

# INSPECTION REPORT

## WYVERN PRIMARY SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120028

Headteacher: Mrs J Anstock

Lead inspector: Mr M Capper

Dates of inspection: 23<sup>rd</sup> - 25<sup>th</sup> May 2005

Inspection number: 268322

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:	430
School address:	Wyvern Avenue Leicester Leicestershire
Postcode:	LE4 7HH
Telephone number:	(0116) 266 1408
Fax number:	(0116) 266 6782
Appropriate authority:	The governing body
Name of chair of governors:	Mr H Shah
Date of previous inspection:	June 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is a large community primary and Nursery school which admits pupils between the ages of 3 and 11. There are 430 pupils on roll, taught in 15 single-age classes, including a Nursery which children attend for either morning or afternoon sessions. Pupils come from an area where a large number of families have low incomes, although the percentage eligible for free school meals is broadly average. In some year groups, a high number of pupils leave and enter the school other than at the normal times; only 64 per cent of pupils taking the national tests at the end of Year 6 in 2004 started their education at the school. The proportion of pupils with special educational needs is similar to the national average, as is the proportion with a statement. When they start school in the Nursery, children's attainment is below average and many lack confidence in speaking English and have weak social skills. The number of pupils with English as an additional language is very high at 71 per cent, with 58 pupils receiving additional support to help their language development. The most common first languages for these pupils are Gujarati, Punjabi and Urdu. In 2003, the school received Investor in People status.

The school has had a very high turnover of teachers in the Foundation Stage (Nursery and Reception classes) and Years 1 and 2, and is in an area where it is difficult to recruit experienced staff. There has been almost a complete change of teaching staff in Years 1 and 2 since the last academic year. The school is part of the 'Excellence in Cities' initiative.

## **INFORMATION ABOUT THE INSPECTION TEAM**

Members of the inspection team			Subject responsibilities
23239	Mr M Capper	Lead inspector	Science Information and communication technology Geography Personal, social and health education
19322	Mrs J Bedawi	Lay inspector	
23609	Mrs A M Cartlidge	Team inspector	Foundation Stage Physical education Music
21686	Mrs D Songer-Hudgell	Team inspector	Mathematics Art and design Design and technology
23658	Mr S Parker	Team inspector	English History Religious education Special educational needs
3574	Mrs K Singh	Team inspector	English as an additional language

The inspection contractor was:

Tribal Education  
1 - 4 Portland Square  
Bristol  
BS2 8RR

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10 - 14</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14 - 16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17 - 28</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory school** with good features, especially in pupils' personal development. Pupils' achievement is satisfactory overall, with the best progress being made in Years 3 - 6, where achievement is good. In contrast, pupils in Years 1 and 2 do not always achieve well enough. Leadership, management and governance are satisfactory and the school provides sound value for money.

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

- In Years 3 - 6, good teaching results in pupils achieving well in English, mathematics, science, information and communication technology (ICT) and religious education.
- Variations in the quality of teaching and weaknesses in the curriculum results in pupils underachieving in some classes in Years 1 and 2.
- In the Nursery and Reception Year, children make good progress in personal, social and emotional development.
- Procedures for monitoring school effectiveness are not rigorous enough to ensure that weaknesses are addressed quickly.
- Teaching assistants make a very good contribution to the learning of pupils with special educational needs or in the early stages of learning spoken English.
- The school successfully enriches the curriculum through a wide range of activities.
- There is a caring ethos where pupils' personal and social needs are supported effectively.

The school has made sound progress since the last inspection in June 1999. Pupils' achievement remains satisfactory overall and key issues from that time have been largely addressed. Provision in ICT is now good and accommodation has been improved significantly.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is satisfactory overall**, although there are considerable variations from year to year. Children's achievement is good in the Nursery and satisfactory in the Reception Year. In the Reception Year, children are on target to reach the expected goals for their age in personal, social and emotional development and physical development, but are not on target to reach them in communication, language and literacy or mathematical development.

The results of the tests taken at the end of Year 2 have been improving over the last four years at a rate similar to that found nationally. However, pupils' attainment in the current Year 2 is significantly lower than the results in 2004, and is below nationally expected levels in mathematics and science and well below them in reading and writing. Test results at the end of Year 6 in 2004 are unreliable indicators of overall achievement because they were adversely affected by a large number of pupils joining the school in Years 5 and 6. Inspection findings show that in Years 3 - 6, pupils achieve well, benefiting from good quality teaching and a well planned curriculum. In the current Year 6, pupils' attainment is broadly in line with nationally expected levels in English, mathematics and science, much higher than the test results in 2004 would suggest.

Over the last year, a whole-school focus on improving pupils' speaking and listening skills has had a good impact on learning and attainment is now in line with nationally expected levels by the end of Year 6. In ICT and religious education, pupils' attainment is below nationally expected levels by the end of Year 2 and in line with them by the end of Year 6.

There are no significant differences between the achievement of boys or girls or pupils from different social or ethnic backgrounds. Throughout the school, pupils in the early stages of learning spoken English or with special educational needs achieve well and make good progress.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils get on well together and generally behave well, although this is not always the case in Years 1 and 2. The school is successful in developing pupils' confidence and self-esteem. Attendance is satisfactory; the good efforts of the school mean that attendance has improved significantly over the last few years.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory.** Teaching is best in Years 3 - 6, where teachers usually have good expectations and meet differing needs well. In Years 1 and 2, although there is good teaching in some classes, there are too many lessons where teachers' expectations are too low and behaviour is not managed successfully. As a result, pupils complete insufficient work and do not always learn quickly enough. In the Nursery and Reception classes, there is a high emphasis placed on developing personal and social skills and this has a good impact on the progress of children. Well trained and skilful teaching assistants make a very good contribution to learning.

There is a satisfactory curriculum, but the approach to teaching literacy in Years 1 and 2 has not been effective in raising standards. The curriculum is well adapted to reflect the cultural background of pupils and is successfully enriched by a good range of additional activities. The school has satisfactory links with parents and good links with the local community and with other schools. There are good levels of care, welfare, health and safety, and pupils are given sound support and guidance.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher provides sound leadership for the work of the school, with a strength being the high level of pastoral care offered to members of staff and pupils. She is ably supported by the deputy headteacher. There is a shared commitment to improvement, although the pace of change and the overall effectiveness of leadership have been adversely affected by the high turnover of staff despite the best efforts and hard work of senior managers. This has been, and continues to be, a major barrier to raising achievement, especially in Years 1 and 2, which are the year groups most affected. Management is satisfactory but monitoring lacks rigour, and effective action has not been taken to address weaknesses as they arise. Governance is satisfactory and statutory requirements are fully met.

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

Most parents are happy with the work of the school. They find members of staff approachable and caring, although a small number of parents do not feel that the school deals well with complaints. The inspection team found no evidence to support this view. Pupils enjoy school and like the teachers and teaching assistants.

## **IMPROVEMENTS NEEDED**

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

- Raise achievement in Years 1 and 2 by improving teaching and reviewing the curriculum.
- Develop more robust monitoring procedures and take effective action to address weaknesses as they arise.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

There are considerable variations in pupils' attainment from year to year, although achievement is satisfactory overall. By the end of the Reception Year, children's attainment is lower than that found nationally. In Years 1 and 2, pupils' achievement is unsatisfactory overall, with attainment being below nationally expected levels, especially in English. In Years 3 - 6, pupils make better progress and their achievement is good. By Year 6, pupils' attainment is in line with nationally expected levels in English, mathematics and science.

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

- Children's achievement is good in personal, social and emotional development in the Nursery and Reception classes.
- There is underachievement in Years 1 and 2, especially in English and mathematics.
- In Years 3 - 6, pupils achieve well in English, mathematics, science, ICT and religious education.
- A focus on improving pupils' speaking and listening skills has had a good impact on their attainment.
- Pupils with special educational needs or in the early stages of learning English achieve well.

#### **Commentary**

##### *Foundation Stage (Nursery and Reception Year)*

1. Children's attainment on starting school in the Nursery is below average, with many children lacking confidence in speaking English. Consequently, although children make good progress in the Nursery, where achievement is good, and sound progress in the Reception classes, their attainment remains below nationally expected levels by the end of the Reception Year in communication, language and literacy and mathematical development. In personal, social and emotional development and physical development, children's attainment is in line with nationally expected levels by the end of the Reception Year. There is insufficient evidence to form judgements on provision in knowledge and understanding of the world and creative development.
2. Children's achievement is good in personal, social and emotional development. Good quality teaching in this area of learning has a good impact on children's progress as teachers place a high emphasis on developing their personal and social skills. Children's achievement is satisfactory overall in the other areas of learning.

##### *Key Stage 1 (Years 1 and 2)*

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

Standards in:	School results	National results
reading	15.5 (15.5)	15.8 (15.7)
writing	14.8 (14.6)	14.6 (14.6)
mathematics	16.0 (16.1)	16.2 (16.3)

*There were 51 pupils in the year group. Figures in brackets are for the previous year.*

3. The test results in 2004 indicated that attainment was:

- in reading, below the national average and above that for similar schools;
- in writing, in line with the national average and above that for similar schools; and
- in mathematics, below the national average and above that for similar schools.

The test results at the end of Year 2 have been improving over the last four years at a rate similar to that found nationally. However, standards in the current Year 2 are significantly lower than they were in 2004 and not all pupils are making the expected progress for their age. Consequently, pupils' attainment is well below nationally expected levels in reading and writing and below them in mathematics and science. Standards have fallen because in some classes teaching does not meet pupils' needs effectively and the curriculum does not always support learning well. This means that, over time, some pupils do not achieve as well as they should. Senior managers have done enough to address this issue, although they are aware of the weaknesses.

#### *Key Stage 2 (Years 3 to 6)*

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

Standards in:	School results	National results
English	25.2 (27.3)	26.9 (26.8)
mathematics	25.0 (26.5)	27.0 (26.8)
science	27.5 (28.6)	28.6 (28.6)

*There were 64 pupils in the year group. Figures in brackets are for the previous year.*

4. In 2004, the test results were well below both the national average and the average for similar schools. The results for this year group were adversely affected by a large number of pupils joining the school in Years 5 and 6, which means that test results are not reliable indicators of overall achievement. Inspection findings, based on the full range of pupils' work, show that in Years 3 - 6 pupils are achieving well, benefiting from good quality teaching and a well planned curriculum. In the current Year 6, pupils' attainment is broadly in line with nationally expected levels in English, mathematics and science.

#### *Whole school (Years 1 to 6)*

5. There are no significant differences between the achievement of boys or girls or pupils from different backgrounds. Throughout the school, pupils with special educational needs or at an early stage of learning English, achieve well and make good progress. This is because of the additional help they are given, especially from teaching assistants. However, in Years 1 and 2, there are occasions when the needs of these pupils are not always met when they are working in the class. In the Nursery and Reception classes, there are a good number of bilingual members of staff who ensure that children are given good support.
6. Over the last year, there has been a whole-school focus on improving pupils' speaking and listening skills. Opportunities for pupils to talk for specific purposes are a feature of most lessons. Pupils in all classes are given regular opportunities to talk with a partner to plan their ideas. Consequently, pupils are achieving well in this aspect of the curriculum and by Year 6, standards are broadly in line with nationally expected levels.
7. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus by the end of Year 6. By Year 6, pupils have a sound knowledge and understanding of a range of faiths, confirming the good achievement seen in pupils' workbooks. In ICT, attainment is below nationally expected levels by the end of Year 2 and in line with them by the end of Year 6. In Years 3 - 6, good teaching and an interesting and relevant curriculum ensures that pupils achieve well in ICT.

8. There was insufficient evidence to make an overall judgement on standards in religious education by the end of Year 2, and in music, design and technology, geography, physical education, history, and art and design across the school. In geography, there is very little recorded work and the coverage of topics is sometimes too superficial.

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

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Their behaviour and attitudes towards learning are good. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Pupils are very responsible and mature by Year 6.
- In the Nursery and Reception classes, children achieve well in personal, social and emotional development.
- Behaviour and attitudes are good in Years 3 - 6, but pupils in Years 1 and 2 do not always behave well enough in lessons.
- Pupils' lives are fostered well by the provision for their spiritual, moral, social and cultural development.
- The school has successfully improved levels of attendance.

### **Commentary**

9. As at the time of the last inspection, the school's emphasis on developing children who care about each other is evident in all aspects of its work, and is fully understood by pupils. There are good improvements in pupils' behaviour and attitudes as they get older due to the effective way that the school promotes positive attitudes and values. Pupils relish taking responsibility for duties around school. School council members in Years 3 - 6 debate issues in depth, ensuring that the views of younger pupils, who no longer attend meetings, are fully included. There are good opportunities for developing citizenship skills. Pupils in Year 6 set very good examples to other pupils with their positive, responsible attitudes. They have good levels of confidence and self-esteem. They are willing to take the initiative in their learning without fear of failure and this is a significant factor in the good achievement seen in Year 6.
10. Children in the Reception Year achieve well in personal, social and emotional development. They enjoy discovering new skills and experiences, and show good interest and concentration. They build positive relationships with each other, their teachers and the skilled teaching assistants, who encourage them very well. Children's behaviour is good in the Nursery and Reception classes because they know what is expected of them; praise is used well, so that their confidence grows.
11. In Years 3 - 6, pupils also behave well and have positive attitudes towards learning. Pupils work hard, focusing well on learning and behaving sensibly. They develop the ability to work independently, as they mature, so that by Year 6, this is a significant strength. Pupils readily help each other, working well collaboratively. However, in Years 1 and 2, whilst the attitudes and behaviour of most pupils is satisfactory, a significant minority do not behave well enough and this has a negative impact on their achievement. The school has used a range of strategies to improve behaviour, including working with families and getting extra support from local authority support services, but there continues to be too much unsatisfactory behaviour in these year groups due to the low expectations of teachers in some classes.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	79	4	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	11	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	213	2	0
Asian or Asian British – Pakistani	8	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	16	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	3	0	0

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

12. About one in five parents expressed concern about bullying. No bullying was seen during inspection. The school has sound procedures for dealing with bullying but the issue continues to worry some pupils because, although resolved effectively by staff when reported, it does recur in some cases.
13. The school works hard to ensure that pupils who have limited social skills are well supported and able to take a full part in school life. A good example of this is the support given to several Year 3 pupils whose social skills are underdeveloped. They are withdrawn for an intensive teaching programme led by teaching assistants. The programme is very well taught and proving successful in improving the behaviour of these pupils.
14. Provision for spiritual, moral, social and cultural education has a good impact on pupils' personal development. Spirituality is evident in subjects like science and history. Assemblies provide good opportunities for pupils to share their achievements. Good cultural development is enhanced through visitors and visits, so that pupils experience different beliefs, faiths, festivals and cultural events. A strong moral code supports the school community. The majority of pupils understand how to act appropriately and show tolerance. Pupils' social skills develop well as they get older. A good social community network exists between most pupils, including those of different ethnic backgrounds, who usually enjoy each other's company.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.5
National data	5.1	National data	0.4

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

15. Attendance and punctuality are satisfactory. There have been good improvements in rates of attendance over the last few years due to the school's successful efforts at discouraging term time holidays and helping parents to understand the importance of their children coming to

school. Pupils are encouraged to attend school through the use of a good range of rewards, such as year group cups and certificates.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and assessment are satisfactory overall. The curriculum is satisfactory. The school has sound links with the parents and good links with the local community and with other schools. There are good levels of care, welfare, health and safety, and pupils receive satisfactory support and guidance.

### Teaching and learning

Teaching and learning are satisfactory in the Reception Year, good in the Nursery and Years 3 - 6 and unsatisfactory in Years 1 and 2. The use of assessment is satisfactory.

### Main strengths and weaknesses

- Pupils learn well in the Nursery and in Years 3 – 6, where teaching is good.
- There is too much unsatisfactory teaching in Years 1 and 2, meaning that pupils in these year groups do not always achieve as well as they should.
- Good teaching in personal, social and emotional development in the Nursery and Reception classes has a good impact on learning.
- Teaching assistants provide very good quality support, especially when supporting pupils with special educational needs or in the early stages of learning English.
- There are thorough assessment procedures but teachers do not always use the information well enough to plan appropriate work for all groups of pupils.

### Commentary

#### **Summary of teaching observed during the inspection in 48 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (8%)	22 (46%)	19 (40%)	3 (6%)	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. Overall, the teaching and learning of all groups of pupils, including those with special educational needs or with English as an additional language, are satisfactory. The quality of teaching is similar to that found at the time of the last inspection.
17. Teaching and learning are good in personal, social and emotional development in the Nursery and Reception classes because members of staff are enthusiastic and caring, and understand the personal needs of individual children well. High expectations of good behaviour and a consistent approach to gaining the children's attention contribute well to the quick way that children settle into school routines and learn to work together. Teaching assistants, some of whom are multilingual, provide good support for children with English as an additional language.
18. Good teaching in the Nursery helps children to develop speaking, listening, social and number skills quickly. Clear routines and the effective use of resources supports teachers in providing an interesting range of practical tasks that engage the children's interest well. In the Reception classes, where teaching is satisfactory, teachers do not always provide sufficient challenge in lessons, especially for the more capable children.
19. Pupils learn well in Years 3 - 6, where teaching is good overall. In these year groups, teachers have good expectations in terms of behaviour and the way pupils should work. Pupils work together very well in small groups and when working individually, and are taught to present

their written work with care. Teachers use resources well to make lessons interesting and provide work that challenges pupils and enables them to learn quickly. Interesting homework makes a good contribution towards pupils' achievement by giving them opportunities to extend skills introduced in the classroom.

20. In Years 1 and 2, the teaching is variable in quality and overall it is unsatisfactory. Whilst teaching and learning are good in some classes, with good levels of challenge and pupils managed well, there are too many lessons where behaviour is not managed successfully, leading to pupils completing insufficient work and not learning quickly enough. Work is not always carefully planned to match the pupils' needs and at these times it does not engage their interest. There has been some monitoring of teaching but a high turnover of teachers has made it difficult to maintain provision in these year groups. The monitoring of teaching has identified weaknesses but not enough has been done to ensure that pupils' learning is not affected.
21. Teaching assistants are organised very well to support groups of pupils in the early stages of learning spoken English and those with special educational needs. As at the time of the last inspection, they are well briefed and their support has a good impact on learning. They provide a very good level of support for small groups withdrawn from class, especially in Years 3 - 6. The co-ordinator for special educational needs or other members of staff regularly withdraw groups of pupils in Years 3 - 6 for intensive teaching, mainly in literacy, numeracy or social skills. These pupils make very good progress at such times because activities are carefully planned to meet their needs and taught with energy and enthusiasm to keep them interested and involved. It is a strong feature that members of staff constantly check that all have understood, and react promptly with intensive one-to-one support if any pupil is not keeping up.
22. Throughout the school, assessment procedures are thorough, although assessment information is not used effectively in some classes in Years 1 and 2 to plan work that meets pupils' differing needs closely enough. Good quality marking in Years 3 - 6 is used well to help pupils to understand how they can improve.

### **The curriculum**

The curriculum is satisfactory, and is extended well through a good range of out-of-class activities. Resources and accommodation are satisfactory.

### **Main strengths and weaknesses**

- Planning for literacy and numeracy is not always effective enough in Years 1 and 2.
- Pupils' learning is enhanced by a good range of additional opportunities outside lessons.
- Provision for pupils with special educational needs is good.
- The curriculum is well adapted to reflect the cultural background of pupils.
- The school has a very high number of teaching assistants, but the high turnover of teachers in Years 1 and 2 has hindered pupils' progress.
- Pupils' learning is hindered when they miss the same lessons each week for music tuition or additional support in small groups.

### **Commentary**

23. The curriculum for the Foundation Stage and for pupils in Years 1 - 6 meets statutory requirements. There is a good curriculum for pupils' personal, social, health and citizenship education, with a new scheme of work used effectively to guide progression. There are strong links between personal, social and health education, provision in religious education and the programme of school assemblies. This has a good impact on pupils' personal development.

24. Good use is made of art and design and ICT as an aid to learning in other subjects. However, weaknesses in the curriculum result in standards that are too low in reading, writing and mathematics by the end of Year 2. In mathematics, the curriculum is not adapted enough to take account of the differing needs of pupils. The National Literacy Strategy is only partly in place and pupils do not benefit from all of the significant features of the literacy hour. The school has worked hard to develop an alternative approach that combines elements of the Strategy with a published scheme. However, the result is complicated and not effective enough, in spite of the efforts of teachers and teaching assistants.
25. There is good enrichment of the curriculum and this is a significant strength of the school's provision. The school successfully extends the curriculum through a wide-ranging programme of visits, visitors and special events. These activities are used effectively to stimulate pupils' interest and make learning relevant. For instance, pupils develop their literacy skills by writing letters of thanks to visitors, such as the Zulu dance group. All classes benefit from visits to places of interest, including the centres of worship of different faiths. The residential visit for older pupils encourages them to take responsibility and develop social skills. Members of staff give generously of their time to organise numerous clubs and activities, including cookery, dance, music and ICT. Sport is well represented, with coaching and competitions for football, netball, cricket and athletics, among others. Clubs are popular and cater for the interests of boys and girls alike..
26. The curriculum is well adapted to reflect pupils' cultures and backgrounds and reflects their differing backgrounds. All pupils get very good opportunities to learn about their own culture and the culture of others through the study of religious education, literature, assemblies, celebration of festivals, history, geography, art and music. There are many books that are written in pupils' home language, and many notices and signs across the school show that the school values other cultures and languages.
27. Provision for pupils with special needs has improved and is good. Pupils on the register are given individual education plans that set out clear targets that are focused on their identified needs. As a result, teachers have clear guidance in planning appropriate work for them, and this is an improvement since the last inspection. The progress of these pupils is monitored closely and their targets are adjusted where necessary. Effective use is made of intensive programmes to boost the progress of these and other pupils who need help, notably in social development or basic skills in language and mathematics. There are a very good number of well-trained and skilful teaching assistants and they make a very good contribution to the teaching of individuals and small groups. They show a very clear understanding of the programmes of study and the needs of each pupil. They use resources skilfully to focus pupils' attention, and their energy and strong sense of purpose ensure that such sessions are productive.
28. Groups of pupils or individuals are regularly withdrawn from lessons for music tuition or small group work in another subject. The timing of withdrawals from lessons is not planned well enough; present arrangements mean that these pupils miss important parts of the curriculum, often week after week, which disturbs learning and hinders achievement. As a result, all pupils do not have equal access to the curriculum.
29. The school has sufficient teachers at present but has had difficulty in recruiting teaching staff. Frequent changes of teacher in recent years have affected pupils' progress in Years 1 and 2. The accommodation has improved significantly since the last inspection, with temporary buildings replaced by a permanent extension that provides good quality classrooms for older pupils. The former open-plan layout of the main building has been modified so that each class now has a separate classroom. The building is well-maintained; members of staff and pupils comment that this has led to a reduction in noise and distraction, creating better conditions for learning than at the time of the previous inspection.

## Care, guidance and support

The school places a high emphasis on care and welfare. Pupils' personal development is well supported, and academic guidance is satisfactory. The school has good procedures for taking pupils' ideas and opinions into account.

### **Main strengths and weaknesses**

- Staff show good levels of care for pupils' welfare.
- There are good procedures for supporting pupils' personal development but support for their academic development is inconsistent.
- There are good induction procedures for when children start school.

### **Commentary**

30. The school has good systems for ensuring that pupils' personal and social needs are met. The staff team work together well to provide good pastoral support. Arrangements for health and safety, including first aid, are regularly reviewed. Child protection procedures are clearly understood and followed, with good access to helpful external support when needed. Parents raised concerns over rushed lunches. Although lunchtime is short, pupils are not pressured into rushing their food and say that they always have enough time to eat. Relationships between pupils and lunchtime staff are good.
31. Pupils' personal development is supported well because staff take time to meet pupils' needs. Pupils have trusting relationships with staff and readily get adult help when they are worried. A well-organised school council means that pupils' can be heard and they are often acted upon. For example, the school council has contributed well to recent improvements to the playground.
32. Academic progress is monitored soundly. The focus is placed on English and mathematics. In Years 1 and 2, assessment information is not always matched closely enough to the needs of pupils, leading to inconsistencies in achievement. Whilst older pupils understand the targets set for them in English and mathematics, younger pupils do not fully understand what they must do next to improve their own progress. Pupils with special educational needs or in the early stages of learning to speak English are well cared for and take a full part in school life. Those who need it are given additional help by visiting specialists. Teachers and teaching assistants throughout the school are well informed about their needs and share a common purpose in providing for them.
33. Good induction arrangements significantly enhance the confidence of parents and children when they start school. The provision of the 'Parent and Toddler' group provides good opportunities for children to get used to the school, staff and other children so that transfer to the Nursery is smooth. Nursery staff offer home visits and, as a result, relationships with parents develop well. Parents are positive about the good development of their children's confidence and independence. New pupils who arrive in other years are supported well and quickly find new friends.

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

The school has satisfactory links with parents and good links with the local community and other schools.

### **Main strengths and weaknesses**

- Not all parents are satisfied with the systems for dealing with and resolving concerns or complaints.
- Community links have a positive impact on learning.
- Parents and pupils benefit from the good links with other schools and the college.

## **Commentary**

34. The school's partnership with parents is satisfactory. However, about one in five parents who responded to the pre-inspection questionnaire feel that systems and procedures for resolving and discussing their concerns and complaints are not working, so that a shared and satisfactory resolution is not always achieved. Parental perception is that there are barriers with communication, so they do not feel easy about approaching the school, although many report that they have good relationships with individual staff. Although the inspection team found no evidence to support parents' views that some members of staff are difficult to talk to, the school has rightly identified that it needs to do more to foster good communication with parents.
35. The quality of information is satisfactory. Parents usually get monthly newsletters about school events. The prospectus and the annual governors' report are well presented and informative. The school has useful curriculum booklets for parents and it is helpful that one of the office staff is fluent in three community languages. Parents are consulted annually about their views of the school. Parents of pupils with special needs are invited to annual reviews and kept informed of their child's progress.
36. As at the time of the last inspection, community links are good and they are used well to support learning and to promote achievement. There are good links with local places of worship. Community groups responsible for promoting safety regularly visit to talk about fire safety, railway safety and to provide pupils with cycling proficiency training. Links with local area sports are particularly strong with visits to sports venues and professional coaching in football, rugby and basketball. The parent and toddler group is particularly valued by local parents.
37. School and college links are good. There is a good programme for transfer to secondary school involving visits by both teachers and pupils. During the inspection, a secondary learning mentor made initial contact with pupils in Year 6, offering them good information and reassurance. Parents benefit from a number of classes run by the local colleges in subjects such as ICT, English as an additional language and numeracy. Students and pupils on work experience regularly visit the school, whilst staff have good opportunities for professional development through attending courses at other local schools.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and other key staff provide satisfactory leadership and management. Governance is satisfactory, and statutory requirements are fully met.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher are committed to improving the school and provide good pastoral support.
- The high turnover of staff has adversely affected the effectiveness of leadership.
- Procedures for monitoring the school's effectiveness are not rigorous enough to ensure that weaknesses are addressed quickly.
- Co-ordinators are good role models in their teaching of their subjects.
- Provision for special educational needs is managed well.
- There are good induction procedures for new teachers.

## **Commentary**

38. The headteacher provides sound leadership for the work of the school. She is supported well by the deputy headteacher. Together, they know what sort of school they want. There is a commitment to improvement and a shared sense of purpose, although the pace of change

and the overall effectiveness of leadership have been adversely affected by the high turnover of staff. A great deal of time has been spent on appointing new staff. This has been, and continues to be, a major barrier to raising achievement, especially in Years 1 and 2, which are the year groups most affected by staff turnover.

39. A major strength of leadership is the good level of pastoral care given to members of staff and pupils. A strong caring ethos pervades all aspects of school life. Consequently, pupils feel secure and valued. Relationships between adults in the school are good and there is a very happy working atmosphere. All members of staff are able to contribute to school life, and there is a strong sense of teamwork across the school.
40. Management is satisfactory overall, but there are important weaknesses in the monitoring and evaluation of the school's work. Although teachers have been observed at work in the classroom, and there is a wide range of test data, the monitoring procedures are not rigorous enough. Consequently, strategic planning is not focused sufficiently on addressing issues as they arise. Both the headteacher and the deputy headteacher are aware that there are weaknesses in teaching in Years 1 and 2. However, the actions taken so far, such as putting more support staff into some classes, have not been effective in improving teaching or ensuring that pupils' achievement is consistent across both years groups.
41. Co-ordinators are good role models in their teaching. They have high aspirations and action plans generally set appropriate targets for improvement. Co-ordinators monitor provision in a variety of ways, including looking at teachers' planning and pupils' work and observing lessons. However, monitoring has not always been successful in identifying where there are weaknesses, and this means that not enough has been done to ensure improvements are made. The co-ordinator of English as an additional language provides good guidance and staff training.
42. Provision for pupils with special educational needs is well led and managed by the co-ordinator. Recommended procedures are carefully followed and record keeping is systematic. Funding for pupils with special educational needs is spent appropriately for their benefit. To develop further the school's inclusiveness, there are good plans in place to use additional funding from the Excellence in Cities initiative to provide additional support to pupils and parents through a learning mentor.
43. Day-to-day management is efficient, and the school runs smoothly as a result. There are good induction procedures for new staff. They are given good levels of support when they join the school, helping them to settle quickly. A mentor gives good support to newly-qualified teachers.
44. Governance is satisfactory. The chair of governors has a good working relationship with the headteacher, and other governors are supportive. Statutory requirements are met in full and the governors' annual report is well presented and informative. Governors take responsibility for individual subjects and meet regularly with co-ordinators. Governors are focused on school improvement and are kept well informed by the headteacher but some have little personal involvement in the school and, as a group, they do not hold the school to account sufficiently over the effectiveness of provision.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	1,145,858
Total expenditure	1,055,558
Expenditure per pupil	2,546

Balances (£)	
Balance from previous year	56,917
Balance carried forward to the next year	90,300

45. Financial planning is satisfactory. Governors are knowledgeable about the current financial situation. Funding provided under the Ethnic Minority Achievement Grant has been spent

wisely on recruiting good teaching assistants to support pupils. Best-value principles are applied appropriately and the school provides sound value for money.

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

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

46. Provision for children in the Nursery and Reception classes is satisfactory overall and similar to that found at the time of the last inspection. Children's attainment on entry to the Nursery is below average, with few children having pre-school experience, and many lacking confidence in speaking English. Achievement is satisfactory overall, being good in the Nursery and satisfactory in the Reception Year. Attainment by the end of the Reception Year is below the nationally expected levels in communication, language and literacy and mathematical development and is in line with them in personal, social and emotional development and physical development. There is insufficient evidence to form judgements on provision in knowledge and understanding of the world and creative development.
47. Teaching and learning are good in the Nursery and are satisfactory in the Reception Year. Teaching assistants make a good contribution towards learning and are used especially well to support children with English as an additional language and to extend children's personal development. As at the time of the last inspection, members of staff work together well as a team and are enthusiastic and hardworking. Resources are used well to maintain the children's interest and there is a good emphasis on practical activities. Staff have high expectations for behaviour and encourage and engage children with differing needs well. Assessment procedures are thorough and members of staff mark work well, setting clear individual targets to help children to improve. However, teachers in the Reception classes do not always provide sufficient challenge in lessons, especially for the more capable children.
48. The curriculum is satisfactory and covers all areas of learning appropriately. Use of the outdoor area is being developed but the curriculum outside is not as rich or as well resourced as it is indoors. Good displays in the classrooms show children that their work is valued. There is good provision for the children who have been identified as having special educational needs.
49. Leadership and management are satisfactory. The co-ordinator has several other responsibilities and no longer teaches in the Foundation Stage. The new teachers in the Reception classes have been given some useful guidance to help them with their work, but the monitoring of teaching has been limited. The development plan for the Foundation Stage identifies activities that would improve provision but they are insufficiently linked to raising attainment.
50. As at the time of the last inspection, there are good induction procedures. Staff visit homes and provide good quality information about the school and what children will be learning each term. Children are given good opportunities to visit school with their parents before they start in the Nursery. Most parents are pleased with arrangements made when their children first start school.

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

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

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

- Children achieve well and are enthusiastic about their work.
- Members of staff provide sensitive support for children's personal development.
- There are too few opportunities for children to plan their own work.

#### **Commentary**

51. Children achieve well and most are on target to meet the early learning goals by the end of the Reception Year. Children are enthusiastic learners and enjoy taking part in activities. They follow the clear examples set by members of staff and form strong relationships with each other and develop good manners. They understand the class rules, concentrate well and are attentive. Standards are similar to those found at the time of the last inspection.
52. Teaching and learning are good. Members of staff are kind and caring, and understand the social and personal needs of individual children. They support children with English as an additional language well. Several members of staff are multilingual and they provide discrete interpretation when necessary so that all children can be included in discussions. All children, including those with emotional and behavioural difficulties, are supported well by all members of staff because they are consistent in their expectations of children's behaviour and have agreed 'hand signals' that gain their attention. Pictures are used to show children the sequence of events each day and they help children to understand class routines well. Special dolls are used to encourage children to talk about their concerns and experiences. For example, a Reception Year teacher created a calm atmosphere by focusing the children's attention on a lit candle, before telling them about the doll's worries about being lonely at playtime. Children were able to relate to this worry, suggesting what the doll might do and talk about their own special friends.
53. There is an appropriate balance between teacher-led and independent activities, although children are often directed to a task that has already been set up for them. This limits their independence in finding resources and planning and following through their own ideas.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children improve their listening skills well and gain confidence in speaking.
- Multilingual teaching assistants make a good contribution to the children's understanding.
- Teaching and learning are good in the Nursery.
- Some lessons in the Reception classes lack pace and work does not always meet children's differing needs.

### **Commentary**

54. Children's achievement is satisfactory overall, and they make good progress in speaking and listening. However, few children are on target to reach the early learning goals by the end of the Reception Year, especially in reading. Whilst most children know the sounds some letters make and enjoy talking about pictures, a large proportion is not yet reading simple sentences. Children are attentive in lessons and are especially good at listening to stories read in English or Gujarati. They enjoy chatting to each other when sharing games and activities, and make good progress in developing their vocabulary.
55. Teaching and learning are satisfactory overall. Children make the best progress in the Nursery, where teaching is good. Several children lack confidence in speaking English when they start in the Nursery and conversation is developed well in most lessons. Staff show a genuine interest in what children have to say and use praise well to build their self-esteem. For example, in one lesson, the teacher used stick puppets well to encourage and support a small group of children as they retold the story of 'Jack and the Beanstalk'. Good provision for speaking continues in the Reception classes, where teachers make good use of 'peer partners', to build confidence because children rehearse answers to questions before speaking to the class. Teaching assistants who are multilingual are used well to provide support for those children who have limited English.

56. In the Reception classes, where teaching is satisfactory, a commercial scheme is being used to teach children letter sounds. During these sessions, children are taught in small groups with other children of similar ability. However, the pace of learning in some of these sessions is too slow, and children are not always challenged enough. In addition, less capable children are sometimes given worksheets that they are unable to read, and at these times they do not learn well.
57. There are appropriate opportunities for children to write, although written work is usually in brief phrases and occasional sentences, and teachers are too ready to accept what children have written without asking for more effort, particularly from the more capable children.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- There are good practical tasks and children develop their counting skills well but have less confidence in using mathematical vocabulary to extend their understanding.
- Work is not always challenging enough.

### **Commentary**

58. Children's achievement is satisfactory, and they make good progress in learning how to count. Attainment is below the expectations of the early learning goals by the end of the Reception Year. Counting improves at a good rate because children have many opportunities to practise these skills. For example, in a good lesson in a Reception class, children enjoyed picking numbers at random and positioning them correctly on a washing line.
59. Teaching and learning are satisfactory, with examples of good teaching in both the Nursery and Reception classes. However, there are missed opportunities to extend children's learning in some lessons when tasks are not challenging enough. Many children show only a limited knowledge and understanding about the properties of shapes and use little mathematical language.

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

60. This area of learning was not a focus for the inspection and only one ICT lesson was on the timetable. It is not possible to make overall judgements on provision, teaching or standards. In the ICT lesson in a Reception class, which was satisfactory, the teacher provided appropriate support as children used an art program to draw symmetrical pictures. As part of another lesson, a teaching assistant was observed working briefly with a small group of children learning about the life cycle of the chicken. Arrows were drawn on the playground and pictures showing each stage in the life cycle were used well to support children as they learnt new vocabulary. In all classes, part of the routine during registration is to change the day of the week and weather chart, although these charts are not situated so that all children can see them easily.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Members of staff provide good role models by demonstrating skills.
- The outdoor curriculum is developing but is sometimes less stimulating than indoor provision.

### **Commentary**

61. Achievement is satisfactory, and most children are on target to reach the early learning goals by the end of the Reception Year. Teaching is satisfactory and learning mainly takes place during specific physical education lessons. Staff demonstrate and explain activities clearly. For example, in a good lesson for children in the Nursery, the teacher and Nursery nurse provided good role models and encouraged children to try a range of movements to express their feelings and improve their control. The use of the outdoor areas is being developed and there are fewer interesting activities than are provided indoors. The equipment used in the Reception areas provides limited challenge for balancing and climbing, and tasks in the Nursery, such as riding vehicles, are not structured so that children can develop a range of skills.

## **CREATIVE DEVELOPMENT**

62. There is insufficient evidence to make an overall judgement on the quality of provision. Wall displays show that children have suitable opportunities to work with a range of materials. However, some artwork is heavily directed by staff and limits the children's opportunity to make choices and to use their imagination. Suitable role-play areas indoors help the children to use their imagination but sometimes the activities provided outside are under-resourced with suitable materials and provide limited interest or challenge. Good use is made of music to calm children before whole-class activities and to focus their listening and concentration. Children in the Nursery and Reception classes sing tunefully, and singing is used especially well to support counting activities. In a good creative music activity in the Nursery, the teacher supported a group of children well as they chose instruments and followed a simple form of musical notation.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in reading and writing by Year 2 are too low.
- Pupils make good progress in Years 3 - 6.
- The school's approach to developing pupils' speaking and listening is effective.
- Pupils with special educational needs or in the early stages of learning spoken English make good progress.
- Teaching assistants make a very good contribution to pupils' learning.

### **Commentary**

63. The school has made satisfactory progress since the last inspection. Standards in Year 6 met national expectations at the time of the last inspection. Since then, test results have varied widely, falling well below the national average in 2004. However, standards in the present Year 6 are much better and are close to the national average in reading, writing, speaking and listening. Pupils achieve well overall, although fewer than average reach the higher levels.

64. Standards in Year 2 were in line with national expectations at the time of the last inspection. Since then, results in the Year 2 national tests in writing have generally been close to the national average. Results in the reading tests have varied widely, and were below the national average in 2004. However, when compared with the results of similar schools, the test results in reading and writing in 2004 were above average.
65. Standards in the present Year 2 are much lower than last year, and are well below average in reading and writing. Lower attaining pupils, including those with special educational needs or at an early stage of learning English, achieve well and make good progress because of the additional help they are given. A few more capable pupils gain basic skills quickly and exceed the expected level for their age, although the number at this level is very low. Nevertheless, achievement is unsatisfactory because expectations for pupils' rate of progress are too low in some classes.
66. A few more able pupils in Year 2 successfully write long stories and descriptions. Many have responded well to homework tasks, but most written work is brief. Presentation is often untidy and spelling is particularly weak. Marking is not effective enough in pointing out the main errors and teachers do not routinely require pupils to learn from their mistakes by making corrections or doing further work. Pupils are interested in reading. A few read books at a higher level of difficulty and explain the meaning confidently. However, most pupils read simpler books than usual for their age. Many are not confident in sounding out new words, even though this skill is taught in lessons through a structured reading programme. Books in class collections are not graded for difficulty, and pupils' reading choices are not monitored closely enough to ensure that they make their best progress at home and school.
67. By Year 6, standards of handwriting and presentation are good and have improved since the last inspection. There are good examples of word-processing used to improve presentation and to encourage careful editing. Nevertheless, spelling is a weakness throughout the school, and pupils do not make enough use of a dictionary or thesaurus. There are many examples of good achievement in writing for a specific purpose, including, for example, letters of thanks to visitors. Study of a particular kind of writing is often extended over a series of lessons, and this is very successful in giving pupils time to plan, rewrite and improve their work. Reading is promoted well by such means as the Readathon challenge, with its rewards for the number of books read. Pupils respond well and are keen on reading fiction and non-fiction, showing sound understanding of what they read.
68. The current priority of raising standards in speaking and listening is proving successful across the school. Opportunities for pupils to talk for specific purposes are a feature of most lessons. Pupils in all classes are given regular opportunities to talk with a partner to plan their ideas. As a result, they join confidently in discussions. Teachers and teaching assistants coach individuals and encourage shy pupils to join in. Pupils for whom English is an additional language achieve well in this aspect of the curriculum.
69. Teaching is satisfactory in Years 1 and 2, and one lesson was good. Successful features include clear explanations and a variety of tasks undertaken at a good pace. However, occasionally tasks are too difficult for some pupils when working independently, even though each year group is divided into six teaching groups according to their capability. Not all pupils have the social skills necessary to work productively with a partner, and this is a significant weakness because paired-work is a key feature of the school's literacy programme. Some boys show little interest during lessons and do not work hard enough.
70. Teaching and learning is good in Years 3 - 6, with an example of very good teaching in Year 6. Pupils achieve well in Years 3 - 6 because:
- lessons are interesting and teaching is stimulating;
  - grammar is well illustrated and explained;
  - expectations for the quality and quantity of writing are high; and

- pupils are encouraged to read widely and often.

Overall, boys and girls work hard with a good will and little need for direct control. A very good lesson for the weakest group in Year 6 had a high impact on their learning because of the vigorous pace, energetic interaction with individuals and the care taken to check that their understanding was secure. Teaching assistants make a very good contribution to learning throughout the school. Their support in lessons and their teaching of withdrawal groups is skilful, well informed and clearly focused on pupils' needs.

71. Leadership is satisfactory overall. Provision for Years 3 - 6 is well managed and pupils make good progress as a result. The curriculum for Years 1 and 2 is not effective enough and the school has plans to review it. As a whole, its organisation, teaching methods and resources are too complicated, putting new teachers at a disadvantage, and it is not holding the interest of all pupils. Assessment information accurately shows the standards that pupils reach, but their rates of progress through Years 1 and 2 are not rigorously checked against national expectations.

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

72. Classes visit the library regularly and pupils are confident in using books for research. Teachers successfully plan opportunities to develop reading and writing skills through other subjects. This is particularly effective in Years 3 - 6, where well-structured accounts and creative writing show good understanding, notably in history and religious education.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- In Years 1 and 2, pupils do not achieve well enough.
- Pupils achieve well in Years 3 - 6 because of the good teaching.
- Too many pupils in Year 6 miss parts of the lesson when they are withdrawn from the class for other activities.
- Throughout the school, pupils' presentation of their work is good.

### **Commentary**

73. Overall, the school has made satisfactory progress since the last inspection, although the pace of change and levels of attainment in Years 1 and 2 have been adversely affected by a high turnover of staff in these year groups. In 2004, the national test results at the end of Year 2 were below the national average. Test results have shown no significant improvement for the last three years and in the current Year 2, pupils' attainment continues to be below nationally expected levels. This is a decline since the last inspection and there is now too much unsatisfactory teaching. Consequently, achievement is unsatisfactory with not all pupils achieving as well as they should. Inconsistencies between classes in the quality of teaching and occasions when pupils' behaviour is not managed well enough have a negative impact on pupils' work and productivity. In some classes, teachers do not always have high enough expectations of what pupils can achieve and the tasks pupils are set lack challenge. Although teachers assess pupils' progress regularly and mark work well, the information from assessments is not always used to respond effectively to individual needs.
74. The national tests results in 2004 at the end of Year 6 were well below the national average. The results for this year group were adversely affected by high pupil mobility which means that they are not reliable indicators of overall achievement over time. Attainment is better in the current Year 6, and is broadly in line with nationally expected levels. In Years 3 - 6, pupils achieve well from their low starting point at the end of Year 2. Pupils have good attitudes to

their work and respond well to the good teaching throughout Years 3 - 6 and particularly in Year 6. Lessons are thoroughly planned and the grouping arrangements effective, helping teachers to match work to meet individual needs. Teachers use lesson time effectively and insist on good behaviour. Pupils are challenged and motivated to apply themselves well. They work both co-operatively and individually with purpose and enthusiasm. Good marking of their work gives pupils clear targets for improvement. Homework is regularly set and reinforces the learning at school well.

75. Teaching and learning are satisfactory overall. Teaching is best in Years 3 - 6, because teachers have higher expectations and manage pupils' behaviour well. In Years 1 and 2, this is not always the case. In some classes, work is not always matched well enough to need and pupils sometimes misbehave, slowing significantly the pace of learning. This is why achievement is best in Years 3 to 6.
76. A significant number of pupils in Year 6 regularly miss parts of their mathematics lesson when they are withdrawn for other music lessons and other activities. This makes it difficult for them to catch up on what they have missed.
77. Provision for pupils with special educational needs and those with English as an additional language is sound. The support that teaching assistants provide for these pupils has a significant impact on ensuring they are able to participate in the lessons and make satisfactory progress.
78. Throughout the school, pupils present their work well. It is neat and with a good regard for layout and ease of reading. Teachers are also good at ensuring pupils know and use the correct mathematical language when describing how they have arrived at their answers.
79. Leadership and management of the subject are satisfactory. The co-ordinator is supportive and is a good role model for other staff. The monitoring of data on pupils' performance is thorough. However, taking action as a result of the findings is less well developed and strategies are not yet sufficiently in place to address pupils' underachievement in Years 1 and 2.

### **Mathematics across the curriculum**

80. There is satisfactory use of mathematics across the curriculum. Opportunities in Years 1 and 2 include links to science, music in counting songs and games and when sharing and taking turns in pupils' personal and social development. In Years 3 - 6, sound links are made, for example, in ICT when handling data and in science and design and technology for numerical facts and measurements.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Not all pupils achieve well enough in Years 1 and 2.
- Pupils achieve well in Years 3 - 6.
- The curriculum includes good opportunities for pupils to develop skills through practical activities.
- Teachers make good use of ICT to make learning interesting.
- The subject co-ordinator has a strong commitment to raising standards but insufficient action has been taken to address weaknesses.

#### **Commentary**

81. Progress since the last inspection has been satisfactory. Since then, the curriculum has been developed and a far greater emphasis is given to teaching the skills of scientific enquiry. This has had a good impact on pupils' investigative skills, especially in Years 3 - 6. Nevertheless, pupils' attainment continues to be below nationally expected levels in Year 2. This is lower than in 2004, when teachers' assessments at the end of Year 2 showed that attainment was broadly average. However, attainment has fallen because teaching does not always meet pupils' needs effectively. There is wide variation between the quality of teaching from class to class. At its best in some of the classes in Years 1 and 2, teaching challenges pupils well, helping them to develop secure skills across the science curriculum. However, in other classes, work is not always matched closely enough to pupils' needs and teachers' expectations are not always high enough. This means that, over time, some pupils do not achieve as well as they should.
82. National test results at the end of Year 6 were well below the national average in 2004. The results for this year group were adversely affected by high pupil mobility, which means that they are not reliable indicators of overall achievement over time. In Years 3 - 6, pupils achieve well, benefiting from good quality teaching, so that by Year 6, attainment is broadly in line with nationally expected levels. In Years 3 - 6, teachers plan an interesting range of well-resourced practical activities that engage pupils well. This has helped to improve pupils' scientific skills, although more capable pupils are not yet confident about using their scientific knowledge to explain what they have seen in experiments.
83. The needs of pupils with English as an additional language are not highlighted sufficiently in planning, so that they do not always understand new vocabulary. This is most noticeable in Years 1 and 2, where pupils are generally at an earlier stage in developing spoken English. In Years 3 - 6, teachers overcome this problem well by ensuring that new vocabulary is introduced to small groups of pupils prior to lessons so that achievement is not significantly impaired.
84. As at the time of the last inspection, the quality of teaching and learning is satisfactory overall. The best teaching is seen in Years 3 - 6, where teachers' expectations are often higher than in Years 1 and 2. Key features of teaching and learning throughout the school are:
- good teaching methods which ensure that in most lessons there is a good balance between teacher-led activities and allowing pupils to find out for themselves;
  - insufficient difference between the recorded work of pupils of differing ability, with some teachers missing opportunities to encourage more capable pupils to record work independently;
  - in Years 3 - 6, all teachers manage behaviour effectively leading to a purposeful working atmosphere in lessons;
  - in a good lesson in Year 2, pupils responded well to an interesting task which linked well to an earlier visit to a local park;
  - lessons are well resourced and teachers make good use of ICT to support learning, helping to hold pupils' interest well; and
  - work is regularly marked, and teachers often add written comments to help pupils understand how they can improve their work.
85. Leadership and management of the subject are satisfactory. The subject co-ordinator has a strong commitment to raising standards and a good understanding of the weaknesses in teaching in Years 1 and 2. She is a good role-model in her own teaching of science in Year 2, but action taken to improve teaching in other classes has not been sufficient to ensure improvement. There has been some helpful monitoring of teaching and learning, but not enough emphasis has been given to ensuring that pupils' differing needs are being met in lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good leadership has resulted in good improvement since the last inspection.
- In Years 1 and 2, work is not always matched closely enough to pupils' needs.
- Good links are made between different subjects and help pupils to achieve well in Years 3 - 6.
- There is good enrichment of the curriculum.

### **Commentary**

86. The school has made good progress since the last inspection. Pupils' attainment is now in line with nationally expected levels by the end of Year 6, though it continues to be below nationally expected levels in by the end of Year 2. Under the good leadership and management of the co-ordinator, there have been important developments in the last three years. The confidence of teachers has improved and the curriculum, which is carefully planned to ensure that pupils' needs are met, is good. The co-ordinator is a good role-model and has high aspirations for improving standards further, based on a clear understanding of the strengths and weaknesses in current provision.
87. In Years 1 and 2, inspection findings are based on a scrutiny of work, discussions with pupils in lessons and the observation of a lesson in the ICT suite. Pupils' achievement is satisfactory, although many pupils still lack basic skills. In these year groups, teaching and learning are satisfactory. Teachers are enthusiastic about the subject and plan carefully for lessons. However, learning is hindered because work is not always matched closely enough to pupils' individual needs, and insufficient account is taken of the skills that pupils have already acquired. This means that, on occasions, work is too hard for some pupils.
88. In contrast, in Years 3 - 6, good teaching and an interesting and relevant curriculum ensure that pupils learn well. Pupils' achievement is good because of the breadth of activities that are taught in lessons, with good links made between different subjects. In lessons in one of the ICT suite, teachers have good subject knowledge. They introduce new skills effectively by breaking them down into small parts to help pupils understand what they need to do. Learning is made purposeful and this means that pupils are interested and engaged in their work, becoming confident in a wide range of activities. Consequently, older pupils have a clear understanding of the different uses of ICT and they make good use of these skills to word-process their writing, produce paintings and plans using art programs and make moving pictures or presentations using multi-media.
89. Pupils' achievement in Years 3 - 6 is enhanced further by a good range of out-of-school activities. An ICT club is used effectively to introduce small groups of pupils to new skills, for example helping them to learn how to produce very good quality animations using different techniques. The school also offers additional support to pupils identified as being gifted and talented in ICT; they have recently been learning how to make working models using control technology.

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

90. Good links are made between different subjects when pupils are working in an ICT suite. The use of ICT at other times is less well developed and, in her detailed action plan, the co-ordinator has rightly identified this aspect of provision as the next focus for development.

### **HUMANITIES**

Geography and history were not included as areas of focus for the inspection and consequently there is insufficient evidence to form an overall judgement on standards and provision. Religious education is reported in full.

## Geography

91. No lessons were seen in geography. A scrutiny of previous work shows that there are variations in the quality of work across the school. In some classes, pupils produce very little recorded work, and there is little difference between the work covered by pupils of differing capability. The coverage of many topics is superficial, although the co-ordinator is working hard to improve provision. The emphasis on establishing links between geography and other subjects is having a good impact on learning in some classes. Good use is made of ICT to support learning and visits to local places of interest such as a waterworks enrich the curriculum and help to bring the subject alive.

## History

92. In history, teaching was good in two out of the three lessons seen. Interesting resources are used effectively to focus learning. Pupils show interest in the subject and work well together. In Year 2, pupils achieve well in homework projects on famous people, finding evidence on their lives in books and the Internet. More capable pupils show a good insight into life at the time in their stories about the Great Fire of London. Pupils in Years 3 - 6 have produced good work on some topics, for instance, on the Tudors and Victorians. Occasional pieces of creative writing show that pupils can imagine life in the past and they allow pupils to develop their understanding. The curriculum meets requirements. Teachers are imaginative in making learning interesting through classroom collections of objects from the past and visitors such as the Elizabethan group.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve well in Years 3 - 6, reaching the expected standard by Year 6.
- The curriculum is well resourced with artefacts and books.
- The subject makes a good contribution to pupils' personal development.

## Commentary

93. Standards in Year 6 continue to meet the expectations of the locally agreed syllabus, and have been maintained since the last inspection. Pupils achieve well and produce a good amount of work across the wide range of topics covered in Years 3 - 6. By Year 6, they show a secure understanding of significant beliefs and practices of Islam and Sikhism. In earlier years, they have learned key features of the Buddhist and Hindu religions. In their recent poetic descriptions, inspired by study of the 'parable of the pearl', pupils show a sensitive and spiritual response to the wonders of nature.

94. No lessons were seen in Years 1 and 2 and therefore there is not enough evidence to make a judgement about pupils' attainment or the quality of teaching and learning. In Years 3 - 6, teaching is good. Teachers have good subject knowledge and their teaching is well informed. Resources are used effectively to bring difficult ideas to life and focus learning. Pupils are encouraged to consider how the principles and practices of other religions relate to their own experience. Expectations for thoughtful answers are high, and pupils respond with well-considered answers as a result. In good lessons, teachers challenge and deepen pupils' thinking very effectively.

95. The subject is soundly led and managed. The co-ordinator has worked very effectively to write a new scheme of work that reflects the recently revised locally agreed syllabus. The subject makes a good contribution to pupils' personal development. Provision ensures that pupils study a range of topics in depth, and there are strong links with the programme for personal, social and health education and citizenship. The scheme of work is extended well through the programme of school assemblies, which includes teaching in the beliefs of other faiths and activities related to their festivals. The co-ordinator guides planning, and pupils' progress is recorded using an officially recommended format. Displays around the school draw pupils' attention to key features of major world faiths. Good use is made of visits to different places of worship to bring the subject alive and to help pupils develop a deeper understanding of various faiths.

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

Art and design, design and technology, physical education and music were sampled.

### **Art and design**

96. Two lessons in art and design were seen during the inspection. A very good lesson in Year 6 promoted high standards and pupils showed good quality evaluation and art appreciation skills. They were confident to try to draw in the style of Van Gogh using their own choice of materials, and were able to draw a horizon with a distant 'vanishing point' and build and mix colour to form a wash and a thick texture. The teaching in a Year 2 lesson was unsatisfactory. Pupils' behaviour was not managed well. The pace was slow, pupils noisy and not enough was expected of them, which resulted in little being learnt in the lesson.
97. Throughout the school, pupils' artwork is valued and displayed well. Additionally, corridors feature the work undertaken in themed 'Art Weeks' and by the 'Enrichment Club' for pupils in Years 5 and 6 who are talented in art. Pupils' work on these occasions is of very good quality, both colourful and imaginative. Pupils in Year 6 have good observational drawing skills. Drawing and painting skills are used to represent recorded work across the curriculum, particularly in history, science, and design and technology.

### **Design and technology**

98. No design and technology lessons were timetabled during the inspection. A scrutiny of teachers' planning indicates that the time allocated to the subject is minimal. There is no regular timetable session but a theme is taught each term, usually for one whole day or a block of two or three half-days. Samples of work seen in Year 4 show that pupils have good ideas for designing and making chairs. Pupils use paper, card and cotton reels to interpret their designs as three-dimensional models and explain clearly those which are for leisure or for formal use. This work was of good quality and additionally, was well linked to pupils' study of art.

### **Music**

99. In music, two lessons were seen, as well as singing practice in Year 2. Pupils in Year 2 sing tunefully and with clear diction. In the Year 4 lesson, pupils improved their ability to keep a steady beat and in Year 5, pupils made satisfactory progress in developing their ability to play the recorder. There are good opportunities for older pupils to take part in performances and all pupils in Year 6 are learning to play an instrument. Regular music workshops and concerts further enrich the curriculum.

### **Physical education**

100. In physical education, one lesson was seen. In this lesson, taken by a visiting coach, pupils in Year 6 developed their passing skills in rugby well and enjoyed taking part in several short games. The school has a very extensive range of after-school clubs for pupils in Years 3 - 6,

and regularly competes against other schools. The school makes good use of visitors to provide specialist coaching in rugby, football, cricket and tennis.

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

There is insufficient evidence to form a clear judgement on overall provision in personal, social and health education and citizenship.

101. The development of pupils' social and emotional skills is well embedded throughout the school. In the Nursery and Reception classes, children's self-esteem and social skills are sensitively nurtured, so that they grow in confidence. Although there is a dip in Years 1 and 2, by Year 6, pupils are self-assured, well organised and ready to move on to the secondary school. Pupils are given good opportunities to talk about issues that affect their lives. The co-ordinator has only been in post a short time but has worked hard to develop the subject. There is a thorough scheme of work which includes the required elements of drugs and sex education, as well as an effective programme for encouraging a healthy lifestyle.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

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

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