The school has developed a 'Prayer Garden' where symbols of major faiths are painted on the floor and pupils, if and when they want, visit, reflect and appreciate beauty in a natural environment. Visits to places of worship, such as a synagogue, further support pupils' spiritual development. In a science lesson, pupils showed great delight when they observed condensation on the windows. Assemblies teach pupils the meaning of reflection and reverence. Lighting a candle creates a reflective ethos.

14. Pupils' moral and social development is very good. Pupils work very well in groups and pairs from Year 1. In all school situations, pupils are not only confident but also caring for others. The 'friendship stop', 'buddy system' and residential visits all help pupils to improve their social skills. The staff insist that pupils treat other people with consideration and this has developed an atmosphere of trust between adults and pupils. Class discussion, or 'circle time', is a good opportunity for pupils to learn to take time in expressing their views. Pupils care for those who are less fortunate than themselves and have collected money for the tsunami disaster.
15. Pupils' cultural development is good. Religious education, assemblies and celebrations of festivals include studies of the cultures associated with different faiths. Visits and visitors, such as Indian dance performers, further introduce pupils to other cultures. Pupils have many opportunities to listen to music from a variety of cultures. This results in very good racial harmony. However, there are not many displays around the school to show that Britain is a multicultural society.
16. Since the last inspection, the provision for spiritual, moral, social and cultural development has improved and, as a result, pupils' behaviour and attitudes are good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory overall. The curriculum is good, meets statutory requirements and is enhanced particularly well by links with the community. Pupils are cared for well. Links with parents and other schools support learning well.

Teaching and learning

The overall quality of teaching and learning is satisfactory. It is good in the Foundation Stage and satisfactory in Key Stages 1 and 2. High quality teaching and learning is evident across the school. However, unsatisfactory teaching occurs in some classes in Key Stage 1 and in upper and lower Key Stage 2. Assessment procedures are satisfactory. They are effective in identifying next steps in learning and standards in core subjects, but are only being developed in other subjects.

Main strengths and weaknesses

- Excellent and very good teaching across the school manages behaviour positively so pupils are hardworking.
- The vast majority of lessons are run at a stimulating pace, which engages pupils' interest.
- Subject knowledge is good, allowing pupils to be intellectually challenged, and questions are used well to explore pupils' understanding.
- Where teaching is unsatisfactory, strategies are weak in promoting good behaviour, in maintaining a lively tempo to the lessons and in extending pupils' learning.
- Teaching assistants are well briefed and are effective in supporting pupils, particularly those with special educational needs and English as an additional language.
- Systems for assessment of pupils' standards of attainment as a basis for planning are very good in English and mathematics and satisfactory in science.
- Systems for assessment have not been fully established in other subjects.

Commentary

17. In one respect, the quality of teaching is much improved since the last inspection. The proportion of excellent and very good teaching has increased by almost threefold. However, the proportion of unsatisfactory teaching has doubled. As at the time of the last inspection,

the quality of teaching varies between classes rather than between subjects. Some high quality teaching is evident in every stage of the school. The vast majority of parents value how well their children are taught and pupils believe they learn new things and are shown how to improve.

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5 (11%)	11 (24%)	15 (32%)	10 (22%)	4 (9%)	1 (2%)	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.

18. The quality of teaching of children in Reception classes is much improved since the last inspection. Weaknesses in the pace of lessons, in the opportunities children had to make choices, and planning activities for children’s learning related to national guidance have all been addressed. Support staff are well briefed, are actively involved in making observational assessments and in helping targeted groups of children. As a result, the quality of teaching is now good with features which are excellent. This has had a positive impact on children’s achievement.
19. Relationships are very warm. Consequently, Reception children are confident and feel secure. They contribute to class discussions by adding their own perspective, for example, comparing the purpose of labels in the toyshop to those identifying features of their teddy bears. Questions invite children to explain their thinking, such as why the scales tip or remain in balance. Key skills are exceptionally well taught. Concepts, such as weight, are introduced giving the children lots of practical experience, and the complexity of ideas is skilfully increased in tandem with the children’s understanding. Phonic knowledge is built up using actions, visual cues and sounding out letters. Consequently, children with different learning styles have their needs catered for. Children are self-assured and independent because of the encouragement they have to make decisions, choose resources and to apply their knowledge, for example, in role-play in the toyshop.
20. The most effective lessons, across the school, engage children’s co-operation and willingness to work hard. Praise and encouragement point out what is best. Pupils are paid respect by the way their views are sought and explored. There are high and clear expectations of behaviour, of attention to lessons and of listening to one another. Where pointers are needed, these do not provoke resentment, for example, in a Reception class, a temporarily wayward child was asked to remember why she had gained a house point and she responded immediately.
21. Lessons, in which pupils achieve well, run at a brisk pace. For example, the previous knowledge was reviewed of Year 6 pupils using the conditional tense. They each had white-boards to record and show their ideas, and then followed demonstrations, consolidation activities and a valuable discussion of the outcomes. Consequently, all pupils were engaged and stimulated by the rhythm of the lesson. A sense of purpose was maintained throughout. This sense of purpose also reflects the school focus on improving planning so that pupils build successfully on previous learning.
22. Pupils achieve very well in the lessons where they are intellectually challenged. Noticeably, questions are carefully directed to pupils at different levels according to their attainment, as in a Year 2 class when numbers were partitioned and combined. Teaching introduces challenging material and gives pupils plenty of opportunity to articulate their thinking. Consequently, teaching is able to carefully tune the content to

the level of the pupils' understanding revealed by discussion. Teaching assistants use open-ended questions, which prompt pupils to higher level thinking. This is an improvement on the last inspection when assistants made too little a contribution to learning.

23. Developing effective strategies in promoting good behaviour has been a priority in school improvement. Despite this initiative, in the very few classes where unsatisfactory teaching occurs, often expectations for behaviour are too low. Pupils sometimes are not given sufficiently clear boundaries or guidance. For example, they are allowed to talk over one another without intervention. Positive examples of behaviour are not exploited to inspire other less well-behaved pupils. Flagging pace to the lesson is also associated with insufficient progress made by pupils. For example, when extended periods of time have been allocated to art, which should allow pupils to work on a project at length and depth, this opportunity may be wasted when pupils are allowed to stray off task and chat to no useful purpose. This is sometimes compounded by a lack of challenge in the lesson, where the same is expected of pupils regardless of previous attainment, for example, when examining antonyms. Whilst this quality of teaching results in unsatisfactory achievement, over time pupils do well because of the high proportion of very good and better teaching in the vast majority of classes.
24. Very good teaching and support enables pupils with special educational needs to achieve very well. Together with their assistants and the co-ordinator, teachers provide very good teaching for pupils. They make detailed plans for their lessons, which take account of pupils' specific needs as identified by the assessment and review of their progress. Pupils are thoroughly assessed on entry to the school so that a programme can be devised to meet their needs. Teaching assistants also play a valuable role in assessment and planning, and many have acquired extra qualifications. Teachers ensure pupils are included in class discussions and follow-ups to group activities.
25. Teaching, for pupils who speak English as an additional language, is good. These pupils are well supported by their teachers and teacher assistants. Their achievement is good and is similar to that of their peers. Teachers use good questioning skills, explain key vocabulary well, and use resources such as interactive whiteboards that help pupils learn. As a result, pupils successfully complete their work and achieve well. However, more use of pictures, objects and other artefacts relevant to the topic being studied would further accelerate pupils' progress. The school priority, to provide in-service training for staff, is very appropriate.
26. Overall, the systems for assessment of pupils' standards of attainment are satisfactory. They are very good for English and mathematics and satisfactory for science. Pupils' work is marked in detail so that they know how to improve. In addition, teachers regularly test pupils and keep portfolios of their work so that they have a very good basis upon which to plan to meet their needs. However, how teachers apply what they learn from assessment is a little inconsistent, as is the setting of pupils' targets in these subjects. For the most part, teachers modify the curriculum in these subjects appropriately, taking into account any group differences in attainment. One strong feature of assessment is pupils' self-assessment in all subjects, so that, using a system of traffic lights, they indicate to the teacher how well they have understood what they are trying to learn. However, systems for assessment have not been fully established in other subjects. Consequently, teachers have little basis either to evaluate provision or make changes to the curriculum. Observational assessment in Reception class is used well to plan a curriculum tailored to children's individual needs.

The curriculum

The curriculum is good overall. It covers national requirements and is broad and balanced. There are very good enrichment opportunities for extending learning outside the school day.

Main strengths and weaknesses

- The curriculum, for the Foundation Stage and Years 1 to 6, is well balanced and the school is beginning to seek creative ways of linking subjects.
- Provision for pupils with special educational needs is very good and equality of access for all pupils is good.
- There is a very good range of enrichment activities.
- Provision for personal, social and health education is good.
- Links with local businesses and the community are very good.
- The accommodation is inadequate.

Commentary

27. Planning across the curriculum is improved since the last inspection. The school now provides a broad and balanced curriculum that meets the needs of all pupils well. Provision for ICT is much improved. Statutory requirements relating to the National Curriculum are fully met. The Reception classes make good use of the Foundation Stage curriculum to plan stimulating activities for the children in all six areas of learning. This is significantly better than in previous years. The school has recently reviewed its policy for sex education and ensures appropriate attention is given to providing sex education and awareness of the dangers of drugs misuse. The school is beginning to address the issue of creativity and innovation within the National Strategies for Literacy and Numeracy and other subjects, in order to engage the interest of pupils.
28. Provision for special educational needs is very good. Pupils have full access to the curriculum, which is adapted, where necessary, to develop their learning, especially in literacy and numeracy. Class discussions – often named ‘circle time’ – provide them with opportunities to develop their self-confidence by contributing their own opinions. Other groups, such as the ‘Pyramid Club’, have the same purpose. There is a very good bank of resources to support pupils in their learning. Pupils who speak English as an additional language access the full curriculum and take full part in all school activities. The school has improved its religious education curriculum to enable pupils to learn about other faiths and cultures. Assemblies, celebration of festivals, and the music curriculum further provide opportunities to learn about other cultures. As a result, pupils of all ethnic backgrounds work and play very well together. Friendships across cultures are very well established and racial harmony is very good in the school. However, there are few notices, signs and books in other languages to boost pupils’ self-confidence and to show that the school values other cultures and languages. Displays in the school do not reflect the multicultural nature of the British society.
29. The school provides for a very good range of extra-curricular opportunities. The good range of visits, including a residential school journey, makes a significant contribution to learning. Pupils have taken part in a local earth summit and environment project, and the school has received a grant to develop the pupils’ design for their sensory garden. Visitors to the school include an Indian dancer, a popular music group who performed for the pupils, and a poet to support developing literacy skills. Higher-attaining pupils attended a poetry workshop locally. There are strong links with industry and the community. Local companies give practical support, for example, working with pupils in developing their design and technology skills. There is a wide variety of after-school clubs offering a range of activities, including sport, drama and music.
30. The school’s programme for developing pupils’ personal, social, health and citizenship education is good. Pupils develop their sense of citizenship through their ‘circle time’ lessons, social skill group work and participation in the school council. The school council has taken

part in local activities and won various awards for their achievement. They have their own budget and participate in making decisions about the curriculum. The school is working towards the Healthy Schools award. The good programme for transition prepares pupils well for their next stages of learning.

31. The school has a good number of teaching staff and a satisfactory number of support staff to meet the needs of the curriculum. Reception classes do not have full-time additional support staff, which limits the potential of the provision. Despite improvements made to the school, the accommodation is far from ideal. For example, guitar is taught in the foyer through lack of space. There is insufficient working space for staff. The toilets for pupils and adults are inadequate and pupils' toilets continue to smell, although the school has made good attempts to address this issue. The quality of resources is satisfactory overall and meets the needs of the curriculum in most respects. However, the library is inadequate.

Care, guidance and support

The school takes good care of its pupils. It provides good support and guidance to pupils and involves them well in the life of the school.

Main strengths and weaknesses

- Pupils' views are sought and acted upon.
- Pupils feel safe at school.
- Good induction procedures are highly valued by parents.

Commentary

32. The school has improved assessment of core subjects and addressed the health and safety issues that were a concern at the time of the last inspection.
33. Appropriate procedures and practices are in place to ensure the welfare of pupils. Governors are involved in monitoring the site for any risks to health and safety and regularly review accident reports. There is a good number of staff trained to deliver first aid and the procedures for administering medicines are satisfactory. Systems for dealing with child protection concerns are securely in place and the teacher responsible has a good understanding of them.
34. Parents are rightly convinced that the school takes good care of their children. Staff know pupils well and pupils feel that staff would deal effectively with any problems they may have. The co-ordinator for special educational needs ensures that the pupils receive very good support and guidance in their personal and academic progress. Thereby, pupils gain the self-confidence to contribute to reviews of their progress and are motivated to reach their learning targets. Pupils who speak English as an additional language, and those who belong to different ethnic backgrounds, are well cared for and are an integral part of the school community. Their progress and achievement are well recorded and good support is provided within lessons.
35. Assessment procedures are strong in English and mathematics. Information is used well to plan work and to set individual targets for pupils. Tracking systems identify when pupils make insufficient progress and support is targeted appropriately. Pupils' personal development needs are identified well. The social skills group works well in raising pupils' self-esteem where necessary and in giving them the skills they need to participate in class discussions.
36. Staff quickly make pupils feel at home when they join the school either at the beginning of their education or later if they transfer from another school. There is a programme of visits to the school and meetings with staff before a pupil joins the school, if this is possible. Once at

school, pupils in the Reception classes have a Year 6 'buddy' who keeps an eye on them at lunch and playtime. In other cases, pupils have a 'buddy' from the class they are joining to show them the routines and to stop them feeling lonely in their first few days.

37. The school council plays an important role in the life of the school. Where possible, the school responds positively to the suggestions of pupils. Recent examples of this have been the introduction of trousers for girls, water fountains in the playground and the introduction of a basketball club. Their main concern, as it has been for some time, is the condition of the toilets that have not been refurbished. Some pupils find them so repulsive they try to avoid using them during the day; this is not good for their health.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Links with local businesses extend pupils' learning experiences.
- Parental support promotes pupils' achievement and improves resources.
- Partnership with a local sports specialist college increases the range of sporting activities.

Commentary

38. The school has recently put a great deal of effort into building partnerships with the local community and has succeeded in building many worthwhile partnerships. Local businesses have supported the teaching of science and helped in the development of the sensory garden as part of a team-building exercise. The school is particularly committed to care of the environment and has taken part in many local initiatives to improve the local area. Other businesses have sponsored the training of peer mentors and buddies. The school is rightly proud of the awards it has won for working with its partners in the local community.
39. Parents are very supportive of the school and provide their skills to improve the school site. Examples include helping on environment days, building partitions and designing a logo for the school. Parents are supportive of their children's learning and some parents provide regular help in school with activities such as mathematical games during numeracy lessons. Others help on specific projects such as the Commonwealth Tapestry.
40. The parents of pupils with special educational needs work closely with teachers and their assistants, both by supporting their children at home and by fully participating in reviews of their progress in school. They have a high opinion of the school's work with their children. Most parents of pupils whose mother tongue is not English can communicate with the school well. Sometimes, if needed, older children come with parents to interpret and translate for them.
41. A minority of parents felt they did not receive enough information about their children's progress. The inspectors found that, although progress was not always specifically reported in the annual reports, there was good information on the National Curriculum levels pupils were working at and what they knew and could do. Targets were also useful in the vast majority of cases, though comments such as "Stay special" were not particularly helpful.
42. The arrangements for the transfer of pupils to secondary school are satisfactory, with Year 6 teachers and pupils visiting the receiving schools. However, there is little in the way of links between subject co-ordinators to ensure continuity and progression of

learning. In contrast, the partnership between the school and a local sports specialist college has benefited both the pupils and staff. Staff have developed their physical education teaching skills by watching specialists teach classes whilst the college has provided older pupils to lead sports clubs.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and key staff are good. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher provides good leadership and is successful in improving the school.
- Effective action is taken when areas of weakness are identified.
- School is well focused on improving achievement of pupils.
- Governors support the school well.

Commentary

43. The headteacher's good leadership, with strong support from the senior management team, has enabled the school to move forward since the last inspection. In addition to taking very effective action to address the key issues, the school has advanced in a number of other ways. For example, the outside environment has been improved and a start has been made on refurbishing the toilets. The focus on improving standards in writing has been particularly effective. These improvements have occurred during a time of high staff turnover. In spite of the school finding it difficult to recruit staff due to higher wages for teachers in neighbouring boroughs, it has ensured that pupils continue to achieve well during their time at the school.
44. Subject co-ordinators lead their subjects well and have a good understanding of the strengths and weaknesses within them. Leadership of English and special educational needs is very good. Consequently, pupils with special educational needs achieve very well and pupils' skills in English have improved. The leadership and management of the English as an additional language service are good. All pupils are assessed and their stages of language acquisition are determined and recorded, and their progress is tracked and monitored against the targets set for raising standards. All bilingual pupils, including those who have special educational needs, are provided with good support. In addition, the deputy headteacher ensures that very capable pupils and those with specific gifts and talents receive the support and challenge they need, so that they achieve well. All data from statutory and optional tests are analysed very well, and careful attention is paid to ensuring that all pupils' standards are raised. Action plans to improve pupils' achievement in English, mathematics and science are good. For example, the school has correctly identified the need to improve pupils' skills in solving practical problems in mathematics.
45. Governors provide good support for the school. They are appropriately involved in creating the school development plan. The current plan includes appropriate areas for development. However, the criteria for measuring success are often not sufficiently precise or focused on direct effects on pupils' achievement. Consequently, this makes it difficult for governors to monitor the success of the plan. Governors are aware of the main areas for development as well as valuing the strengths in the school ethos. The school provides governors with good information, including pupil performance data, so that they can fulfil their role in monitoring the school's effectiveness.

46. The school uses published data to compare pupils' performance in relation to national averages and with schools in similar circumstances. It uses this well to identify priorities in the school development plan. The quality of teaching is comprehensively monitored through the performance management system and by subject co-ordinators. Where weaknesses are identified, appropriate action is taken and a good level of support is provided to address the issues. The school provides good support for teachers new to the profession and there are good arrangements for professional development of all staff. The school's procedures for performance management are very thorough and include teaching assistants as well as teachers. The focus is securely tied to pupils' achievement and individual targets are related to whole-school priorities.
47. Financial management of the school is sound. Governors regularly monitor expenditure and are appropriately involved in the strategic use of funds. Last year, the school carried forward £113,183 of its budget. This is accounted for by the school allocating £48,000 for future redecoration and refurbishment as well as replacing computer equipment. The poor condition of areas of the school means that there is a need for major refurbishment. In particular, some of the toilets are very unpleasant and continuously smell, despite thorough cleaning. Outside doors and windows also need replacing. The school has lobbied hard for the local education authority to carry out the structural repairs, but to no avail. Understandably, the school is reluctant to pay for redecoration before the structural work is completed and so is keeping funds for that purpose. The school recognises how unpleasant the toilets are and has refurbished some of them out of its own funds. The other main contributory factors to the carry forward include unexpected savings relating to staffing costs and to additional funding that arrived late in the financial year. The amount of money the school expects to be carrying forward to next year is about £58,000 and this is earmarked for the redecoration programme.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	942,222	Balance from previous year	94,533
Total expenditure	923,572	Balance carried forward to the next year	113,183
Expenditure per pupil	2,368		

48. The school is well placed to improve. The leadership team is well established and key co-ordinators are effective. Monitoring and evaluation identify priorities for improvement and effective action is taken. The main barrier to improvement is the difficulty in recruiting staff.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is good. At the time of the last two inspections, there were significant weaknesses in the curriculum, assessment and in the staff's competence in promoting talk and purposeful play. Under new leadership, these have all been addressed very well. Teaching uses visual, auditory and physical strategies which meet the needs of children with different ways of learning. This supports the good achievement of children with special educational needs and English as an additional language. Attainment of children on entry is average overall.

Leadership and management are good. The co-ordinator has a very good understanding of how to promote the learning of young children and the confidence to implement appropriate strategies to ensure they achieve in key areas, for example, literacy. Teamwork between staff is good, ensuring consistency in approach. The arrangements for settling new entrants are much valued by parents. Assessment procedures are good and support the home school partnership by tailoring the activities to individual needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Activities are organised to encourage children to be independent.
- Children show good ability to sustain interest in their work, because of the stimulating, practical and challenging activities they undertake.

Commentary

49. The quality of teaching and learning is good; consequently, children achieve well. Staff set a good example of teamwork and the children's social skills also develop well because of the many opportunities offered to work together, for example, in the toyshop or at the computer. They grow to understand the difference between right and wrong by the way staff highlight positive examples of behaviour. Where disagreements occur, discussions help children to resolve them. Children's ability to sustain concentration is promoted by the interesting activities they enjoy. Practical approaches are favoured, such as making sandwiches for the teddy bears' picnic. The choices children have of tools, resources and activities encourage the development of decision-making skills. These children should attain above what is expected by the end of the Reception Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are encouraged to reflect and explain their thinking.
- Knowledge of the links between sounds and letters is developed very well.
- Writing tasks are purposeful and engage children's interest.

- Good children's literature is not fully exploited in teaching reading.

Commentary

50. The quality of teaching, learning and achievement is good. Staff encourage children to articulate their thoughts, for example, on the use of labels. Children are given time to formulate their ideas and staff are tolerant when some take an individual perspective. Consequently, children are confident their ideas will be treated with respect and all, including ethnic minorities and those with English as an additional language, contribute to discussions. Knowledge of the links between letters and sounds is systematically developed in ways children find motivating, using actions, verbal repetition and visual signs. This knowledge is applied well when the teacher guides reading and writing groups. The level of difficulty of reading material is carefully tailored to each child's developing skill. This benefits children of all abilities and those with special educational needs in making progress. However, children encounter books predominantly from reading schemes, which limits their personal enjoyment of reading. In contrast, the children delight at the good books and poems read by staff. Handwriting is systematically taught with good results. Writing tasks are purposeful and this engages all children, for example, providing labels for the teddies in the shop. Children are on track to meet the goals for their learning in all aspects except writing by the end of the Reception Year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is skilled and enables children to achieve well.
- Key concepts are taught in practical ways and provide children with increasing challenge as their understanding grows.
- Some assessments of higher-attaining children are not useful.

Commentary

51. The quality of teaching and learning is good and children achieve well. Stories such as Ten Wiggly Worms are used to allow practice in counting backwards. Most children recognise numerals at least to 10. They count confidently and accurately. During the inspection week, excellent teaching of weight enabled children to make very good progress from identifying light and heavy objects, to comparing lighter and heavier objects and finally, to weighing objects using non-standard units. Children were given excellent opportunities to make predictions about the comparative weight of objects and to explain what it means when the balance tips. Their own lines of enquiry were encouraged, for example, to investigate what it means if the scales are 'at the same level'. Staff use mathematical language and children are helped to use it when expressing their ideas. An emphasis on practical activities ensures that understanding is well rooted. Observational assessments are used well to plan activities that will challenge children of the range of abilities. However, the worksheets in assessment folders require some children to record counting activities below their capability and are not useful. The teachers' observations of children's attainment, in their everyday activities, provide a more accurate picture. Most children are on track to meet the goals for their learning by the end of the Reception Year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The organisation of the making area promotes the development of children's skills.
- Class lessons in the ICT suite do not maximise the development of technology skills.
- Links with the community are used well to develop children's sense of the past.

Commentary

52. The quality of teaching, learning and achievement is good. Visitors make a good contribution to learning, for example, by showing toys from the past and comparing them with things the children received at Christmas. Children were invited to consider how toys stayed the same for thousands of years. They identified similarities and differences and noticed how some toys worked using batteries. In the making area, resources allow children to choose what they will make, how parts will be joined and how the artefact will be decorated. Consequently, children, particularly the girls who dominate this area, are independent. They can talk about ways they could improve their work, for example, by strengthening how materials are fixed together. Most children have learned how to log onto the network in the ICT suite with support, but this is difficult to manage with only two staff. Whilst children are learning skills such as choosing colour, paintbrush size or motifs to use in design, their rate of progress is slowed by whole-class lessons in the suite. Knowledge of other cultures is promoted by use of the prayer garden, which features symbols from different faiths, and by making Divali cards and hearing the story of Rama and Sita. Most children are on track to meet the goals for their learning by the end of the Reception Year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children use a range of tools to develop their fine muscle control.

Commentary

53. The quality of teaching, learning and achievement is satisfactory. Children use a broad range of tools, scissors, rolling pins, pastry cutters and paintbrushes. They use a computer mouse and construction kits, which all give children practice in refining their fine muscle control. The use of the outside area is highlighted as a priority for development and good progress is being made in this. Its use to enhance the curriculum is already benefiting children in developing control and confidence of large movements. However, boys tend to dominate the use of the vehicles and opportunities are missed to punctuate their vigorous activity by, for example, introducing petrol stations, MOT centres and deliveries made to the toyshop. Links with other areas of the curriculum are used well, in dance, for example, looking at different-sized and shaped teddy bears to consider how to move in different ways. Concepts related to weight are explored using the see-saw. Most children are on track to reach the goals for their learning by the end of Reception Year.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Staff respond well to children's own ideas so that they grow in personal confidence.

Commentary

54. The quality of teaching, learning and achievement is satisfactory. Children sing with sweet voices and are helped to participate in hymn practice through the use of actions in learning the words. When painting, very often children are encouraged to mix their own colours. In role-play, some children try out ways of communicating, such as making announcements to customers in the toyshop. Staff listen seriously to children's ideas so that they grow in confidence in responding to the stories they hear. Most children are on track to reach the goals for their learning by the end of Reception Year.

SUBJECTS IN KEY STAGES 1 AND 2 ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above the national average by the end of Year 2 and Year 6.
- Pupils' achievement is good as a result of good teaching.
- Analysis of data is very good and information is used very well to improve standards.
- Effective strategies are implemented to improve standards in writing for Year 2 pupils.
- The new co-ordinator for Key Stage 1 is providing very good leadership and management, and the role of the Key Stage 2 co-ordinator is developing very well.
- There are insufficient books in the library to develop pupils' independent research skills.

Commentary

55. In National Curriculum tests in 2004, Year 6 pupils' results were above the national average and were in line with similar schools. Standards of the current cohort are similarly above average. However, the number of pupils attaining the higher level is lower than the last year as a result of five more capable pupils leaving the school and pupils of lower attainment joining. The proportion of pupils with special educational needs is also high in the present Year 6.

56. Year 2 pupils' results, in 2004 tests in reading, were well above average and were in line in writing. When compared with similar schools, the results were above average in reading but below average in writing. The school has implemented effective strategies, such as a new phonic scheme, reading club, development of role-play areas in Year 1, and home-school reading, to improve standards in writing. Despite having below average starting points, the standards of the current cohort are above average in reading, writing and speaking and listening.

57. Pupils achieve well. Pupils who have special educational needs are well supported, and achieve well in relation to targets set in their individual education plans. Boys and

girls achieve equally well. A small number of pupils who speak English as an additional language are highly motivated and achieve well.

58. Standards, in speaking and listening skills, are above the expected levels throughout the school. Strategies such as paired discussions, 'circle time', and opportunities to answer questions in class lessons and plenary sessions are successful in improving speaking and listening skills. Pupils are confident and have sufficient good vocabulary and language skills to volunteer to discuss work and offer opinions. Those who are new to English make good progress.
59. Teaching of reading skills is good throughout the school and pupils' achievement is good. Overall, standards are above the national average. Pupils of all abilities enjoy reading. Younger pupils use their phonic skills, context and picture clues to understand the text being read. Teaching of phonics and word building techniques in Years 1 and 2 is very good, and this develops pupils' reading skills. Pupils read fluently and understand the text well. They explain what they have read, and predict what is likely to happen in a story. Pupils read regularly in school. Support, through the reading club and the 'buddy system' of older pupils reading with younger pupils, helps to improve standards. By the end of Year 6, pupils interpret the text well, and understand the subtleties and humour in the books. They skim and scan the text and make meaningful notes and retrieve information. Pupils take books home to practise their reading. Parents support their children well. The development of research skills is limited, on site, by the very small library; however, classes do visit the local library.
60. Standards, attained by the end of Year 2 in writing, are above average and achievement is good. Pupils write for a range of purposes and Year 2 were observed writing instructions to make a wheeled toy. The scrutiny of work does not reflect the standards being attained as pupils use whiteboards to do their work and evidence is wiped off at the end of the lesson. Pupils need to have more opportunities to write in their books so that progress can be tracked. The strategies to improve standards in writing, through focus on developing phonic and handwriting skills, have been successful. Pupils' spelling skills are good, their handwriting is legible, neat and joined, and the work is well presented.
61. Year 6 pupils' standards in writing are above average and they achieve well. They write for a range of purposes, using, for example, narrative and descriptive writing. They write biographies, instructional writing, letters, articles for newspapers, and non-chronological reports. Their handwriting skills are good and most write neatly, clearly and legibly. In a very good lesson, in Year 6, pupils were learning about when to use the conditional tense. They were also analysing a discussion text to learn how to organise their own arguments in favour and against a topical issue. They showed good understanding of the need to look at both sides of the argument and then give their views in the conclusion.
62. Overall, the quality of teaching and learning is good with some very good teaching seen. Pupils' progress accelerates in Years 2 and 6 classes as a result of very good teaching. Teachers make very good use of the interactive whiteboards in their demonstrations and explanations, which stimulates pupils' interest. Pupils are given good opportunities, through regular sessions, to improve their handwriting. All pupils write in joined script. Good questioning promotes pupils' thinking and maintains interest. Behaviour in lessons is good and, as a result, the pace of lessons is good with no interruptions. Learning support assistants are used very effectively and they contribute very well to pupils' learning. However, in an unsatisfactory lesson, the work

given was not challenging for pupils of different abilities, pace was slow and many pupils became passive listeners.

63. Teachers know their pupils well, assess their work thoroughly and set appropriate targets. The setting in Years 5 and 6 helps teachers to match tasks appropriately to their pupils' ability. The marking of pupils' work is good. Teachers record pupils' strengths and give pointers for further improvement. Pupils' progress is assessed, monitored and tracked thoroughly, and this information is used very well to provide support to improve standards.
64. The Key Stage 1 co-ordinator, who has only been in post since September, is very enthusiastic and provides very good leadership and management. The role of the Key Stage 2 co-ordinator, who joined only two weeks ago, is developing very well. All performance data is rigorously analysed and very well used to improve standards.
65. Since the previous inspection, the school's progress is good. Year 2 pupils' results in writing are above average now. Teaching and learning is good and leadership and management are very good.

Language and literacy across the curriculum

66. The provision for literacy across the curriculum is satisfactory. Computers are used well to draft or word-process text. Good use is made of literacy skills in design and technology and science. However, pupils are not given opportunities consistently to write extensively in other subjects. For example, in history and geography, pupils are given worksheets and do not have opportunities to use their literacy skills to record.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils in Year 6 attain above average standards.
- Good teaching enhances pupils' enjoyment and achievement.
- The system for assessment is very good and well used to support planning.

Commentary

67. In the 2004 statutory tests for seven-year-olds, pupils attained average standards in comparison with schools nationally, but below the average for schools with a similar intake. Eleven-year-old pupils attained average standards in comparison with schools nationally. They also attained average standards for schools with a similar intake, when their attainment in their previous tests taken at seven-years-old is taken into account. Inspection evidence confirmed these results for seven-year-olds, but found that 11-year-olds attain above average standards.
68. Pupils in Year 2 attain average standards, which represents overall good achievement, given this cohort's unusual below average starting points. They work with number and money up to 100 and measure lengths to the nearest centimetre. They tell the time to half-hours and distinguish vertical lines from those that are horizontal. The more capable pupils convert pence to pounds and pence and make more difficult calculations. However, there are very few instances of them working at

a high level, such as going beyond 100. This is partly because teachers do not always plan work to match their abilities.

69. Pupils in Year 6 attain above average standards, which represents good achievement. They confidently multiply decimals to two places, and use a variety of operations to solve problems. They translate shapes involving graphical co-ordinates. More capable pupils choose for themselves which operations they need to solve problems and convert metric measures involving thousandths. They consistently work at an above average level, thereby consolidating their achievement.
70. There is no evidence of significant differences in attainment between boys and girls, or between groups of different ethnic origin.
71. The quality of teaching and learning is good. Overall, it is satisfactory in classes for five-to-seven-year-olds, although lessons range from poor to excellent. Here, over time, the majority of teaching stimulates enthusiasm, particularly with lively introductions that challenge pupils to think hard. However, some lesson planning does not fully take into account the range of abilities within a class. Consequently, more capable pupils do not always work at a high enough level. Pupils with special educational needs, or for whom English is an additional language, make very good progress because they receive expert guidance from teaching assistants. An excellent lesson demonstrated the effect of high expectations. Pupils confidently talked about partitioning numbers to help them calculate additions. This was the product of skilful teaching methods combined with humour. In addition, the teacher gained frequent feedback from pupils so that the lesson was continuously adapted to meet their needs. In classes for seven- to 11-year-olds, teaching is more consistently good and based on plans which recognise the range of abilities.
72. The system for assessment of pupils' standards of attainment is very good. Teachers mark pupils' work in detail so that they know how to improve. They regularly test pupils and keep portfolios of their work to help them plan lessons which will meet their needs. The system for self-assessment very beneficially enables pupils to set themselves targets for learning. Pupils enjoy mathematics and want to do well.
73. Leadership and management of the subject are good. The two subject leaders collaborate well to provide guidance to staff, and constantly look for ways to raise standards further. They carefully monitor both teaching and learning, so that what they learn from lesson observations and scrutiny of pupils' work is used for planning. The most important initiative has been to rectify an imbalance in the curriculum, following an evaluation of the subject and its effects on pupils' learning. Pupils were having too few opportunities to apply what they learnt to problem solving, or to carry out investigations. The school has held a most successful evening for parents who are keen to support their children at home. There is too little use of computers to develop understanding and to extend ways to use mathematics.
74. Although standards of attainment have declined since the previous inspection, the two groups of Year 6 pupils, when compared, differed in their range of capabilities. Overall, there has been satisfactory improvement in provision.

Mathematics across the curriculum

75. Use of mathematics across the curriculum is satisfactory. In their geography, pupils make graphs to record differences in temperatures on mountain ranges in order to

appreciate the effects of height above sea level. In science, pupils measure changes over time in the temperature of water in different states such as ice and boiling water. However, there are missed opportunities to use mathematics to benefit learning in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' scientific knowledge is developed well.
- There are good opportunities for pupils throughout the school to develop their investigative and experimental skills.
- Planned activities do not consistently meet the needs of higher-attaining pupils and feedback through marking is inconsistent across the school.

Commentary

76. In 2004, results in national tests at the end of Year 6 show the proportion of pupils reaching the expected level was in line with the national average. It was above average for the higher level. Pupils attained above average standards for schools with a similar intake, based on their attainment in their previous assessments at seven-years-old. Standards have fallen since the last inspection. The standards, of the current Year 6, are average and pupils achieve satisfactorily. This particular cohort has a high level of pupils with special educational needs and had below average starting points.
77. In 2004, results in annual assessments at the end of Year 2 show the proportion of pupils reaching the expected level was above average and, for higher levels, was well above the national average. Standards, in comparison to similar schools, were in line for the expected level and above average for the higher level. Pupils, in the current Year 2, reach average standards and achieve satisfactorily. Standards have been maintained since the last inspection. Pupils with special educational needs and those with English as an additional language are supported well and make good progress.
78. The quality of teaching and learning is satisfactory overall with some lessons good and very good. In effective lessons, teachers have very good subject knowledge, which supports pupils in making knowledgeable predictions based on their previous learning. Pupils are developing good hypothesising skills and the understanding that scientific knowledge is gained by observation and experiment. They enjoy the work and are given very good opportunities for discussion. Where learning is unsatisfactory, weak management of behaviour allows some pupils to distract others and limits progress and achievement. Occasionally, some higher-attaining pupils are not sufficiently challenged.
79. In Year 6, pupils demonstrate a good understanding of the water cycle and are appropriately challenged through very good questioning. They are encouraged to give reasons for their suggestions and explain why. In Year 2, pupils have good opportunities to gain first hand experience in investigation and experimentation, which is an improvement since the last inspection. They were investigating light and dark and were beginning to understand how to set up an experiment to test which torch shone the brightest. They confidently use appropriate vocabulary, for example, dull

and bright. Resources are used well to promote learning and interest; for example, a peephole box was used to demonstrate the absence of light. Where marking is good, pupils gain an understanding of how to improve. This is not consistently the case. There are satisfactory procedures to track pupils' progress and pupils have targets in their books to enable them to assess their own progress and know what they need to do to improve.

80. The science co-ordinator has been in post since the beginning of this term. She has quickly gained a good understanding of standards, and has suitable plans to raise standards and achievement. Assessment procedures are in place and give satisfactory information to support further planning. The subject has been monitored well through observation of teaching and review of standards in books.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards across the school are in line with national expectations and are improving.
- Teaching is good and pupils' achievement is good.
- The information and communication technology suite is used well but class computers are not.
- Assessment is underdeveloped, and teachers are not aware of standards in relation to National Curriculum levels.

Commentary

81. The school has made good progress since the previous inspection when standards were below average and provision was unsatisfactory. Pupils' attainment is in line with national expectations at the end of Years 2 and 6 and their achievement is good as a result of good teaching. There is no difference in the attainment of boys and girls. Achievement of pupils with special educational needs, and those who speak English as an additional language, is similar to their peers.
82. All classes regularly use the computer suite and there is a sufficient number of computers for class lessons. In addition to the suite, each class has an interactive whiteboard and a stand-alone computer. However, these computers were not seen to be used to support and extend learning in other subjects.
83. Year 2 pupils competently use appropriate tools to create pictures such as Joseph's Amazing Technicolour Coat. The digital camera is used well to record work. Most Year 6 pupils can mix text and graphics for PowerPoint presentations and are competent at importing graphics from the Internet. They use the Internet to find a location and price for a holiday for a family. Year 5 pupils use spreadsheets and are competent in writing formulae to add and subtract money when they find out the cost of shopping.
84. The quality of teaching and learning across the school is good. The teachers have a good understanding of pupils' previous learning and they build on this effectively. They plan lessons well and pupils know exactly what they are learning. Teaching assistants are used very well to support learning and behaviour. Pupils experience the expected range of opportunities to develop their ICT skills in word-processing, graphics, using e-mail, the Internet, data-handling and control and modelling.

85. The co-ordinator's leadership and management are satisfactory. She has started to monitor lessons to improve teaching and learning. All teachers have had training in ICT, but with staff changes there is a need for training to be repeated. Assessment is unsatisfactory. Many teachers are not aware of their pupils' attainment in relation to National Curriculum levels, and this makes it difficult to track progress and implement strategies to further improve standards. The school has identified this area as a priority and has planned in-service training.

Information and communication technology across the curriculum

86. Pupils make good use of ICT skills in several curriculum areas. They use their word-processing skills across many subjects. They write instructions on how to make wheeled toys. They mix text and graphics. The Internet is used for research in all subjects. They use spreadsheets to improve learning in mathematics. Good use of ICT skills is made in science when pupils record their findings in line graphs and pie charts. In art and design, pupils draw pictures related to their topics. In geography, pupils use digital cameras and PowerPoint presentations to record their learning about their residential visits. In history, they have used PowerPoint presentations in relation to their work on World War II.

HUMANITIES

There is not enough evidence to make secure judgements about **geography** and **history**. Nevertheless, pupils were interviewed, a scrutiny was made of their work and one lesson was observed in each subject.

87. This evidence suggests that pupils' attainment in Year 2 and Year 6 is below expectations. Whilst pupils cover the statutory curriculum, they are not remembering a great deal about what they learn. Written work is often copied, and pupils appear to have few opportunities to use a range of strategies or equipment to carry out their own independent research. With respect to **geography**, pupils in Year 2 have very little awareness of their local environment. They find it difficult to express opinions about Sunbury-on-Thames, or about the benefits and disadvantages of cars. They also know little about the effects of different types of weather on people's lives. Pupils, in Year 6, are aware of the advantages and disadvantages of roads, but not confident in contrasting two different localities. Only more capable pupils have opinions about such matters as having out-of-town supermarkets. They cannot fully explain the water cycle and are unclear about the effects of the weather.
88. In **history**, pupils in Year 2 are not aware that the past can be divided into periods which have a sequence. They cannot contrast past and present ways of life or make any links to explain events and people's actions in the past. Year 6 pupils sequence historical eras, but only the more capable explain the origins of World War II. Pupils have little knowledge about different ways of life in the past.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was observed in each of the following subjects: design and technology, physical education, music and art and design. These subjects were not the focus for this inspection. The work in pupils' books and on display was insufficient for an overall judgement to be made about provision, standards, pupils' achievement, teaching and learning. Evidence

from photographs of displays and musical performances and the school's curriculum planning indicates that National Curriculum requirements are met.

89. Evidence, in display, in **art and design** was limited, as the school is focusing on design and technology this term. Work in sketchbooks of observational drawings of the body and buildings indicate standards in this work appear to be in line with expectations. In the lesson observed teaching was unsatisfactory; the weak management of behaviour of a few pupils limited learning. A review of work from the previous school year shows that the required Programme of Study is covered and there is evidence of good cross-curricular links. Pupils visit local workshops and have some experience of studying artists, for example Matisse.
90. In the lesson observed in **design and technology**, overall teaching was good. Pupils in Year 2 confidently made wheeled vehicles from their plans. There was a good pace to the lesson and good questioning extended the pupils' creative thinking, helping them to develop ideas and evaluate and improve their models. Pupils benefit from the expertise of a visiting expert in engineering.
91. In a very good **physical education** lesson, pupils skilfully controlled balls through passing and receiving, catching and throwing. They worked very well together and were motivated by very good demonstrations. The school takes good advantage of their links with a local sports college. Most pupils attain the expected standards in swimming by the end of Year 6. A good range of clubs is provided to support the physical education programme, and the school participates well in inter-school competitions. The co-ordinator is keen and enthusiastic in promoting this subject.
92. The one lesson observed in **music** was unsatisfactory, as pupils were inattentive due to the lack of pace to the lesson and insufficient pupil behaviour management. Pupils were gaining an understanding of musical intervals and repeated notes in a melody. In interviews with pupils about their work in music, Year 6 pupils demonstrated their ability accurately to copy a rhythm and creatively improvise a response. In Year 2, pupils can copy a four bar rhythm. The school offers a recorder club and the choir performs in the local community. A small proportion of pupils receives specialist instrumental tuition in string and woodwind instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision in personal, social and health education is **good**.

93. The school has a good programme for developing pupils' PSHE and citizenship. As well as being taught as a separate subject, good links are made with all National Curriculum subjects. For example, in art and design, pupils painted portraits to demonstrate 'what makes us different'. Pupils are involved in a variety of activities, for example, Junior Citizenship, where pupils have the opportunity to consider issues and reflect on the impact their actions have on others. They understand the importance of being safe and the value of friends and family. The social skills group, for Year 5 pupils, gives them good opportunities to raise self-esteem and develop skills to enable them to take part in discussions. There are appropriate class rules and pupils are aware of how to keep fit and understand about healthy eating. The school's good ethos contributes positively to pupils' development as effective citizens as well as to their personal and social education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	2
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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