

# INSPECTION REPORT

## **THE FURNESS PRIMARY SCHOOL**

Harlesden, London

LEA area: Brent

Unique reference number: 101525

Headteacher: Mr Alan King

Lead inspector: Mrs P Silcock

Dates of inspection: 4<sup>th</sup> - 6<sup>th</sup> October 2004

Inspection number: 268055

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	431
School address:	Furness Road Harlesden
Postcode:	NW10 5YT
Telephone number:	(020) 8965 5977
Fax number:	(020) 8963 1938
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Smith
Date of previous inspection:	11 <sup>th</sup> October 2002

## CHARACTERISTICS OF THE SCHOOL

Furness Primary is much bigger than other schools of its kind. There are 431 pupils on roll, including 50 children attending full time in the Nursery and 52 in Reception classes. Children start Nursery in the September after they are three and are there for a year. Most transfer to Reception the following September. Although children of all abilities enter the school, most start Nursery with levels of attainment well below expectation for this age in all areas of learning, but especially in social, emotional and personal development, communication, language and literacy, and mathematical development. A number starting Reception with little or no prior experience of schooling also attain well below expectations overall. Approximately 55 per cent of pupils are supported through Ethnic Minority Achievement Grant funding, which is high. The proportion at an early stage of learning English as an additional language<sup>1</sup> changes throughout the school year, since pupil-mobility is high. At the time of the inspection, as well as 27 new children in the Nursery and a high proportion of those starting in Reception being new to the school (19), many with limited or no English, three pupils with no English started in other classes. The main languages other than English are Twi, Yoruba and Portuguese. A small number entering late speak Jamaican patois and a significant number of Black British pupils are familiar with patois and dialects originating in the Caribbean. About 41 per cent of pupils are eligible for free school meals, well above the national average. Eighty-six pupils (representing about 21 per cent of the total school population) have special educational needs, above the national average. Four pupils (just below one per cent) have a statement of special need, below this average. Needs identified range from specific learning difficulties, moderate learning difficulties, social and emotional difficulties and difficulties linked to speech and communication. Around 160 pupils move out or start school during the academic year, 40 per cent overall. The school participates in "Excellence in Cities" and "Leadership and Development Strategy in Primary Schools" initiatives. It has gained a

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<sup>1</sup> For ease of reference, these pupils will sometimes be referred to as bilingual pupils in the text, although it is recognised that they may be proficient in more than one language other than English and may have literacy skills in their home language/s.

“Healthy Schools’ Award” and “Investor in People” status recently and a “Schools’ Achievement Award” in 2002. It is involved with a family learning programme.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21261	Pauline Silcock	Lead inspector	English History Music
9079	Ann Moss	Lay inspector	
19817	Judith Dowsett	Team inspector	Science Information and communication technology Design and technology
15011	Marion Wallace	Team inspector	Foundation Stage Art and design Physical education Personal, social and health education with citizenship
28200	Paul Stevens	Team inspector	Mathematics Geography Religious education Special educational needs
21243	Lynne Moore	Team inspector	English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school. All staff work with energy and commitment to raise standards. Momentum following from the headteacher's very good leadership means considerable challenges are faced with determination. The school's ethos for learning is good. It gives **good** value for money.

#### The school's main strengths and weaknesses are:

- Standards in statutory tests continue to rise at seven and 11.
- Teaching is mainly good or better, affecting pupils' good attitudes to learning and behaviour in and out of classrooms. Teachers plan well for pupils' learning needs.
- Good improvements in the Foundation Stage must continue to ensure consistency across classes and better resources, especially for Reception children outdoors.
- Attendance and punctuality are unsatisfactory. Some pupils' poor attendance limits their achievement.
- Curricular provision is good. Very good provision for special educational needs helps pupils reach standards better than expected at times.
- Good provision for pupils with English as an additional language also helps pupils do well, especially when they have been in school since Nursery.
- However, planned work for those at an early stage of learning English does not always engage pupils in ongoing classroom work. This hinders progress.
- In Years 1 to 6, teachers use very good assessment information to inform planning and set targets. Good quality support is well deployed.
- Resources in art and design, design and technology, and physical education are unsatisfactory. Gymnastic resources need replacing as a matter of urgency.
- The school works closely with the local education authority on budgetary matters. Plans for repayment of a large deficit are in place.

**Good** improvement is seen since the last inspection in 2002. Standards still rise. Provision for information and communication technology is secure and standards have risen. Foundation Stage provision is also better. Attendance remains problematic. School improvement planning is better.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	C
mathematics	E	E	D	C
science	E	E	E	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those in the same category for pupils eligible for free school meals.*

Pupil achievement is **good**. The school's 'value added' rating for pupils between Years 2 and 6 is above the national average, though 11-year-olds do not reach expected standards in statutory tests compared to pupils in all schools, as seen in the above table. Inspection

evidence shows that pupils achieve very well in reading, writing, speaking, listening and mathematics by Year 2, and in reading, speaking, listening and mathematics by Year 6. In these areas, standards are broadly in line with the national expectation, suggesting the rise in trends over time is being maintained. Standards in writing and science in Year 6 are below the national expectation but pupils' achievement in these subjects remains good. Pupils generally find writing difficult, causing problems across the curriculum. The high mobility of pupils affects standards. In Year 6, just over a third of pupils started in the Nursery. Nearly half (many with no English) started in Year 3 or (more commonly) later. There is a very small group of pupils whose attendance is poor who underachieve. Standards in other subjects are variable but pupils' achievement relative to their age and abilities is at least satisfactory and sometimes better.

More children than usual started school in Reception this year, most with little English. A few able children, already in school a year, are set to reach the Early Learning Goals in all areas by the end of Reception. However, since most start school with low attainment, most are judged unlikely to reach relevant goals. They will get close to these through good teaching

**Pupils' personal development is good** from Nursery upwards. It is supported by **good** provision for spiritual, moral, social and cultural development. Pupils like taking responsibility (for example, when they are elected to the school council). Attendance is unsatisfactory in part because of the poor attendance of a few pupils but also because some pupils visit family members overseas for extended periods. A significant number of pupils arrive late each day.

## **QUALITY OF EDUCATION**

The quality of education is **good** because teaching and learning are mostly good or better. All pupils are included in planned curriculum activities, matched well to need. Rigorous assessment procedures help identify underachievement amongst boys of African-Caribbean heritage. Structured programmes meet identified needs such as 'inclusion' sessions involving this group. Good quality support for pupils with special educational needs makes sure they participate in lessons. In-class support from specialist staff for bilingual pupils is similarly effective. It is less successful when pupils are taught outside classrooms. At times, pupils at an early stage of learning English are given tasks not linked to lesson content, hampering progress. Planning for differing needs in the Nursery is not properly informed by assessment information and adults sometimes miss opportunities to talk to children about what they do.

## **LEADERSHIP AND MANAGEMENT**

**The school's leadership and management are good.** Governance is satisfactory. Staff, governors and parents see the headteacher's very good leadership as a major factor in school improvement. Governors are committed to raising standards, with an improved grasp of finance linked to school planning. Large resource-needs when the head took up his post led to a deficit budget. Whilst some resources stay unsatisfactory, plans in hand should repay the deficit.

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

Almost all parents have very positive views, believing children learn well because of good teaching. Children enjoy varied activities and are well cared for, getting along together harmoniously. A few parents believe they are not well informed about school and that bullying is not dealt with properly. Pupils are usually happy at school. They feel valued and know their



views are taken into account. They say bullying is dealt with promptly in ways well understood by all.

## **IMPROVEMENTS NEEDED**

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

- Raise standards further in all subjects and especially in writing.
- Improve provision in the Foundation Stage to achieve consistency and better resources.
- Improve attendance and punctuality.
- Ensure *all* bilingual pupils are taught in ways involving them in ongoing classroom learning.
- Improve resources in art and design, design and technology, and physical education, with urgent attention paid to gymnastic resources.
- Make sure plans to eliminate the deficit budget are followed.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement across the age-range is **good**. By the end of the Reception Year, more-able pupils are set to reach broadly **average** standards in all areas. By Year 2 and Year 6, standards are **average** in mathematics and **below average** in science. Year 2 pupils reach **average** standards in English whilst standards are broadly **average** in Year 6, although pupils' writing skills are weak.

#### Main strengths and weaknesses

- Standards in statutory tests continue to rise at the end of Year 2 and Year 6.
- Throughout the school, pupils most frequently achieve well relative to their age and different abilities because of good or better teaching, and good quality support.
- Nevertheless, standards across the age and ability range are affected adversely by pupils' limited skills in writing.
- Opportunities are missed at times in the Nursery to engage children in talk aimed at supporting their learning and in ways extending relevant language skills, which limits progress.
- Most children starting school in Reception are well below levels expected at this age but they settle quickly, making generally good progress because of good teaching.
- Pupils who have remained in school from Nursery, including those with English as an additional language, make particularly good progress and do well in statutory tests at 11.
- Effective 'tracking' systems give good quality information about all pupils' progress, enabling additional support to be targeted purposefully.
- A small number of pupils underachieve because their attendance is poor.
- Because of well-targeted quality support, many pupils with special educational needs achieve on a par with peers in English and mathematics at seven and 11.

#### Commentary

1. As a result of satisfactory teaching in the Nursery and good teaching in the Reception Year, children make good progress in all areas of learning with the exception of physical development. Here, progress is satisfactory. It is hindered by the limited access to outdoor play in Reception classes. The other areas of learning are personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Most children are judged likely to get close to relevant goals in each area by the end of Reception. A few more able who have been in school for a year are actually set to reach the goals. This reflects good achievement overall, with children's attainment generally below that expected by the time they enter Year 1 rather than well below.
2. In the 2003 statutory assessment tests, the table below shows that seven-year-olds performed below the average of pupils in all schools in reading and were broadly in line with the average in writing and mathematics when average points scores are calculated. They were above average for pupils in similar schools in reading and well above average in writing and mathematics. Points scores are calculated by adding together all pupils'

scores for each test and averaging them out. The trend for the average points scores in all subjects is above the national trend over five years. Teachers found pupils scoring well below the national average in science at Level 2 and below the average at Level 3. They were assessed as well below the average in speaking and listening at expected levels and above at the higher level. Over three years, girls do better than boys in reading and writing and not quite as well as boys in mathematics, echoing the national trend. The latest tests (2004) show marked improvements on last year in all tests for Level 2 and above, especially in reading and writing; but results at the higher Level 3 are not known and comparisons with national results cannot yet be made.

**Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	15.4 (15.6)	15.7 (15.8)
writing	14.9 (14.1)	14.6 (14.4)
mathematics	16.6 (16.2)	16.3 (16.5)

*There were 58 pupils in the year group. Figures in brackets are for the previous year.*

- In the 2003 statutory tests at Year 6, the table below shows that pupils reached well below average standards in English and science and below average in mathematics compared to pupils in all schools when average points scores are calculated. They were broadly in line with the average of pupils in similar schools in English and mathematics and below this average in science (using free school meals criteria). Over three years, girls do better than boys in English and not quite as well as boys in mathematics, following the national trend. Against this trend (which places boys and girls on a par), girls also do better than boys in science. The trend over time when results for all tests are aggregated is above the national trend. In fact, evidence shows that 90 per cent of pupils staying in school since Nursery gain expected levels in English and mathematics with 36 per cent gaining at Level 5. Pupils do even better in science (95 and 56 per cent respectively at each level). Indications for the latest results (2004) suggest improvements continue in overall results at Level 4 (especially in mathematics) with marked improvement at Level 5 in mathematics and science. Figures for national comparisons are not yet available. In the latest tests, the school just missed its target for English at Level 4 but exceeded predictions at Level 5. It reached its mathematics target at expected levels but far exceeded that for the higher level.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	25.5 (25.0)	26.8 (27.0)
mathematics	25.7 (23.8)	26.8 (26.7)
science	26.6 (26.3)	28.6 (28.3)

*There were 48 pupils in the year group. Figures in brackets are for the previous year.*

- Inspection evidence supports the picture seen at seven. It shows that pupils reach standards broadly in line with those expected in speaking and listening, reading, writing and mathematics. Standards in science are below expectation. Pupils gain confidence in articulating their ideas in lessons across subjects because teachers make sure visual and practical support helps them understand the points made and formulate sensible replies to questions. Pupils enjoy reading the texts of big books and can identify key

vocabulary. The more able know how to use capital letters and full stops when writing, and most recognise punctuation features such as question and exclamation marks. All have a good grasp of the sound/letter system for spelling and many can formulate letters correctly when writing. Pupils know place value in number to 1000. They record data on block graphs of favourite meals and interpret their findings. In science, pupils can tell fruits from vegetables and know that sweet foods are not good for them but they are unsure about different food groups. No difference in the performance of girls and boys was seen.

5. In Year 6, inspection evidence shows pupils' speaking, listening, reading and mathematical skills, knowledge and understanding are broadly average. Pupils make good strides in shaping their ideas generally across subjects and answering related questions because teachers build on prior learning and make effective use of interactive whiteboards to display texts and images. More-able pupils read challenging texts fluently. Average pupils and those less able also read texts matched to their different abilities well. Standards in writing are below average. Limited evidence reveals more-able pupils record ideas and sequence events for written work broadly in line with expectations but many find this hard. A significant number is still developing English skills, and writing is (as expected) less well developed. In mathematics, pupils grasp the equivalence of fractions and decimals. They change small units of measure to decimal equivalents - such as millilitres to litres and improper fractions to mixed numbers. Standards in science are below expectation. Pupils understand simple food chains linked to birds of prey. Their knowledge of how to carry out a fair test is not secure and needs much support. No difference was found between the performance of boys and girls.
6. High mobility hampers standards throughout the school - particularly in the current Year 6. For example, only 18 pupils in Year 6 (representing 36 per cent) have been in school since Nursery. Of the rest, 22 (or 44 per cent) joined in Year 3 or (mostly) later, including three pupils who started this academic year, two without English. As with children starting in Reception, a high proportion of pupils entering the school late come with poor English and some have no previous experience of schooling in their country of origin. In light of assessment information, targets set for English and mathematics for 11-year-olds in the 2005 statutory tests have been revised downwards. Inspection evidence shows this revision is realistic. Systematic assessment information highlights the underachievement of boys of African-Caribbean origin. Poor attendance by some explains their poor performance. Indeed, 'tracking' information on these pupils' progress shows that their progress regresses over time. The school targets pupils through additional support outside lessons, including after-school provision. Where pupils attend sessions regularly, this attendance positively affects attitudes to learning in lessons and, consequently, pupils' achievement and standards.
7. Across the school, pupils reach at least expected standards for their ages and abilities in information and communication technology. Learning is aided by the very good facilities offered in the computer suite. Standards in religious education and in geography are broadly average for pupils' ages and capabilities. Limited evidence suggests they vary across years in art and design with Year 2 pupils succeeding in line with expectations and Year 6 below. There was insufficient evidence to make judgements in design and technology at Year 2 and Year 6, or in history at Year 2. By Year 6, pupils reach expected standards in history when they talk about their work but written work does not reflect this level. These oldest pupils also reach expected standards in physical education but

standards in Year 2 are below expectation. Only singing was judged in music. Across Years 1 to 6, pupils sing well and are at least in line with expectations in this element relative to their ages and abilities.

8. A very high proportion of pupils with special educational needs does very well by reaching expected standards for numeracy and literacy at seven and 11 because of good support and the way targets are matched to their needs. Throughout the school, these pupils' good progress in other subjects is marked by their frequently succeeding as well as peers. Pupils with English as an additional language similarly make good progress and do well in subjects across the curriculum. As noted, standards for these pupils are affected by their knowledge and understanding of English. They do especially well when they have attended school from the Nursery to Year 6, achieving at least in line with peers, and sometimes better. More-able bilingual pupils arriving late also make good progress and reach expected standards in tests, especially in mathematics and science, where they are helped by having their questions interpreted.
9. Indications are that standards have continued to rise in English, mathematics and science since the last inspection. Standards in information and communication technology have risen markedly because problems identified then have been overcome. Other subjects were not previously reported.

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

Pupils have **good** attitudes to their work and are mostly well behaved in classes and around the school. Overall, their spiritual, moral, social and cultural development is **good**. Attendance levels are **unsatisfactory**. They are below the national average, whilst the punctuality of a significant number of pupils is a cause for concern.

### **Main strengths and weaknesses**

- Pupils' positive attitudes and good behaviour help them to achieve well.
- There is challenging behaviour from a few pupils who find sustaining good behaviour difficult.
- A caring ethos and the good example set by staff contribute to the good relationships between pupils and between pupils and staff.
- The spiritual, moral, social and cultural aspects of pupils' personal development are fostered, but more could be done to promote spiritual aspects in assemblies.
- Attendance is below the national average and the punctuality of a significant number of pupils is unsatisfactory.

### **Commentary**

10. Most pupils have good or very good attitudes to their work and collaborate well. They listen attentively, undertake tasks enthusiastically and answer questions keenly. Such attitudes and behaviour are common throughout the school because teachers usually plan well in ways that pupils find interesting with appropriately challenging tasks matching their capabilities. The unsatisfactory behaviour of very few in a number of lessons can affect pace adversely, at times hampering learning for a majority. Teachers, including those new to the school, follow the behaviour policy stringently to try to help pupils sustain better behaviour and participate alongside their peers. In a very few instances and in spite of a teacher's best efforts, challenging behaviour persists.

11. At playtimes, standards of behaviour are generally good, although outbursts of boisterousness in Years 3 to 6 were often seen in the playground, because some pupils find self-discipline hard. They can be unaware of the likely impact of their actions on those around them. These actions were thoughtless rather than intentional, as when an individual bumped into someone when running too fast or kicked a ball without taking heed of its probable pathway. The cramped nature of the space for a sizeable number does not help matters. Mostly, pupils play harmoniously. All discuss their personal targets and class rules with good understanding. They are fully aware of the high standards insisted on by staff. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. No signs of aggressive behaviour were seen during the inspection and pupils confirmed that instances of bullying are rare. They also confirmed that inappropriate behaviour, if and when it *does* occur, is dealt with quickly and efficiently, and racial harmony is promoted well. There have been three exclusions during the past year. Evidence shows that the exclusion process has been used as a necessary strategy for the sake of everyone.

***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background

***Exclusions in the last school year***

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
14	0	0
3	0	0
46	0	0
10	0	0
3	0	0
1	0	0
5	0	0
31	0	0
27	0	0
3	0	0
8	0	0
108	0	3
71	0	0
11	0	0

Any other ethnic group	8	0	0
No ethnic group recorded	55	0	0

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

12. Pupils are encouraged to take on responsibilities suited to their age. These responsibilities range from acting as monitors and prefects to being members of the school council. Pupils are very proud of the positions they hold. They take their community responsibilities seriously. They show respect for the feelings of others while enjoying activities they engage in. Staff members give a very positive lead in good relationships. They praise and encourage whenever they can, in recognition of hard effort as well as to show themselves good role models.
13. Provision for pupils' spiritual, moral, social and cultural development is good overall. Subjects such as personal, social and health education with citizenship and religious education play a good part in this dimension of the school's work. The good ethos of the school helps to promote spiritual development, as seen in a number of lessons in all year groups. Visitors to school augment provision. For example, theatre groups (throughout the school year) and 'birds of prey' presenters during the inspection enhanced pupils' understanding of the world in ways affecting their spiritual development. *All* pupils found a barn owl flying over their heads across the school hall and, later, sitting on their shoulders while photographs were taken, awesome experiences. "You couldn't hear *any* sound!" a Year 2 boy told his teacher. However, assemblies hardly foster similar developments. Whilst they meet requirements with regard to the act of collective worship, little time is given to reflection. Music sets a pleasant ethos as pupils file in and settle quietly, but its use is limited. Due to the high cost, there are no residential visits for older pupils, though visits to art galleries and museums extend cultural and social horizons successfully. The school also makes every effort to maximise benefits to pupils of their own experiences, celebrating a wide range of cultural practices and traditions found within its own and the wider community. For instance, because of its relevance to a large number of pupils and their families, Black History Month reverberates through the whole year to ensure Black achievement is integrated into teachers' planning and school events.

#### Attendance

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

Authorised absence		Unauthorised absence	
School data	3.9	School data	3.5
National data	5.4	National data	0.4

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

14. Attendance levels at the school have decreased recently and are below the national average. This decrease is due mainly to the prolonged absence of a significant minority of pupils (for example, for extended visits overseas) and to the fact that some move out of the locality without the school being told. Many pupils arrive late. Punctuality is a challenge for many families. The school is very aware of the importance of high attendance and punctuality. It works with the education welfare service to do its best to inform parents that absences can affect attainment, progress and personal development

detrimentally. However, not all pupils coming to school late are correctly targeted, mainly because the very small entrance hall is really congested at times.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school's educational provision is **good** because of the good or better teaching, a good curriculum and the care given to pupils.

### Teaching and learning

Teaching is **good** overall, leading to **good** learning. In the Foundation Stage, assessment is **good**, and **very good** in Years 1 to 6.

### Main strengths and weaknesses

- Good teaching is found throughout the school, with strengths in Reception classes and in many lessons observed in Years 1 to 6.
- Nursery nurses enhance Nursery provision, often giving good quality support.
- Teachers plan well for different needs. Support staff is well deployed to reach planned goals. It promotes good learning for pupils with identified needs.
- Pupils most frequently enjoy learning. They often show good application, finding tasks stimulating and responding positively to adults' generally high expectations.
- A good assessment system means teachers effectively monitor and record children's progress in the Foundation Stage but information is not used well enough for planning.
- Teachers in Years 1 to 6 set appropriate targets for individuals and groups in light of the very good assessment information gathered systematically throughout the school year.

### Commentary

15. The table below shows quality of provision across the school. There are strengths in the Foundation Stage, where no teaching is less than satisfactory. In Reception, it is most often good or better. In Years 1 and 2, almost all teaching was at least satisfactory, with almost half the lessons seen good or better. Some excellent teaching was seen in a Year 2 class. In Years 3 to 6, teaching was again not less than satisfactory, with most (62 per cent) good or better. One unsatisfactory lesson was seen. In a Year 1 physical education lesson, an inappropriate game led to too many pupils sitting out for too long, unable to benefit from energetic exercise. Pupils were fidgety and the lesson pace slowed as time was spent on managing behaviour. The picture overall, however, is positive, similar to that in the previous inspection report. This is commendable, given staff changes since then, and the fact that an induction programme was under way for five new teachers at the time of this inspection. It is worth noting that instances of good and better teaching were seen in these teachers' lessons, suggesting they are adapting their overseas teaching experience effectively to a new context.

#### *Summary of teaching observed during the inspection in 57 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	6 (11%)	22 (38%)	26 (46%)	1 (2%)	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.*



16. Teaching in the Nursery is satisfactory. Organisation in the Nursery is suitably planned to balance direct teaching with child-initiated learning. Nursery nurses and class teachers involve children in interesting activities in ways well aimed at extending learning through a focus on talk and practical experience. At times, though, when engaged in their own play, children are insufficiently monitored. Adults are unable to make judgements about when to intervene and push learning forward (in role-play, for example, where questioning or adult participation could be beneficial). Nursery nurses give very good support to children, as seen, for example, when children used the class computer and were helped to develop physical skills on climbing equipment. Assessment information is not used to best effect in the Nursery to plan challenging tasks matched to different levels of ability and to extend children, especially the more able. In Reception classes, the quality of teaching and learning are frequently good. Teachers organise activities and monitor these to engage children productively at all times. As well as working with groups on planned activities, adults commonly seize their chances to interact with children at play when it is judged this will aid learning. Questioning skilfully works to this end. In these classes, assessment information matches tasks to children's different learning needs very well. Support is effectively targeted to ensure success.
17. There is insufficient evidence to make firm judgements on teaching and learning in design and technology and art and design in Years 1 to 6. Class music lessons were not seen and so an overall judgement is not made here either, but good teaching and learning were seen in singing lessons taken by a visiting specialist in Years 3 to 6. Only one Year 3 lesson in personal, social and health education with citizenship was seen and this was also good. So, too, were teaching and learning in English, mathematics, science, information and communication technology, and religious education (where excellent practice was also seen, as noted below). They were satisfactory overall in physical education, geography in Years 1 and 2 and history in Years 3 to 6, although good and better lessons were sometimes seen in these subjects.

#### **Example of outstanding practice**

##### **Excellent teaching in a Year 2 religious education lesson, where pupils considered the nature of a miracle and moral issues linked to sharing.**

As the teacher begins the story of 'The Feeding of the Five Thousand', the atmosphere quickly becomes one of expectant listening. Every face turns towards the teacher; every pair of eyes opens wide with intense concentration. The teacher's manner and tone ensure she holds pupils in the palm of her hand. Her warm West Indian lilt and hushed whisper provide a vivid picture of the scene. Pupils sense growing excitement as, in the story, food passes around the huge waiting crowd. Suddenly, the teacher announced, 'and then they burped; they burped all right.' Laughter ensues. Pupils feel free to ask questions. They wonder how Jesus did it; one girl points out that there were even left-overs. Some offer explanations. A lively discussion about how we can share what we have develops. The lesson concludes with pupils sharing special objects and a promise of a picnic where they will share their food. It has made a great contribution to pupils' spiritual development.

18. A feature of these good and better lessons is the way teachers get everyone involved. They deploy available support very well. Support staff is knowledgeable about a lesson's content and what pupils are expected to learn. In a very good Year 6 literacy lesson, a group of bilingual pupils still developing competence in English and some with special educational needs were helped by a classroom assistant to think about the words a poet had chosen and the effect these created. The task was well matched to pupils' learning needs even though needs differed. Pupils' understanding of difficult vocabulary (such as "thatched roof") was consolidated through discussion and the assistant also took very good account of personal needs. For instance, a bilingual pupil insisted on reading the poem through because he suddenly realised he could. The assistant shared his delight at

this success. In these lessons, teachers make good judgements about pupils' abilities and gear questions to different levels so that everyone can contribute. For example, in a good Year 5 science lesson, pupils built on previous learning and made sensible predictions about the effect of exercise on pulse rate. Teachers make their high expectations of pupils' behaviour and concentration explicit. In a good Year 1 religious education lesson, pupils contributed confidently to a discussion about special occasions because a teacher insisted each person had the right to be heard and they knew what they had to say was valued. Teachers generally have good subject knowledge and prepare lessons well, whilst pupils enjoy learning with the aid of interactive whiteboards. Everyone can see information and visual images linked to a lesson's content easily. Pupils especially like the chance to take part actively by using a whiteboard themselves.

19. Where teaching is only satisfactory, pace is sometimes slowed because too long is spent on an activity and pupils find it hard to concentrate. This was seen in a Year 6 mathematics lesson, which got off to a good start but faltered when too much time was spent on an introduction. Pupils began to fidget and moved noisily to follow-up tasks, taking time to settle. In spite of difficulties, good progress towards main objectives was made through good planning and the teacher's subject expertise. Time is lost when, unusually, lessons are not organised enough for resources to be handed out, and pupils fuss noisily, as seen in a Year 5 history lesson. In some lessons, teachers give 'mixed messages' about expected behaviour. They do not always insist that known rules are followed or apply sanctions consistently. In some classes, really challenging behaviour is hard to manage - as seen in Year 4. More generally, and even in the best lessons, teachers do not always modulate their voices to help pupils to listen and respond similarly. When they do, the change in a lesson's quality is almost palpable. This was seen in the excellent Year 2 lesson discussed above.
20. Teachers make good judgements when assessing learning in lessons in Years 1 to 6. For instance, a Year 6 teacher investigated pupils' understanding of historical time regarding the Victorians on realising this wasn't fully grasped. Information gathered systematically for English, mathematics and science informs planning and target-setting very well. Tasks in these subjects are usually well matched to pupils' needs. Teachers know the targets set in individual education plans of pupils with special educational needs and take very good account of these in lessons. They also know bilingual pupils' stage of English language acquisition and plan effectively with it in mind, although provision in lessons for those at a very early stage of English language learning is a cause for concern at times (discussed below). Skilfully deployed support staff aid the learning of these groups of pupils very well in lessons.
21. Samples of written work were naturally limited at this early point in the school year so a judgement on the quality of teachers' marking is not given. However, samples of 'levelled' work in pupils' portfolios reveal that teachers often make very helpful comments on work assessed formally each term. Comments show a good knowledge of what is expected for pupils according to National Curriculum criteria for English, mathematics and science. Pupils in Years 1 to 6 have homework tasks matched suitably to school learning and their age. There is a focus on reading throughout the school but the scope of tasks widens as pupils grow older. In a Year 4 history lesson, a teacher made very good use of information researched at home by two girls, who read their work to the class to set the scene for a discussion. As well as taking home a 'book bag', pupils are given spelling lists. Work connected to number in mathematics is a regular feature of homework.

## The curriculum

The school's curriculum for children in the Foundation Stage is **satisfactory**. It is **good** for pupils in Years 1 to 6. Opportunities for enrichment are **satisfactory**. Staffing is **good** and accommodation and resources are **satisfactory** overall, with some good features.

## Main strengths and weaknesses

- The school's work on raising standards through its curricular provision has been recognised through a national award.
- All pupils are included in all aspects of curricular provision to very good effect. Different learning needs are taken into account, though some pupils miss lessons or assemblies at times.
- Very good provision for pupils with special educational needs means they participate successfully in planned activities.
- Classroom assistants give very good support to pupils with emotional and behavioural difficulties. Such pupils take full part in classroom and school life.
- There are strengths in provision for pupils with English as an additional language when support is well focused on helping such pupils understand and get involved in classroom work.
- Resources in art and design, design and technology, physical education and in Reception classes for children in the Foundation Stage are unsatisfactory.
- Accommodation for Reception classes is also unsatisfactory. Children do not have enough access to an outdoor area.

## Commentary

22. The school has a suitably broad curriculum covering all National Curriculum subjects and areas of learning for children in the Foundation Stage, and including a locally agreed syllabus for religious education. Pupils' personal, social and health education with citizenship is valued in that it is built firmly into teachers' weekly timetable of lessons. Overall, curricular provision more than meets statutory requirements. Pupils acquire solid foundations in numeracy, literacy and information and communication technology and in science. Nevertheless, the school knows that work in these subjects has left less time for others, especially (though not solely) art and design and design and technology. Time allocated to these latter subjects is variable and it is uncertain how pupils build on relevant skills, knowledge and understanding successively. As a means of tackling this issue and in order to develop curricular opportunities more imaginatively, the school is beginning work on 'creativity'. It aims to develop pupils' creative abilities in all subjects, making meaningful links across these where possible. Other innovative practices – such as the 'walking bus' linked to the 'Healthy Schools Initiative' discussed elsewhere – are well established. Recognition that the quality of the school's curriculum impacts on standards is seen in its receiving a 'School Curriculum Award'. It tries to broaden pupils' experiences by inviting along visitors who have achieved highly in their chosen profession. Such visitors are often Black British or from other minority ethnic communities pupils might most readily identify with. As role-models of success, these visitors are part of a programme for raising pupils' self-esteem, especially those pupils causing particular concern (such as boys of African-Caribbean heritage). Pupils have

met journalists, civil engineers, lawyers and scientists. Satisfactory provision is made for activities outside lesson times.

23. Pupils have very good access to all provision. At times, some receiving extra help are taken out of ongoing lessons to aid learning more generally. This happens, for example, when pupils are assessed as likely to benefit from structured programmes (such as an early intervention programme) for developing reading skills. One group given additional support misses some morning assemblies. The school conforms to past advice on this by explaining to pupils the content of the assembly. Indeed, the school plans and organises its curriculum meticulously to cater for individuals and groups with identified needs, such as underachieving boys of African-Caribbean heritage, pupils with special educational needs and those still developing their English language skills. The school is also making good progress in meeting the needs of more-able pupils and those deemed gifted and talented. All pupils are prepared well to move on from one stage of education to the next.
24. Provision for pupils with special educational needs is very good. Support for pupils sensibly combines in-class with out-of-class group work. Assistants skilfully help pupils grasp the purposes and main points of whole-class sessions. They also organise suitable work for small groups, challenging pupils appropriately. Such organisation helps pupils with social and emotional difficulties integrate better and not be disruptive. Some especially beneficial pupil-groupings are organised out of class. One of these is the 'inclusion group', where pupils not only refine skills for taking a full part in class lessons, they also get a great deal of care and attention. One innovative feature is the thorough involving of pupils in planning learning. Such involvement boosts self-confidence by allowing pupils to assess themselves and set realistic personal, challenging targets. The school places good emphasis on such pupils' achievements in assemblies and by advertising successes on an 'Achievement Board'.
25. Provision for pupils learning English as an additional language is good. Support for pupils is also given in lessons as well as in separate groups beyond the classroom. In-class support is especially beneficial in helping pupils take an informed part in whole-class discussions and follow-up tasks. For example, in a Year 6 mathematics lesson, pupils did well because of very good support from a specialist language support teacher. They kept pace with their peers. Group work beyond the classroom is not so effective. For instance, a small group of Year 3 and Year 4 pupils (at the same early stage with regard to English language learning) worked on basic vocabulary for tools and equipment commonly found in classrooms. The task was not part of ongoing classroom work and some pupils were confused about its purpose. They made limited progress, though they enjoyed the session because of the teacher's encouragement.
26. There are sufficient suitably qualified and experienced teachers for pupils from the Nursery to Year 6 to match curricular demands. Teaching staff has good expertise, including that of a language support specialist for bilingual pupils. Pupils also benefit from the expertise of visiting specialists from the local education authority's music service. Nursery nurses and support staff with training and experience matched to children's needs enhance the Foundation Stage. There are enough well-trained classroom assistants for Years 1 to 6, adding to the quality of classroom life. A nursery nurse and a classroom assistant in Years 1 and 2 have language skills matched to the home languages of some of the pupils they work with.

27. Overall, accommodation is satisfactory for teaching and learning. The school benefits from specialist rooms, such as a mathematics base, language room, computer suite and library. These are attractively set out to suit their purposes and used well. Indeed, the school works hard with a difficult building to make most classrooms and public corridors bright and welcoming. Displays of work and resources in the Nursery classroom, though, lack stimulation. School halls are also somewhat uninviting and appear cluttered – partly because disparate equipment is stored in them. Reception classrooms are unsatisfactorily cramped and there is insufficient storage space, so teachers have to store equipment on the floor. Reception children still do not have ready access to an outside area, although plans to rectify this should soon be implemented. The playground for pupils in Years 3 to 6 is too small when all pupils are outside. It is uninviting and not conducive to calm play. Problems arising from narrow spaces near the school's Reception area are noted above.
28. Resources for learning are satisfactory overall. Those for science are good. Information and communication technology benefits from very good resources in the dedicated computer suite, with an additional computer in each classroom as well as interactive white boards. The library is adequately stocked, although books to support some subjects appeared sparse (for example, art) and a fair number of both fiction and non-fiction books are quite old. They are, though, well used and quite a number at any one time are either out on loan to pupils or to classes, to support classroom work. Resources in art and design, design and technology, and physical education are unsatisfactory. Indeed, gymnastic equipment is old and worn and needs replacing urgently to meet health and safety requirements. Resources in Reception classes are also unsatisfactory. For example, wheeled toys available on occasion in the outside Nursery play area are too small for Reception children. Books are also limited and photocopied versions children take home are unattractive.

### Care, guidance and support

The school provides a **good** standard of care and welfare and **good** support for pupils' learning and personal development. The way teachers involve pupils in the school's work through seeking, valuing and acting on pupil views is **good**.

### Main strengths and weaknesses

- Pupils feel cared for and very secure. They have good, trusting relationships with adults, in and out of classrooms.
- There is very good provision for the support, advice and guidance of all pupils.
- Thorough assessment systems allow pupils' progress to be tracked systematically, so that their learning needs are catered for very well.
- Pupils are involved in the life of the school and their opinions are valued.
- Stricter supervision of pupils in Years 3 to 6 is needed at lunchtimes in the playground, where overly boisterous behaviour is often seen.
- Pupils who arrive late are not always correctly entered in registers.

### Commentary

29. The school is a happy environment, conducive to learning. Healthy and safe living is effectively promoted through the 'Healthy Schools Initiative' and through good personal, social and health education lessons. Child protection procedures are good and there is

good liaison with other agencies. Designated members of staff have up-to-date knowledge of relevant aspects of first aid, and risk assessments are regularly undertaken. Satisfactory attention is paid to health and safety matters generally but inspection evidence identifies a number of concerns. Firstly, in the upper hall, large knots have been tied in climbing ropes used for physical education, likely to cause injury to anyone walking or running into the ropes inadvertently. Secondly (noted previously), some pupils arriving late slip into school without being noticed and without being entered into the register or late book. In an emergency, evacuation teachers could not be sure how many pupils had to be accounted for. Lastly, there is a need for much stricter supervision at lunchtimes in the older pupils' playground, where boisterous behaviour was observed on a number of occasions. For example, although pupils are only supposed to play football at one end of the space, they use the whole area and are not reminded of the rules by duty staff. At times, supervisory staff does not engage with the pupils in ways providing a good overview of playground events. The school is aware of the situation and further training is well in hand.

30. Teachers and support staff know pupils and their families well. They are sensitive to individual needs and give good, relevant support and guidance. Routine monitoring procedures and analysis of statutory test information, together with assessments undertaken every half-term, give very good information on each pupil's progress, especially in the core subjects of English, mathematics and science. This monitoring is key to helping the school pinpoint areas of weakness and decide how best to tackle these. As well as enabling the school to target particular aspects of a subject (for example, writing in English), information also helps to determine where additional support for pupils with special educational needs or those learning English as an additional language is needed. It has also been crucial in identifying underachievement amongst some boys of African Caribbean heritage, suggesting ways of overcoming this. For example, pupils are effectively organised within the 'inclusion groups' taken by trained classroom assistants in sessions outside classrooms. The assessment co-ordinator oversees the system to very good effect, working closely with the co-ordinator for raising achievement. The two co-ordinators liaise productively with subject co-ordinators and those with responsibility for special educational needs and English as an additional language. Targets set for learning and linked to behaviour matters are regularly reviewed. Co-ordinators and class teachers monitor pupils' progress towards reaching these.
31. Good relationships between pupils and staff encourage pupils to raise concerns. Pupils know such concerns will be considered sympathetically. Pupils say they like school and that the staff are 'very nice and very kind'. Their views are regularly sought through questionnaires and the school council, indicating that such views are valued. Council representatives from Years 1 to 6 have recently canvassed ideas about healthy eating from their classes, reporting the outcomes of discussions about food items that should be sold in a tuck shop to be set up. Pupils believe their opinions are heeded and acted upon when appropriate. Senior management oversee school council meetings, listening respectfully to each contribution, providing a very good model and making sure everyone takes part. There are satisfactory induction arrangements to help children settle well into the Nursery and Reception classes. Pupils who start school at times other than the beginning of the school year are looked after and made to feel welcome. They settle quickly into class and school routines, as found in a number of classes where recently-arrived pupils were not readily identified. Links with a local secondary school help prepare pupils satisfactorily for the next stage of their education.

## Partnership with parents, other schools and the community

The school's partnership with its parents is **good**. Its partnerships with the wider community and with other schools is **satisfactory** overall, with some good features.

### Main strengths and weaknesses

- Most parents are very supportive of the school and appreciate what it does for their children.
- Parents get good information about the school.
- The school involves parents in its activities by seeking their views in a number of ways.
- It works hard at involving parents in their children's learning.
- Good links with parents and carers are established in Nursery and Reception classes.
- The school also works hard to involve the wider community in promoting pupils' learning and personal development.

### Commentary

32. Most parents are very satisfied with the school. It has earned the confidence of all the communities it serves. Almost all feel the school is well led and managed; they are comfortable about approaching staff with any concerns. Parents believe the range of activities organised outside lessons is good. They appreciate these. Parents value the school's caring attitudes highly, feeling children are encouraged to mature and make good progress. At the pre-inspection meeting, parents for whom English is not their first language expressed appreciation of the school's efforts to keep them informed about their children's progress and about school routines and expectations. Inspectors agree with these positive views.
33. Some parents who attended the parents' meeting and responded via questionnaire stated that they do not feel well enough informed about school events or consulted often enough about school matters. However, inspection evidence finds that parents are well informed about school life through a school prospectus, very regular newsletters and through frequent other correspondence (for example, about topics to be covered in lessons each half-term). They are also well informed about their children's progress through parent/teacher consultation evenings and annual reports, judged satisfactory overall. Some parents admitted they find these reports very helpful because they are personal to their child. The co-ordinator for Ethnic Minority Achievement attends all consultation events to make sure parents whose children are learning English as an additional language have first-hand information about the work their children do and understand the contents of reports. She also makes prompt contact with parents if the school has any concerns about a pupil's progress or about matters such as attendance. Parents' views are regularly sought through questionnaires. The assistant head meets monthly with a parents' working party to discuss school issues of all kinds and make sure these are taken forward.
34. A few parents expressed concerns about bullying, the behaviour of a minority of pupils and supervision at lunchtimes. Whilst inspectors agree that there are occasional outbreaks of inappropriate behaviour in and out of classrooms, few incidents of bullying are reported and none were seen during the inspection. As stated earlier, pupils confirm that inappropriate behaviour, including bullying, is rare. When it does occur, it is dealt

with quickly and efficiently by staff in line with procedures clearly set out in policy documents and recorded in class and school rules. Rules are agreed by class teachers with pupils at the start of each school year and are understood by all. Inspection evidence shows that a minority of pupils find consistently good behaviour a challenge and extremely difficult to maintain. These pupils can be hard to manage. Inspectors agree with parents that supervision at lunchtimes in the playground for older pupils is a cause for concern in that supervisors are not always sufficiently involved with pupil activities and miss opportunities to move around and about the space in order to monitor these more closely.

35. A productive partnership with parents and carers begins in Nursery and Reception classes, and is built on successfully as children move through the school. Parents are encouraged to support their children's learning at home by attending curriculum sessions (concerning how mathematics is taught, for example). A successful workshop on language and literacy learning was run for parents of children in the Foundation Stage and the school is working towards building on this for parents of older children. A few parents give general support in classrooms. Events such as the 'Big Breakfast' with parents joining their children to see what is on offer, and an annual awards assembly where pupils' achievements are celebrated were very well attended, as was the pre-inspection parents' meeting. The Parents' Association is very active, raising significant amounts of money to buy equipment for classroom use. A small number of parents give very good support through the school year to the 'walking bus'. These parents have strong commitment, taking charge of one of three 'bus' routes, collecting children at agreed points and making sure the children arrive safely at school. Other parents frequently join the 'bus' to walk alongside their children, enjoying the communal nature of the event and the opportunity to chat to 'passengers'. Indeed, the walk is a very popular and enjoyable start to the day in term-time, adding to the quality of life in school and providing an opportunity for pupils to learn the importance of exercise for healthy living.
36. Links with the community promote pupils' learning. These links involve many visitors, such as fire brigade officers and members of the police and ambulance services. The police have forged particularly strong links via working with parents on the 'walking bus', overseeing health, safety and training, and liaising closely with the assistant head (who oversees the 'bus'). There have also been visits from local celebrities, theatre groups, instrumental groups from the local education authority's music service and Japanese instrumentalists, intent on widening pupils' horizons beyond the classroom. The 'birds of prey' event during the inspection was a successful part of the more general programme. Pupils' work has been displayed in a local art gallery. They visit the library and the local park in connection with classroom work, whilst visits to places of interest beyond the locality (for example, a synagogue, Hindu temple, and museums) reinforce learning in lessons. The school publishes a community newsletter and governors distribute 5,000 copies.
37. The school has satisfactory links with pre-school groups and secondary schools to which pupils transfer at 11. Mechanisms in place ensure a smooth transfer. The school is developing strong links with a local Academy, targeted especially at utilising its specialisms in the areas of information and communication technology and physical education.
38. This aspect of provision was not dealt with in the previous inspection report so comparisons with previous judgements are not possible.



## LEADERSHIP AND MANAGEMENT

Leadership of the school and its management are **good** overall. Governance is **satisfactory**.

### Main strengths and weaknesses

- The headteacher, very ably supported by his assistant head, is a very good leader. Other key staff give very good support in working towards shared goals.
- Instrumental to leadership are staff training, a rigorous monitoring of classroom teaching and learning, and a regular evaluating of how this impacts on the progress of all pupils.
- Key staff members provide good leadership through equally rigorous and extensive monitoring and evaluation systems in their areas of responsibility.
- Very good commitment to all pupils, ensuring that each one has equal access to all aspects of school life according to individual need, is evident amongst leaders.
- Good management procedures with regard to assessing and monitoring learning outcomes allow staff to be deployed to pupils' best advantage.
- Procedures for financial management and for overseeing financial planning are less secure.
- There is a significant budget deficit, although an agreed schedule the school is committed to following has been drawn up for its repayment.

### Commentary

39. The headteacher is a highly effective leader. He successfully motivated staff during a period of great challenge and change, valuing all of them as professionals and individuals making real contributions to the school community. Currently, the school is without a deputy head because the previous postholder moved on. The partnership between headteacher and assistant head is strong. Together with other key staff, they are sharply focused on raising standards in English, mathematics, science and information and communication technology. This focus has benefited pupils markedly and led to rising standards in recent years. The subjects listed were picked out as in need of continuing attention in the previous report and this has inevitably led to other subjects having less prominence. Accordingly, in school improvement planning non-core subjects (such as design and technology) are highlighted for development.
40. The governing body is satisfactory overall, with strengths in some areas. Governors are supportive and enthusiastic. They meet regularly and undertake necessary training to support their work. Many visit school regularly, to gain an informed understanding of the school's strengths and weaknesses. Governors are suitably guided by the school on how planned improvements can be taken forward. However, whilst progress in tackling weaknesses identified in the last inspection has been good, there are outstanding matters. School improvement planning is very detailed and governors are not sure of priorities within it since these are not well highlighted. Nor do they see a link between proposed actions and costs for these set out within the constraints of the available budget. The governing body ensures the school meets statutory requirements and has gone further than these in implementing aspects of the workforce reforms currently to the fore. Matters linked to making sure all pupils are included in school life are promoted through a range of policies, including policies for race awareness, equal opportunity, for pupils with special educational needs, English as an additional language and pupils deemed gifted and talented. Indeed, good cross referencing in all existing policy documents serves to underline the importance the school attaches to such matters.

41. The headteacher and governors have worked hard at recruiting well qualified, effective teachers. Although a substantial number has overseas qualifications, the school has very successful induction and management procedures to ensure the diverse nature of the staff is maximised to give best benefit to the pupils. In a locality where difficulties in the recruitment and retention of good quality teaching staff are often a barrier to achievement in many schools, this success is highly commendable. It is also commendable that staff profiles at all levels, including those of support staff, match the needs of the school community. A wealth of diversity and expertise is brought to school life.
42. Staff training is a very strong feature of school improvement. Performance management objectives are well linked to school targets and to each individual's training needs. They have successfully raised achievement, especially in English, mathematics and science, and in behaviour management, throughout the school. Good practice picked out within the school by classroom monitoring is shared during a very thorough training programme, which supports all in the school community. Non-teaching staff members are included in the performance management cycle, impacting positively on the quality of classroom support for all pupils. However, strategies for helping supervisory staff promote play (especially for older pupils) during lunch-time breaks is accepted as an area for further development.
43. School management is good, with strengths in some areas. A thorough programme of monitoring teaching and learning practices underwrites school improvement and rising standards. As well as senior managers, most subject leaders and co-ordinators for special educational needs and Ethnic Minority Achievement, undertake such monitoring, gaining good insights into strengths and weaknesses in their subjects and areas of responsibility. Findings inform managers' action planning for follow-up activities as well as whole-school planning, where necessary. Some co-ordinators, though, are not yet involved in the programme. The Foundation Stage co-ordinator, for example, does not for this reason have a good grip on classroom practices in the Nursery.
44. As stated above, the school improvement plan is a comprehensive document for all areas, though its detail tends to obscure key priorities. Although a policy on creativity is now in place (an area for development suggested in the last report), the school has not yet implemented planning for a creative curriculum with links across subjects because it was felt urgent to raise standards in core subjects. It knows that the creative curriculum is an ambitious development, entailing much work to establish how planning can be revised to reveal creative possibilities in all subjects, with a consequent emphasis on higher teacher-expectation of achievement.
45. Financial planning is of concern because relevant actions in the school improvement plan are not sufficiently costed to match available funds. In addition, the budget allocated to learning resources is not deployed according to identified priorities for all subjects, as set out by co-ordinators. Core subjects get the bulk of funding despite resources for other subjects and the Foundation Stage being unsatisfactory, as outlined earlier.

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

Income and expenditure (£)		Balances (£)	
Total income	1,321,868	Balance from previous year	-301,125
Total expenditure	1,381,846	Balance carried forward to the next year	-372,971

Expenditure per pupil	3,251.40
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46. The school has a large financial deficit and is working very closely with the local education authority to make agreed repayments over the next ten years. The deficit is there because there were very big resource needs when the headteacher took up his post five years ago. The school has worked hard to overcome shortages for core subjects but has yet to improve others, as it is well aware. A local education authority adviser who monitors day-to-day spending and ensures control systems work supports the school very well. The governors' school management committee has begun to monitor spending against the agreed budget plan. The school has identified changes in the staffing structure to reduce expenditure. It states that it has acted on the recommendations of the latest financial audit report. It identifies as significant barriers to raising achievement the high mobility of pupils and constraints from the deficit, together with a generally limited budget. Despite financial difficulties, the school applies principles of best value to its work and uses most of its resources effectively.
47. Bearing in mind the low starting point of pupils, their good achievement over time, rising standards owed to continuing improvements in the quality of teaching, and rigorous monitoring and assessment systems, the school gives good value for money.

## PROVISION FOR AND STANDARDS REACHED BY MINORITY ETHNIC AND TRAVELLER PUPILS

**NB:** There are no Traveller pupils currently in the school. Nor is there a history of pupils from the Traveller community attending. Aspects of provision and standards reached by minority ethnic pupils have been dealt with in relevant sections of the report. What follows expands on some work with these pupils and enlarges judgements made.

Provision for minority ethnic pupils is **good**. They achieve well and reach standards in line with those expected nationally.

### Main strengths and weaknesses

- The co-ordinator for pupils learning English as an additional language has a good overview of pupils' progress through her careful monitoring of assessment information.
- The school recognises that staff members' knowledge and understanding of how best to support pupils at an early stage of English need developing.
- Some teachers have real expertise in language matters linked to pupils with origins in the Caribbean. This could be shared with colleagues to improve provision further.

### Commentary

48. Specialist teaching support for pupils with English as an additional language is limited to one teacher working in Years 3 to 6 and a classroom assistant in Years 1 and 2. The specialist teacher co-ordinates this area of the school's work effectively on a daily basis, to maintain her overview of pupils' progress. She collects and organises assessment information about pupils' stages of English language learning and updates it through an annual audit. She also makes sure relevant information about individuals (for example, home language/s) is on record. She liaises with class teachers to check they have this information and gives good support in planning lessons and providing resources. She oversees the work of the classroom assistant, though meetings are brief since time is

limited, whilst written communication is not always sufficiently clear. Her In-service sessions for colleagues are well supported by the local education authority's Ethnic Minority Achievement Grant (EMAG) service funding her post. The headteacher oversees provision and has a good grasp of work done and how the school could move forward (for example, by strengthening all staff members' understanding of how bilingual pupils best learn with a focus on classroom work). The school has augmented EMAG funding to very good effect by providing the classroom assistant in Years 1 and 2. It knows that the planned deployment of specialist support is often affected by the need to make sure newly-arrived pupils with little English are properly assessed and helped to settle into school life. It sees that the high incidence of such pupils underlines the need to ensure staff members gain from continuing professional development.

49. Some class teachers very skilfully involve pupils still developing English throughout lessons. This was seen in literacy and religious education in Year 2, and in history in Years 4 and 6. Such good practice occurs where teachers are experienced and well able to match lesson content to very different capabilities. These teachers make good judgements about how to adjust planning for early-stage bilingual learners and find different ways of communicating when they see vocabulary may be difficult. However, at times, pupils at this very early stage are given work not linked to the main content of a lesson. For example, a newly-arrived Year 6 pupil with little English did a low-level task matching animal names to pictures in a literacy lesson. In a Year 1 geography lesson, a newly-arrived boy was helped to work on naming parts of the body in English, pointing to a worksheet – again, dissociated from the actual lesson. In both instances, teachers worked hard to support pupils and were concerned to make sure each felt involved and made progress. Their commitment to this is not in question and they followed practice used throughout the school. However, these pupils had participated in the initial whole-class sessions profitably, since they had watched and listened carefully to what was being done. Teachers admit such a separation of work is not ideal but are unsure about how best to include pupils through tasks more directly linked to ongoing learning.
50. Another strand of provision for minority ethnic pupils is that for pupils of African-Caribbean heritage, and particularly for boys who are causes for concern. A co-ordinator for raising achievement oversees work here. Currently, she is on leave but a very competent and experienced teacher is 'caretaking' the role. She works closely with the assessment co-ordinator to make sure pupils' progress is monitored and support is properly targeted. The 'inclusion' sessions run by trained classroom assistants outside lessons are part of provision. So, too, is the programme of visitors successful in their field of work. The school is aware that language issues can affect school learning for pupils with origins in the Caribbean. For example, pupils recently arrived from Jamaica often speak a patois found in that island. Their speech and, especially, written work does not conform to Standard English, reflecting rather the grammar and construction of the patois. Similarly, pupils with family origins in the Caribbean may well use patois or dialects of their Black British communities and this, too, can affect classroom work. A number of teachers, including senior staff, have very good knowledge and understanding of such language matters and so give very good support to pupils in ways they understand. They find it 'no problem' to talk to pupils about Standard English in written work, and how this can be managed. In effect, they teach pupils to switch codes between Standard English and dialect/patois where appropriate, although they do not express their skills in such terms. They see it as an everyday matter to 'slip in and out' of codes, depending on their audience and the purposes of talk. They enjoy doing so. The school is aware that it could capitalise on these skills and advantage all staff.



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

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

Provision in the Foundation Stage for learning is **satisfactory** overall with strengths in Reception classes.

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

- Children achieve well. Most are likely to reach close to relevant goals in each area of learning by the end of the Reception Year. A few more-able children are actually set to reach them.
- The co-ordinator has brought about needed improvements and identifies suitable areas for further work but does not have a clear enough grasp of Nursery practices.

#### **Commentary**

51. Of 48 children attending full-time in the Nursery, one has been identified with special educational needs and 27 are bilingual learners. Of 58 children in the two Reception classes, eight have special educational needs and 26 are bilingual learners. Support for all children is sound, including those with special educational needs and many speaking English as an additional language still at an early stage of such learning. Resources for supporting the latter are stretched. Whilst some children in the Nursery can communicate with a nursery nurse who shares their language, a substantial number in both Nursery and Reception classes do not have this advantage (for example, a group of Portuguese speakers new to Reception). Nevertheless, staff cope admirably with this situation each day. Children settle quickly into daily routines and make good relationships with adults. Parents and older children are used well to help with communication difficulties, when necessary.
52. Much work has been done since the last inspection leading to satisfactory improvement overall, but there is clearly room for further work. A co-ordinator has been appointed who has worked hard to plan and implement improvements, supported well by senior managers and by local education authority inspectors who visit regularly. The co-ordinator has introduced good procedures to check on children's progress, although further work is needed with regard to the use of assessment information in the Nursery. Communication between Nursery and Reception classes is better and staff plan together, but this joint approach also needs developing further. Monitoring activities do not yet include the co-ordinator observing teaching and learning in the Nursery.

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

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

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

- Children make good progress towards goals set for the end of the Reception Year.
- They feel secure and enjoy coming to school.
- The organisation of the Nursery means adults cannot always observe all children sufficiently.
- Children form good relationships with adults.

## Commentary

53. Children enter school with immature personal and social development. They settle into daily routines in Nursery and Reception by making good relationships with all adults, so they feel secure. They soon begin to enjoy the activities available and learn to concentrate. Expectations of behaviour are clear in the two Reception classes and children respond to firm guidance by coming to grasp such expectations and behaving appropriately. Children involved in adult-structured 'focus activities' in the Nursery enjoy these and similarly respond positively to adult helpers. For instance, they are reminded to say 'Thank you' during snack time. In the Nursery, however, a lack of rigorous organisation means that adults do not observe children's behaviour at all times. As a result, inappropriate behaviour is not always checked and opportunities to reinforce expectations and give guidance are missed. This situation confirms comments made by parents at the meeting prior to inspection. Teachers in the Reception classes use their routine observations of children to plan challenging work for all learners. Reception children gain confidence and a sense of achievement because adults celebrate learning with others. Nursery staff similarly record what children can do but information is not used to plan more challenging work for the more able. Opportunities to motivate and engage children are missed. For example, the teacher does not always notice when children just sit and take no part in activities. Children make better progress in the two Reception classes because the quality of teaching and learning in these is good overall. The more-able children are likely to achieve the expected level and the majority of children make good progress working towards the later stages of the goals.

## COMMUNICATION, LANGUAGE AND LITERATURE

Provision in communication, language and literacy is **satisfactory** overall.

### Main strengths and weaknesses

- Strengths in teaching and learning are seen in Reception, where good teaching leads to children making significant progress towards expected goals.
- Whilst progress is satisfactory in the main, opportunities are often missed in the Nursery to extend speaking skills.
- Children in both Nursery and Reception classes have good opportunities to curl up with a book in their classrooms and take books home.

## Commentary

54. Children enter school with skills in this area of learning that are well below what might be expected for their age and a significant number join the Reception classes with very low skills. By the end of Reception, a few more-able children will attain the goals they are expected to reach and the majority will make good progress working towards the later stages of the goals. Teaching and learning are satisfactory in the Nursery and good in the two Reception classes. Adults in the Nursery work hard to develop children's speaking and listening skills during focus activities organised for small groups each day - such as sharing a book or making pictures linked to a story. These activities are well aimed at interesting children in talk, helping them get involved in activities and developing their vocabulary. More generally, though, activities arranged outside this planning do not extend crucial skills as a routine part of adults' interactions with children. For example, children may engage in a self-chosen activity without the benefit of adults questioning

what they do to help them with new words or enlarging on their ideas. Adults in Reception classes make the most of every opportunity to talk with children about what they do and help clarify their thinking. During one lesson, a more-able child was helped to talk about his writing and explain its content clearly. Progress is better in Reception because teachers use questions to promote talk. However, most in Reception are not confident speakers. For example, children of average ability give one-word answers and the less able have to be provoked by adults to speak or respond in a non-verbal way. Adults in all classes are skilled in helping the many who are still developing English language skills in these ways.

55. There are appropriate opportunities for role-play in Nursery and Reception classes, helping children develop social speech in ways they understand and enjoy. Children acquire positive attitudes to books. As well as books featuring as an important part of daily life in school, the children take books home. All classes have corners where children curl up with books, an experience enjoyed by many. Children across the age-range make satisfactory progress in making marks on paper and using early writing skills. More-able children in Reception write their own name and recognise initial sounds. They read simple words and phrases with adult support. The less able cannot write their names yet.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- A good focus on number was seen in both Nursery and Reception classes.
- Opportunities for mathematical learning during outdoor activities in the Nursery are limited.
- Limited access to the outdoor area also means support for mathematical learning through outdoor play is curtailed for Reception children.
- Teaching and learning are good in Reception classes.

### **Commentary**

56. By the end of Reception, a few more-able children will attain the goals they are expected to reach and the majority will make good progress working towards the later stages of the goals. The quality of teaching is satisfactory overall, with instances of good teaching seen in Reception. At this early point in the school year, a few more-able Nursery children count to three, matching objects to numbers as they do so. Procedures to identify what these youngest children know and can do ensure that levels of attainment are carefully recorded. But information is not yet used effectively to build on prior learning. Opportunities to develop children's mathematical knowledge and understanding are missed on occasion. Whilst children are challenged to count in the Nursery, quite often activities linked to mathematics in the outdoor classroom are limited. Nor are more-able children sufficiently extended. In a good lesson in a Reception class, a close match of activities to the abilities of the children was seen, while planned activities reinforced and extended the learning objective well. Good teaching ensures these older children develop knowledge of numbers in ways they find fun. Children are allowed to sing and to count up and down from 8. More able children can write numbers up to 5 but knowledge



of shapes, capacity and weight are less well developed. Limited access to outdoor areas for these children limits opportunities to develop this aspect of learning.

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

Provision in knowledge and understanding is **good**.

### **Main strengths and weaknesses**

- Children achieve well.
- Good opportunities to use computers and good teaching and learning contribute to the very good progress children make in information and communication technology in all classes.
- Teaching is satisfactory in the Nursery generally, but opportunities to extend children's learning about their world are missed.
- Teaching is good in the Reception classes because teachers reinforce learning with a range of interesting activities.

### **Commentary**

57. Children enter the nursery and Reception classes with a very limited range of knowledge and understanding of their world. A few more-able children are likely to achieve the expected goals by the end of Reception and the majority will make good progress working towards the later stages of the goals. Teaching in the Nursery is satisfactory overall, with instances of good teaching seen when children learn to use a computer. They develop pertinent keyboard skills because the class computer is readily available and is systematically used in a planned way to reinforce learning. A nursery nurse teaches children well, so with some assistance they are all able to use the paintbrush program to create a pattern of lines. They are guided to print work that is then displayed attractively. Such practical activity, combined with adult support, holds children's attention securely, helping them make very good progress. This situation continues into the Reception classes when children use the computer suite. Work is used to good effect to reinforce language learning. More-able Reception children select and identify initial sounds to complete alphabet sheets. The less able and those of average ability need help with such activities but have learnt how to use the mouse to move shapes on the screen.
58. Opportunities to extend children's awareness of and understanding about the world around them are not sufficiently grasped in the Nursery to help children build on experiences and talk about these. For example, at the start of each day, children are not regularly stimulated to observe things they notice on the way to school, or talk about their day so they understand the passing of time, the different seasons and weather. And when children saw birds of prey flying across their school hall, this amazing experience was, surprisingly, not seized to extend classroom work. Such missed opportunities lead to limited progress in this aspect of learning. By contrast, the bird demonstration enhanced learning well in Reception classes. Good teaching helped reinforce children's knowledge of birds and they talked about their excitement at watching the birds fly. Children thoroughly enjoyed using pipe-cleaners and other materials to make their own birds. More-able children wrote about their creations, naming body parts. They knew their bird was an owl, like the one they had watched. Construction kits of various kinds

are easily accessible in all classes and children are given good encouragement to make models.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children in Reception classes do not have enough opportunities to play outdoors so as to build on skills learned in the Nursery.
- Good teaching of a physical education lesson in the school hall contributed to Reception children's good learning about body control.
- Nursery nurses make good contributions to developing children's physical skills in the Nursery.

### **Commentary**

59. Achievement is satisfactory overall. Children make sound progress in the Nursery but there is not enough regular access for Reception children to the outdoor area, which means that progress is not as good as it could be. A few more-able children are likely to achieve the expected goals by the end of the Reception Year. Average and less-able children are on course to make satisfactory progress towards the later stages of the expected goals. Reception children are timetabled for two movement sessions in the hall each week and these are used well. Nursery children climb confidently, slide and clamber through apparatus in the course of daily activities, both indoors and outside. They make good progress learning to jump from a plank and the more able do this with assurance because a nursery nurse guides and encourages them effectively. This support made a good contribution to physical development during a wet morning session when children were allowed to move rhythmically to lively rock and roll music. They enjoy holding a ball using different body parts such as knees and hands. The nursery nurse skilfully reinforces colour recognition as children put away their balls. At times, though, opportunities are missed in the Nursery to develop skills. For example, when children ride bikes and scooters outside, they are not always challenged to manoeuvre these in different ways. Good teaching was seen in a Reception class taken in the hall. Children gained experience of walking in different directions and understood how to control their body movements. The lesson contained good levels of activity and the teacher used relevant subject vocabulary well to develop awareness of different directions and movements. In all classes, children make sound progress in their ability to control a range of tools and materials. For example, they grip pencils and brushes for writing and painting. They manipulate construction materials to make shapes to their liking. They place items carefully when sticking materials on to collages. They learn to control spatulas when using glue and mould and squeeze play dough to suit their purpose.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Achievement is good in both Nursery and Reception classes because children enjoy planned activities and engage happily with these.
- Music provision has improved significantly since the last inspection.
- Teaching is good overall, with some very good teaching seen in a music session in Reception.
- There are missed opportunities in the Nursery during role-play sessions to challenge more-able children.

## **Commentary**

60. Children make consistently good progress in both Nursery and Reception classes because there are appropriate opportunities to develop creative skills through role-play, art and music. A few more-able children are likely to achieve the expected goals by the end of Reception and the majority will make good progress working towards the later stages of the goals. Art work on display indicates that children use and mix paint in a variety of ways to explore different effects. They use glue and a range of materials in simple collages and pictures. In the Nursery, the teacher guides children to make foot and hand prints with paint, and they enjoy this greatly. A more-able Nursery child draws a nursery nurse, who questions the child well to extend awareness and observation of detail during this process. Nursery children enjoy making play dough with a nursery nurse. They are encouraged to make pizzas, talking about what this might include. Musical instruments are readily available for all to use. In a very good lesson in a Reception class, children were challenged to identify the sound produced by Louis Armstrong's song 'What a wonderful world.' More-able children recognised it is a slow, soft sound. All children made very good progress learning a range of songs such as the 'ABC song' and playing percussion instruments to accompany singing. Children also make very good progress when copying a rhythm and making up their own. More-able Reception children have learnt to stop and start on command when playing and singing, and can clap the rhythm of a class member's name, counting the number of beats in the name correctly. The teacher makes good links with mathematics, reinforcing number work effectively. At times, opportunities in the Nursery to intervene and challenge children to use their imagination in ways extending their role-play activities are missed.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils make good progress and achieve well relative to their age and differing abilities.
- Standards in statutory tests for seven and 11-year-olds continue to rise.

- Teaching is good with well-planned lessons and activities that engage pupils' interest.
- Very good leadership and management give a strong direction to the subject.
- Resources are of good quality and used well.
- Pupils' writing skills are underdeveloped.

## Commentary

61. The latest statutory test results (2004) reveal a continuing rise in standards at seven and 11, although comparisons with national results cannot yet be made. Inspection evidence finds that pupils in Year 2 reach broadly average standards overall in writing at this early point in the school year. More-able pupils in Year 6 and those of average ability also reach expected levels in written work but a significant number do not, leading to standards overall that are below those expected. Because of skilled teaching in both Year 2 and Year 6 classes, pupils have very good opportunities to discuss planned work and develop reading skills via close study of set texts. Consequently, reading, speaking and listening skills are judged in line with expectation at these ages. High mobility and the incidence of pupils still developing English language in the current Year 6 cohort have already been pointed out. What is very clear in literacy lessons is that, whilst pupils may very well grasp lesson content and be able to make pertinent contributions, quite a few have underdeveloped writing skills, constraining what they do. Pupils' writing errors are consistent with those commonly made by developing-bilinguals but, not surprisingly, they lead to pupils being marked down in situations where grammatical correctness is required. Across the school, *all* pupils achieve very well relative to their ages and capabilities, including those with special educational needs as well as those with English as an additional language.
62. Year 2 pupils talk confidently about vowels and consonants and almost all identify these in words the teacher either says aloud or writes on an easel. Such practice aids spelling and understanding of letter sounds, as pupils instruct their teacher. They like the 'game' element when the teacher puts down a thumb and fingers of one hand rapidly, keeping pace with her and rattling off the five vowels. A boy adds the letter 'y' very quietly and the teacher picks up on this instantly, asking what he means. The boy explains "y is both", and expands with "it can be a vowel *and* a consonant" when pressed. He and others explain how the letter takes the place of a vowel in some words and the teacher illustrates helpfully with some examples. Patterns of vowels and consonants are studied in each word chosen and, together with the game and the thorough discussion, this proves useful to pupils still at a relatively early stage of learning English. All pupils benefit from the way talk is tied to a big book story about "Farmer Duck", which they thoroughly enjoy reading together and talking about. Pupils are beginning to understand the significance of a character's actions and personality, and the implications these have for what happens in the story.
63. Year 6 pupils study "The Jabberwocky", which they find both intriguing and demanding. A teacher's high expectation that everyone will succeed, coupled with enthusiasm for the poem, has everyone joining in a class recital. Accuracy and confidence grow notably as pupils realise many words actually *are* nonsense but their context gives a clue about what they might mean. For example, a girl thinks "frumious" might be "furious" and a boy suggests a "Bandersnatch" probably snatches things. Pupils enjoy the opportunity to choose and rehearse their own poems, discussing with partners reasons for their choices. Most say "because I like it" when questioned but, although they find it hard, expand on this answer to say something about, for example, the feelings a poem evokes.

When choices and reasons are shared with the class at the end of the lesson, a below-average pupil explains her group liked the poem they read together because of the words. The group had thought about how words make pictures and this pupil had learned a lot.

64. Teaching ranges from satisfactory to very good and is most often good. Teachers plan lessons well, aimed at keeping attention through varying activities and sustaining a good pace. For example, in a good Year 3 lesson, a teacher's brisk lesson introduction captured attention very quickly as everyone chanted an alliterative rhyme about "big blue bubbles". Pupils were soon reading sentences aloud from a big book, identifying key words that added interest to the story. Skilled questioning by the teacher helped pupils of all abilities to use relevant vocabulary (such as "character" and "setting") and see their significance in the story. It was very evident when pupils began the writing task that they had benefited from this exploratory discussion. It had reinforced previous work and given them confidence in what to expect. They realised why their first efforts needed improving. Teachers generally deploy support staff well in ways helping reinforce understanding of whole-class work. This was seen in a very good Year 2 lesson when a group at an early stage of learning English and one with special educational needs were each supported by a classroom assistant to complete tasks linked to work on "Farmer Duck". However, more-able pupils found a worksheet about punctuation hard without adult support. They had very good knowledge of full stops, capital letters and even commas, but could not unravel the way the questions were put, even though they read these questions fluently.
65. The co-ordinator has very good subject expertise, underpinning her leadership and management strengths. As a senior manager and through her monitoring activities, including observing classroom practices, she has a firm grasp of strengths and weaknesses in the subject. Her clear thinking about future directions is well founded in information gathered via monitoring work and through keeping up-to-date in subject developments. She correctly prioritises writing, allying it to giving activities aimed at developing pupils' speaking and listening skills a higher profile (for example, involving pupils in partnership work with a 'buddy' and role-play activities in various lessons). She knows information and communication technology has to be further developed as a tool to aid language and literacy, in line with school improvement planning. The co-ordinator works with staff for In-service purposes. She models different aspects of literacy teaching for colleagues (such as guided reading and writing). She is committed to continuing to improve library resources, having worked hard to establish the library as an attractive, additional classroom all classes are timetabled to use each week. The library is seen as a vital tool in making links across subjects in ways aiding language and literacy learning.

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

66. Language and literacy activities are promoted satisfactorily through other subjects, with some good instances seen of pupils exploring ideas through whole-class and group discussions, well supported by skilled questioning and visual or practical resources (for example, in art and design, history, religious education and science). Little evidence of pupils applying their writing skills to other subjects was seen.

### **MATHEMATICS**

Provision for mathematics is **good**.

## **Main strengths and weaknesses**

- Good teaching helps pupils to achieve very well and enjoy the subject.
- An otherwise satisfactory curriculum does not provide sufficient opportunities for using and applying mathematical concepts to reinforce understanding.
- Excellent leadership and management motivate both teachers and pupils to keep improving.
- Teachers make very good use of rigorous assessment information to plan for all pupils' needs.

## **Commentary**

67. Standards have risen during recent years. In the last reported national tests (2003), pupils aged seven reached an average level compared with peers in all schools. They did particularly well at Level 3 but not enough gained the expected Level 2 or above. This affected overall results. Pupils aged 11 were below average compared with pupils in all schools, although they did much better than their peers at Level 4. Not enough gained Level 5, affecting overall results adversely. Nevertheless, results show a marked improvement on previous years and indications in the latest statutory test results (2004) are that this good trend continues. At this early point in the school year, inspection evidence broadly confirms this. Pupils reach average standards at both seven and 11. *All* do very well when taking into account their low attainment on entry to school.
68. Pupils aged seven understand place value in number to 1,000. They add and subtract two digit numbers. They record data on block graphs of favourite meals and interpret their findings. More-able pupils handle numbers up to 10,000 and add numbers with hundreds. Pupils aged 11 understand the equivalence of fractions and decimals. They change small units of measure to decimal equivalents - such as millilitres to litres and improper fractions to mixed numbers.
69. The quality of teaching is good. It ranges from satisfactory to excellent, with most good or better. Thorough subject knowledge and regular assessment of pupils' mathematical understanding allows teachers to plan effectively to meet all needs. Teachers conduct lively lessons with a good balance of input and activity, so pupils can apply themselves well and work collaboratively. Pupils have very positive attitudes to the subject. Set work includes all pupils, challenging each one appropriately, although there are too few opportunities for many to use and apply what they learn (in problem-solving situations, for example). In the most successful lessons, teachers encourage pupils to consolidate learning by putting across to the others what they understand. For example, in an excellent Year 2 lesson on place value, pupils learnt much just by listening to a girl explain her work clearly. The girl, too, developed her ability to speak to an audience. Classroom assistants give good support to pupils with special educational needs and to those still learning English, often interpreting for them what a teacher is saying. Teachers have high expectations of accuracy and presentation in written work. They do not always make best use of available resources to illustrate concepts and structure pupils' understanding through practical work. Moreover, although they use interactive whiteboards, teachers do not often reinforce learning by letting pupils work on computers.
70. The temporary co-ordinator is an excellent leader and manager. He injects pupils and teachers with enthusiasm. In his own teaching, he demonstrates how very high

expectations lead to high achievement, and supports teachers by pointing them towards beneficial In-service training. The school employs thorough assessment and tracking systems. Its self-evaluation is rigorous and prompts appropriately ambitious plans for the subject.

71. The subject has made good improvement since the last inspection.

### **Mathematics across the curriculum**

72. At times, teachers make satisfactory use of mathematics in other subjects, as seen in science and history. For instance, a useful discussion helped Year 6 pupils consolidate understanding of where to place historical events on a time-line and calculate periods of time. Few such instances were seen, and there was insufficient evidence in pupils' workbooks to show how often teachers do extend mathematical learning to subjects across the curriculum.

### **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Improvement since the last inspection is good.
- Standards are below levels expected in Years 2 and 6 at this point in the school year, although results in assessments and statutory tests at seven and 11 continue to improve.
- Teaching is good and pupils achieve well.
- Assessment and its use are good.
- Scientific experimentation and investigation is an area for further development.
- Leadership and management are very good, leading to continuing success in developing provision.

### **Commentary**

73. At this early point in the school year, inspection evidence shows that standards are below national expectations for pupils in Year 2 and Year 6. Over the past four years, there has been a steady upward trend in assessment and test results, although standards remain well below the national average overall. The latest (2004) teacher assessments at seven and statutory tests at 11 suggest this upward trend continues, although it is not possible to make comparisons with national results since these are not yet available. Pupils with special educational needs and those with English as an additional language progress in line with their peers because of good support from their teachers and classroom assistants. No difference in the performance of boys and girls was seen during the inspection.
74. Year 2 pupils distinguish between fruits and vegetables and know that sweet foods are not good for them. However, their knowledge of different food groups and what constitutes a balanced diet is less secure. They record their work using pictures and diagrams but their written work is underdeveloped. Most Year 6 pupils identify prey, predator and consumers in simple food chains and recognise plants as a primary source. However, they find it difficult to retain this information, and concepts are regularly revisited. Pupils' understanding of how to carry out a fair test needs much support. The recording of work is brief and opportunities for independent writing are limited.

75. Teaching across the school is good overall and results in good achievement. Teachers plan well for pupils of differing abilities, although this planning often focuses methods of recording rather than scientific concepts. Teachers draw upon weekly plans from previous years as a basis for their work, generally adapting these to the needs of their current classes. Learning objectives for each lesson are made clear so pupils understand what they are going to learn. Teachers use questions well to support pupils' developing ideas, persistently reinforcing scientific vocabulary. Learning support assistants are used well to help pupils with special needs and those learning English as an additional language, so these pupils make good progress in the main. At times, though, pupils with little grasp of English engage in low-level tasks unconnected with science. Pupils' progress is correspondingly limited. For example, they learn English vocabulary unconnected with the content being taught. Pupils' attitudes to learning are variable but are good when they are actively involved. They are less engaged during discussions, when it is clear that some pupils find it hard to concentrate. Throughout the school, the use of interactive whiteboards motivates pupils. Teachers maintain the pace of learning to good effect by incorporating different activities into a lesson. Pupils stay interested and involved. Opportunities for pupils to develop independent writing skills are limited.
76. Whilst numeracy skills are applied and developed appropriately through graphs, charts and tables, this relating of science to mathematics is recognised as an area for further development. Good instances of pupils accessing the Internet to carry out searches for their studies were seen. For example, Year 6 pupils searched for information on birds of prey in preparation for the excellent visit already reported. Visits to places of interest and visitors who bring specialist knowledge enhance the subject. Consequently, the study of life processes has become a relative strength within the school.
77. The science co-ordinator offers very good subject leadership and management and has improved provision, resulting in higher achievement. Her curriculum overview ensures pupils build successively on relevant skills, knowledge and understanding. The scheme of work is suitably based on national guidelines and a published scheme. However, as standards improve, existing planning requires further development to ensure that all pupils are properly challenged by tasks. Assessment is a strong feature of science and the co-ordinator has provided helpful assessment materials for teachers. The co-ordinator monitors classroom practices by observing lessons, and a systematic evaluation process has helped improve teaching. Resources have improved significantly and are now good. However, the budget for science is not well based on needs identified by the co-ordinator. She correctly sees the need for further developments in investigation and experimental skills, together with a greater emphasis on scientific vocabulary. However, these needs are not clearly stated as priorities in the school action plan, because the plan and annual timeline refer to general ongoing activity and are insufficiently specific in terms of improvements needed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information communication technology (ICT) is **good**.

### **Main strengths and weaknesses**



- Standards in Year 2 and Year 6 are broadly in line with national expectations, though some pupils of all ages reach higher standards.
- Resources are very good.
- Teaching is good overall, resulting in good achievement.
- Leadership and management are very good.
- Assessment requires further development.
- Classroom computers are not used enough.

### **COMMENTARY**

78. By Year 6, standards are broadly in line with national expectations - as in all year groups observed during the inspection – though many pupils of all ages show higher levels of skills. For example, in a Year 1 lesson focusing on the skills of ‘drag and drop’, most pupils successfully used the computer menu to add text to their work. By Year 6, pupils use search engines to find entries on birds of prey and Victorian child workers. The more able refine search criteria to find information rapidly on a whole range of topics.
79. At the time of the last inspection, achievement was hampered by system failures. Since then, information and communication technology has been a clear focus and related issues have been tackled effectively. Strategies to raise standards have centred on a rigorous programme of staff training and a newly-equipped computer suite. There are enough reliable computers for each pupil in the suite while expert assistance is bought in to deal with technical problems. Each class has a computer and an interactive whiteboard to support learning in ICT and in other subjects.
80. Teaching is good overall. Teachers are well prepared for lessons and set up good routines for the correct use of the computer suite. Most teachers use large interactive whiteboards very confidently to discuss and illustrate skills. Pupils also enjoy demonstrating their skills to classes at the end of lessons to help each other think about what has been learned and progress made. Learning objectives are well matched to pupil need, resulting in good challenge and pace. Pupils are motivated by working in the suite and eager to show what they can do. In a few cases, learning is slowed by a need to manage poor behaviour. Pupils, including those with special needs or English as an additional language, are well supported. Teachers, learning support assistants and sometimes pupils who are confident with a task, give advice to those needing help, so all pupils do well.
81. Leadership and management are very good. The co-ordinator’s new scheme of work supports teachers very well with planning, and provides a realistic context for learning. A structured monitoring programme has sorted out strengths and weaknesses of teaching. Assessment is rightly seen as an area for further development, especially regarding target setting. There is sufficient software to match the curriculum whilst the co-ordinator has stressed the role of training in the use of control equipment in her action plan.

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

82. The computer suite is used efficiently and effectively by all classes at least once a week. Skills and techniques including aspects of other subjects are incorporated into planning through the scheme of work. Pupils are beginning to acquire knowledge and understanding of how to use ICT to best effect in many situations, including for other

subjects. Whilst interactive whiteboards are used effectively in many class-based lessons by teachers, their use by pupils is less well developed. In addition, classroom computers are not used with the same efficiency as those in the suite. Although skills in lesson plans across subjects are now worked out, the school is aware of the need to further develop the use of ICT for other subjects.

## **HUMANITIES GEOGRAPHY**

83. Because of timetabling, too little evidence was gathered to make secure judgements about provision. The subject alternates with history each half-term and was not being taught in Years 3 to 6 during the inspection. Nevertheless, a Year 1 and a Year 2 lesson were observed, the co-ordinator was interviewed and pupils' work was scrutinised prior to a discussion with a small group of the oldest pupils. Evidence suggests that pupils' attainment at the beginning of the school year in Years 2 and 6 is in line with national expectations, given their ages. Pupils in Year 2 list natural and man-made features of their environment and say a little about what they like and dislike about their locality. Pupils in Year 6 distinguish counties, countries and continents and name the countries making up the United Kingdom. They show an appreciation of the effects of people and the environment on one another, and are aware of pollution. They describe the water cycle and have some opinions about changes that people have made to the natural world.
84. The lessons seen were satisfactory. Whilst it is acknowledged that it is still very early in the school year, evidence suggests that teachers' expectations regarding pupils recording what they learn, either in writing or on computer, are too low. Consequently, learning is insufficiently reinforced and extended. The subject co-ordinator is well qualified and gives a strong lead. She monitors teaching and learning closely through scrutinising teachers' planning and pupils' work, as well as by observing lessons. She ensures that teachers regularly assess pupils' work against National Curriculum level descriptors and that they keep portfolios of examples matching different levels of attainment, so that their planning includes reference to different learning needs.

## **History**

Provision in history is **good**.

## **Main strengths and weaknesses**

- Pupils' sound knowledge and understanding of historical time and events shows in their learning and discussions of ideas in lessons, but not in written work.
- Very good teaching in a Year 4 lesson led to very good learning as pupils worked hard to meet a teacher's high expectations.
- Teachers make effective use of interactive whiteboards to engage and sustain pupils' interest.

- The co-ordinator is a very good leader and manager.

## Commentary

85. History timetabling alternates with geography. Since it was not being taught to Years 1 and 2 and evidence of work was not available, it is not possible to make a judgement on teaching and learning or standards reached by these pupils. Knowledge and understanding of pupils in Years 3 to 6 at least meets expectations when they take part in class discussions or talk about the subject more informally. Indeed, very good teaching in a Year 4 lesson helped pupils reach standards better than might be expected. However, the very little written evidence across classes does not generally reflect what pupils know and talk about. Able pupils and those of average ability in Year 6 can list differences between 'then' and 'now' linked to studying Victorian children but less-able pupils need support and this age group as a whole produces very little work of related standard. Pupils achieve satisfactorily relative to their capabilities. Pupils with special educational needs and those learning English as an additional language achieve on a par with their peers.
  
86. In a good Year 6 lesson, a teacher's persistence in posing questions in different ways, backed up by judicious use of a brief slide show and written information projected on the interactive whiteboard, paid off. It helped pupils recall and consolidate prior learning and extend their answers to questions in ways especially helpful to those still developing their knowledge and understanding of English. Pupils knew that Queen Victoria came to the throne in 1837 and died in 1901; that Brunel was a famous engineer; that rich people had leisure time but poor people did not; and that children of their own age worked in very bad conditions. Further questioning elicited good related knowledge, including about the kinds of work children did, although many pupils found it hard to extend their answers and could not easily pick out useful information projected onto the board for this purpose (for example, that "field work" consisted of picking out stones). On noticing the difficulties of some pupils, the teacher reinforced concepts linked to historical time to good effect, starting a discussion on historical periods they had studied and drawing a time-line on the whiteboard. Pupils could place periods from Vikings to the present day in relationship. They were helped to realise where the Victorians fitted into all this.
  
87. Teaching ranges from satisfactory to very good and is mainly satisfactory. Teachers plan lessons well and tasks are generally well matched to pupil ability. At times, though, pace is slowed by pupils taking too long with low-level tasks, such as colouring in pictures about the Vikings (seen in a Year 3 lesson). This followed previously good input helping pupils understand about Viking times through visual images and purposeful talk. There were good opportunities in this lesson for two pupils to work on a 'Viking game' on the computer. Year 6 pupils clearly enjoyed and benefited from a slide-show and also gain from researching historical information on the Internet. In better lessons, teachers frame discussions so as to stimulate pupils' interest and highlight the importance of verifying sources of information. This practice was seen in both Year 6 and Year 4 lessons. Here, the Year 4 teacher drew attention to the power of the monarch in Tudor times and what it meant to people at different levels of society. Pupils discovered what Henry VIII considered to be his main problem (he had no male heir) and how Katherine of Aragon responded (Catholics cannot divorce). They thought hard about the arguments each might put forward to support their case and articulated these with growing confidence as the lesson progressed. For example, they realised that Henry decided that it had been unlawful to marry his brother's wife after his brother died.

88. The co-ordinator is a very good subject leader and manager. Her extensive monitoring allows her to grasp, clearly, how the subject can be further developed. She is committed to raising its profile and pursues this energetically. Although she has limited time for her responsibilities, it is used efficiently. Pupils' learning outcomes are assessed in light of teachers' planning. Classroom practices are monitored in most year groups from the Nursery upwards and the co-ordinator expects to continue her monitoring when the new schedule for the current academic year is finalised. She led an In-service session where teachers sampled pupils' work from each class to ensure they knew the National Curriculum criteria, and what standards were expected relative to pupils' ages. She has established the practice of keeping portfolios of samples in each year group. She sets targets for each topic and makes sure new staff know these along with assessment criteria. She has introduced a published scheme to help teachers' planning, usefully stressing the role of information and communication technology. Resources are being built up to match themes of work. Visits to museums and places of interest (such as Hampton Court for the Tudors) are undertaken. Pupils really enjoy the visits of theatre groups to the school linked to history studies.
89. No judgement on provision, teaching and learning or standards reached was made in the last inspection report.

## **RELIGIOUS EDUCATION**

Provision for religious education is **satisfactory** overall, with some good features.

### **Main strengths and weaknesses**

- Teaching is good overall.
- An exemplary lesson inspired Year 2 pupils to achieve much more than might have been expected.
- Teachers' good subject knowledge informs planning so as to include pupils with different learning needs successfully.
- Assessment is undertaken regularly but does not influence planning enough.
- Teachers' expectations of pupils' contributions to discussion and written work are too low at times, so that learning is insufficiently well reinforced or extended.

### **Commentary**

90. At this early point in the school year, pupils in Year 2 reveal knowledge and understanding in line with the expectations of the Local Agreed Syllabus. They know a little about Jesus and about central figures in religions other than Christianity. They discuss diverse beliefs about how people should live together, although their knowledge of holy buildings is limited. Year 6 pupils, too, attain in line with expectations suited to this point in the year. Their knowledge of Christianity and other faiths is more detailed than that of their younger peers. They like talking about their own faiths and giving factual information. These older pupils ask pertinent questions and are sensitive to others' beliefs and values. They can distinguish right from wrong. All pupils achieve really well relative to their age and different abilities.
91. Teaching ranges from satisfactory to excellent and is good overall. Teachers' planning is good in that their use of subject vocabulary is adapted to include pupils of all abilities.

This is important for those with special educational needs and for those developing English as an additional language. The effectiveness of planning was seen, for example, when a teacher explained the meaning of “ablutions” in a good Year 5 lesson. She linked it to the practice of Wudu in Islam whereby Muslim worshippers wash before prayer. However, teachers’ assessment of pupils’ progress is not always detailed enough to influence planning so as to cater clearly for different learning needs. An excellent lesson was both moving and inspiring. A teacher of a Year 2 class held pupils spellbound with the story of the miracle of the loaves and fishes. Pupils enthusiastically asked many questions, trying hard to explain what happened. One pupil spontaneously gave an example of how we can share what we have to-day, pointing out that you could share your mid-morning apple with someone if they lost theirs. The lesson was exciting and involving, with pupils exceeding expectations of what they might understand and talk about. The teacher’s achievement is all the more commendable since the class included pupils still at an early stage of developing English language skills.

92. Teachers’ good subject knowledge routinely draws pupils’ attention to similarities between the beliefs of different faiths, acknowledging to good advantage a rich variety of faiths represented in the school and the wider community. Teachers also focus pupils’ attention on symbolism from an early age. For example, in Year 1, pupils thought about who was like a light in their lives after looking at a Menorah (linked to the Jewish faith) and at different candles used in celebrations by Christians and Hindus. In some classes, pupils are reticent when asked to answer questions and teachers have few strategies to get a response, or to extend speaking abilities and help pupils use relevant subject vocabulary. Opportunities are thereby missed. Although written evidence is limited at this point in the school year, what is available suggests teachers’ expectations that pupils put their knowledge and understanding into writing are also low. Learning is not reinforced and opportunities to develop both literacy and the use of computers in ways supporting learning are lost.
93. Leadership and management are satisfactory. The subject covers what is expected in the Local Agreed Syllabus. There has been satisfactory improvement since the last inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **ART AND DESIGN**

Provision in art and design is **satisfactory**.

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

- Very good teaching and high expectations led to Year 2 pupils doing really well in a lesson observed.
- Limited evidence at this point in the school year points to uneven standards across the school.
- Visits to museums and art galleries enhance classroom work.
- Resources are unsatisfactory.

#### **Commentary**

94. Timetabling meant it was not possible to see enough lessons to make a secure judgement about the quality of teaching and learning. Also, work samples were limited in range and quantity at this early point in the school year. However, evidence from the two lessons seen, from pupils' sketch books and from work around the school suggest average standards in Years 1, 2 and 4 and standards below average in Years 3, 5 and 6, relative to pupils' ages. Pupils with special educational needs and those with English as an additional language make the same progress as their peers. There is no discernible difference between the performance of boys and girls. No judgement was made on standards, provision or the quality of teaching and learning in the last inspection report.
95. In a Year 2 lesson, pupils made very good progress in their learning, reflecting very good teaching. A teacher's skilled questioning, combined with high expectations and impressive pace, ensured all pupils learned how to exploit their own experiences imaginatively in their sketches. The teacher reinforced language learning by stressing a new subject-related vocabulary, managing to teach difficult concepts well. Pupils were excited and curious about half a picture they were given; they could explain how they used their imagination and experience to complete the other half of the picture. More-able pupils added captions to their work. Standards achieved during this lesson were typical of what is expected at this age. In the previous lesson, pupils had made viewfinders and sketched distant and nearby objects in the classroom, intrigued by the way they could frame what they saw.
96. Resources for art and design are unsatisfactory. In a satisfactory Year 3 lesson, progress was hindered by a teacher's access only to a limited range of pencils. Pupils could not experiment with different effects of density in light and shade. Pupils were encouraged to sketch people in different poses with distinct expressions. More-able pupils used shading in their work but most drawings were not as well developed as might be expected at this age. Year 4 pupils have finished attractive portraits of famous Tudor people such as Henry VII and Henry VIII, linked to history studies, with a good use of colour and attention to detail. Generally, however, work on display reveals that pupils do not build sufficiently on important skills to develop their subject knowledge and understanding. There was little evidence of work by professional artists to extend and enrich learning.
97. Leadership and management are satisfactory. The headteacher 'caretakes' the role until another co-ordinator is appointed – probably later in the term. Visits are made to local art galleries and those further afield such as the National Gallery and Tate Modern. Pupils have displayed their work in a local gallery.
98. Since **design and technology** was not a focus for the inspection, it is not possible to report on the full range and quality of provision. Examples of pupils' work were not available so close to the beginning of the school year, and so a judgement on standards overall is not made. However, one lesson was observed and resources and plans scrutinised. In the lesson observed, pupils achieved satisfactorily through satisfactory teaching. Pupils studied packaging and began a design for their own packages. Their designs broadly met national expectations. The headteacher is currently the co-ordinator and is aware that the subject has not been picked out for improvement. All classes have design and technology timetabled at some point each term but, because it is often paired with art and design, time devoted to it is variable. The scheme of work is based on national guidelines and weekly plans are stored from year to year. However, these need modifying for each class to ensure planned tasks are appropriate for different learning

needs. Resources for design and technology are unsatisfactory, despite the issue of resources arising at the last inspection. There is an insufficient range of materials and tools to meet curricular demands. Storage is difficult to access, and trolleys are inappropriate for pupils to obtain equipment independently. Facilities for food technology are unsatisfactory. Improvement since the last inspection is unsatisfactory, although it is recognised that the school has had other priorities in light of demands that it raise standards in English, mathematics and science.

99. No judgement about overall provision or standards is made in **music** because it was not possible to see class lessons or all elements of the subject being taught. Nevertheless, indications are that singing is at least in line with expectations, given pupils' ages. Pupils in Years 1 and 2 were heard singing in a short assembly taken by a class teacher - an unexpected session because some visitors were late in arriving. Pupils enjoyed singing a number of familiar songs, knowing all the words and actions. They sang enthusiastically, keeping time and in tune without instrumental accompaniment. They could change dynamics when directed, from singing very quietly to very loudly. Singing improved when the teacher intervened because pupils shouted. Pupils in Years 3 and 4, and Years 5 and 6 were seen participating in singing taken by a specialist from the local education authority's music service. Pupils also worked briefly on pulse, time and rhythm through activities mostly involving clapping games. Lessons were good. Pupils know some familiar songs by heart and learn new songs very well. They can sing rounds (such as "London's Burning") in four parts, sustaining their parts for a long time. Pupils in Years 3 and 4 are particularly successful because they are well supported by class teachers and classroom assistants who show enthusiasm for what the music teacher is doing and monitor each group's participation really well. These younger pupils keep in tune with the piano as the teacher moves up the scale, stopping when she sees that higher notes are hard to reach. Older pupils sing all scales successfully, matching their pitch to the notes as sequences are played. All pupils learn new songs very well because the teacher structures learning by singing and playing it through first and then taking pupils through each line, building up memory until pupils can sing the whole verse. Older pupils' singing improves markedly when the teacher reminds them about the importance of sitting up, breath control and making a good shape with their mouth, explaining and demonstrating to reinforce points.
100. The headteacher has had a 'caretaking' role for the past year until another co-ordinator is appointed, which should happen later this term. He has worked at raising the subject's profile and making sure all elements are planned and taught each year. In-service training focused on classroom music has helped support staff to good effect, especially those having little confidence in teaching the subject. He has also worked at enhancing provision by involving specialists from the local education authority service. As well as learning from a singing teacher, all Year 3 pupils learn the recorder. Also, pupils opting to learn to play a keyboard and guitar have lessons. Musicians from the authority come in to play instruments in assemblies (percussionists visited last year). A visiting theatre group specialising in including music in its work, and involving pupils in workshops, further enhances the curriculum. Better access to a range of musical styles and traditions is well in hand. A collection of CDs for classroom use is currently being improved, to aid learning in subjects across the curriculum when teachers judge its use will strengthen classroom ethos.

## **PHYSICAL EDUCATION**

Provision in physical education is **satisfactory**.

## **Main strengths and weaknesses**

- Pupils achieve well as they move through the school.
- Standards are below average in Years 1 and 2.
- The quality of resources is unsatisfactory.

## **Commentary**

101. Pupils make good progress and achieve well by the time they leave the school in Year 6. Observation of pupils in practical work, together with lesson observations, shows standards in Years 1 and 2 are below average while standards in Years 3 and 5 are average. No lessons were observed in Years 4 and 6. Pupils with special educational needs and those with English as an additional language make the same progress as their peers. There is no discernible difference between the attainment of boys and girls. No judgement was made on standards, provision or the quality of teaching and learning in the last inspection report.
102. Four lessons were observed. Teaching quality ranged from unsatisfactory to good. It was judged satisfactory overall in Years 1 and 2 and good in Years 3 and 5. Teachers mostly have good class control and good relationships with pupils. Consequently, pupils are well behaved and work hard. In a Year 5 lesson, a teacher made good links with science by challenging pupils to explain what blood does as it travels to the muscles during exercise. Pupils have a sound grasp of how to attack and defend in team games because the teacher challenges them to explain their strategies. They learn to comment on their own and others' performance and suggest ways to improve these during each lesson. Year 2 pupils make sound progress with a hockey-like stick to move bean-bags, but the sticks are really too large and consequently unsatisfactory for the purpose. All teachers use subject vocabulary well to enhance learning. In an unsatisfactory lesson, the chance to develop younger pupils' understanding of the importance of a raised heartbeat, as well as improve their physical skills, was lost because too many pupils sat out for quite lengthy periods. They were eliminated from a game inappropriate for their age. They did not achieve as well as they might.
103. Until this term, the school has organised swimming for pupils in Years 3, 4, 5 and 6. However, because of refurbishment, the local pool is not now available and only Year 6 pupils are able to visit one further afield. No swimming was observed during the inspection and the school has no records of attainment and progress. Provision for sport outside lessons is developing. Football and netball clubs are well attended. Accommodation is satisfactory. There are two halls and two playground areas but no field area in this built-up location. Resources are unsatisfactory. Gymnastic resources are old and in poor condition. There are not enough balls for pupils to have one each and stored resources are not easily accessed by all classes.
104. Leadership and management are satisfactory. The co-ordinator has made sound progress organising clubs and establishing links with the local City Academy, which gives much needed specialist support. There is now a clear plan to develop the subject and improve resources. The school is in the process of evaluating and changing planning for lessons.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**



Provision in personal, social and health education and citizenship is **good**.

### **Main strengths and weaknesses**

- The school promotes healthy eating and whole-school initiatives have led to 'Healthy Schools' accreditation.
- A strong leader is committed to raising achievement through making sure pupils understand and appreciate their own personal worth.
- A good programme of work underpins provision and ensures cohesion across all its strands.
- Pupils in Years 1 to 6 take pride in being elected by their classmates to the school council. They take their responsibilities seriously.

### **Commentary**

105. The school values personal, social and health education with citizenship highly. It is seen as important in supporting established approaches to behavioural and discipline matters. Teachers' planning is good. Though based on a published scheme, it is adapted to the school's needs. In addition to a weekly lesson, other times when pupils sit together in a circle to discuss moral and social issues linked, for instance, to poor behaviour and its impact on others, feature strongly. Sex, relationships, drugs and health education matters are well structured into a programme of work. The programme includes visitors such as the school nurse and a dietician talking to pupils. The 'Healthy Schools' accreditation results from a whole-school effort to lift staff and pupils' knowledge and understanding about healthy living, and visitors play an important part in this. The 'walking bus' (outlined earlier) is an example of how such work has spread awareness about regular exercise and environmental factors such as traffic pollution affecting health. There is a strong emphasis throughout the school on pupils taking responsibility for their own learning and respecting others, and on their being members of a school community and citizens of the wider world. School council activities underpin these roles to very good effect. They receive a high profile and help pupils across the age-range know what it means to be members of communities and good citizens. Pupils learn about the democratic process when they elect class members to the council. They channel their ideas about improving school life through its work. Pupils appreciate being able to influence school matters in this way. They also like responding to questionnaires about its daily life.
106. Although not enough lessons were seen to make a judgement on standards or teaching and learning overall, the one Year 3 lesson observed was good with regard to both. Pupils of all abilities achieved well. They made good progress in understanding that everybody has a right to learn and that each person has responsibilities as well as rights. Questions were used well to challenge pupils such as, 'What happens if someone older tells you to do something wrong?', building successfully on pupils' own experiences. In this lesson, it was clear that all pupils realised how poor behaviour has negative consequences.
107. The subject is strongly led by a senior manager committed to raising academic and personal achievement through pupils' greater involvement in school life, generating in them a self-belief, a personal awareness of the value they bring to their community. This commitment has to a large extent been responsible for colleagues' enthusiasm for integrating appropriate work in weekly planning. Good use is made of outside agencies

to augment the planned programme and there are good links with religious education. No judgement was made on this area of learning in the last inspection report.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
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	4
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	2
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).*