

# INSPECTION REPORT

**Mulgrave Primary School**

Woolwich

LEA area: Greenwich

Unique reference number: 100163

Headteacher: Mrs Ann Wiseman

Reporting inspector: David Tytler

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> May 2000

Inspection number: 066760

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Macbean Street Woolwich
Postcode:	SE18 6LP
Telephone number:	020 8317 9211
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr T Slack
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Tytler	<i>Registered inspector</i>		What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed?
Anthony Mundy	<i>Lay inspector</i>		Pupils' attitudes and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents? The community's contribution to the curriculum; Staffing, accommodation and resources.
Margaret Lygoe	<i>Team inspector</i>	Special educational needs; Mathematics; Design and technology; Information technology.	How good are the curricular opportunities offered to pupils?
Jean Morley	<i>Team inspector</i>	English; Religious education.	Spiritual, moral, social and cultural development of pupils.
Helen Mundy	<i>Team inspector</i>	Under-fives: Geography; History; Physical education.	Best use of resources.
Sue Hall	<i>Team inspector</i>	Equal opportunities: Science; Art; Music.	Assessment.
Urszula Basini	<i>Team inspector</i>	English as an additional language.	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Mulgrave is a large primary school with 356 pupils aged five to eleven, and 50 children aged under five. A catastrophic fire in the week before last year's National Curriculum tests destroyed much of the building and resources, and all the school documents. The damage was such that half of the building could not be used. The school used temporary accommodation on two sites, which were made available very quickly. Since November 1999, the school has been housed in a former boys' secondary school outside its catchment area. The percentage of pupils known to be eligible for free school meals is well above the national average, whilst the percentage of pupils speaking English as an additional language is very high. The proportion of pupils with special educational needs is high. The percentage having statements of special educational need is broadly in line with the national average. Children's attainment on entry to the nursery covers a broad a range of ability, but overall is well below that expected nationally for children of their age, particularly in their language skills.

### **HOW GOOD THE SCHOOL IS**

Mulgrave is a steadily improving school with a clear commitment to raising standards for all its pupils. Whilst standards in English and mathematics are below national expectations for 11 year olds, the high quality teaching, particularly in Key Stage 2, enables pupil to make good progress in their learning. When account is taken of the good progress pupils make from Year 2 onwards and in their personal development at both key stages, the school provides sound value for money.

### **WHAT THE SCHOOL DOES WELL**

- Good teaching, particularly in Key Stage 2, enables pupils to make good progress both in their learning and in their social development.
- There are very good relationships throughout the school, based on mutual respect.
- The moral development of pupils is very effective.
- The leadership provided by the headteacher and senior staff is of high quality.
- There are good arrangements for gathering information on what pupils know and can do, and these are being increasingly used to inform planning for individual needs.
- The information provided for parents is good.
- The bi-lingual assistants are a strength of the school, establishing and maintaining positive links with parents and the community.

## WHAT COULD BE IMPROVED

- Standards in all subjects, but particularly in English and information technology, and in mathematics and science at Key Stage 1.
- The quality of teaching for pupils in the reception year.
- The curriculum for information technology, which currently does not meet statutory requirements in Key Stage 2.
- Attendance, which is significantly below the national averages. There is a particularly high level of unauthorised absence.
- The active involvement of more parents in their children's learning.

*The areas for improvement are outweighed by what the school does well, but they will form the basis of the action plan prepared by the governing body.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. It has maintained the strengths identified and has addressed all the key issues effectively. In particular, the senior management team and subject co-ordinators monitor teaching through lesson observation and review planning. These arrangements have had a positive impact on learning and teaching, which has improved significantly, especially in Key Stage 2.

Achievement in Key Stage 2 shows year on year improvement, although there has been little change in Key Stage 1. A reading recovery scheme has raised standards in reading in parallel with national improvement, and groups of pupils in Year 2 and Year 6 have been targeted in order to improve results in the national tests in English and mathematics.

The provision for information technology is unsatisfactory, but this is recognised by the school. The literacy and numeracy hours are well established, and children with special educational needs are well supported. Communication with parents has improved and governors have received training. The governors' role in monitoring the quality of education the school provides, however, is not yet fully developed.

## STANDARDS

The table summarises inspectors' judgement about how well pupils' achieve in relation to their individual targets by the time they leave the school.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	D
Mathematics	E	E	C	A
Science	E*	E	D	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E
<i>unsatisfactory</i>	E*



In the 1999 national tests for English for 11 year olds, the percentage of pupils reaching Level 4 or above was well below the national average, as was the percentage reaching Level 5 or above. In comparison with similar schools, they were below the average. In the mathematics tests, the percentage of pupils reaching Level 4 or above was below the national average, while the percentage reaching Level 5 or above was close to the average. Overall, the mathematics results matched the national average for all schools. In comparison with those of similar schools, they were well above the average. In the science tests, the percentage of pupils reaching Level 4 or above was below the national average, as was the percentage reaching Level 5 or above. In comparison with similar schools, they were above the average.

The school's target for English was not met. The target for mathematics was exceeded. The targets for this year's tests for pupils achieving Level 4 or above is 58 per cent in English and 55 per cent in mathematics. Inspection evidence suggests that these will be exceeded, although few pupils are likely to gain Level 5. The results in English, mathematics and science rose from 1996 to 1999, reaching the national average in mathematics and coming close to the national average in science. There has been a steady rise in English, although results have always been well below the national average. Standards in information technology for 11 year olds are below national expectations. Standards in religious education are in line with what is expected by the locally Agreed Syllabus.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	The pupils are enthusiastic learners and take full advantage of all the educational opportunities offered to them.
Behaviour, in and out of classrooms	The pupils respond well to the school's good arrangements for managing behaviour in classes, outside, and around the quite difficult building.
Personal development and relationships	The relationships throughout the school are very good, with some outstanding examples seen, and they enable pupils to make good progress in their personal development.
Attendance	Attendance is poor, with a high level of unauthorised absence. Punctuality is unsatisfactory, with a significant number of pupils arriving late.

The response of pupils during the inspection was satisfactory or better in almost all cases, and was very often good. The pupils' attitudes and behaviour were judged to be satisfactory in 27 per cent of lessons, good in 53 per cent, and very good in 18 per cent. The unsatisfactory attitudes and behaviour in 2 per cent of lessons were directly linked to unsatisfactory teaching.

The good behaviour of the pupils and their enthusiasm for learning allows teachers to concentrate on teaching and the pupils to concentrate on learning. Poor attendance and unsatisfactory punctuality have an adverse effect on standards.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Unsatisfactory	Satisfactory	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching observed during the inspection was satisfactory or better in most cases. Overall, 94 per cent of the lessons seen were satisfactory or better, with 31 per cent good and 12 per cent very good. Some teaching was excellent. There were, however, some variations between areas of the school. In the early years, teaching was judged to be unsatisfactory for children in the reception year, where 29 per cent of the lessons seen were unsatisfactory. In the early years over all, 71 per cent of lessons were satisfactory or better. There was no unsatisfactory teaching in the nursery.

In Key Stage 1, all but one lesson was judged to be satisfactory or better, with 54 per cent satisfactory and 42 per cent good or better. In Key Stage 2, 48 per cent of the teaching was satisfactory, 32 per cent good and 20 per cent very good. There was no unsatisfactory teaching, and some excellent teaching was seen. The teaching of literacy and numeracy was satisfactory in Key Stage 1 and good in Key Stage 2.

Unsatisfactory teaching in the reception year led to unsatisfactory progress in literacy and numeracy. Sound teaching in Key Stage 1 enabled pupils to make satisfactory progress in their learning. The significant amount of good and better teaching in Key Stage 2 resulted in pupils, many of whom have English as an additional language or have special educational needs, making good progress in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum focuses on literacy and numeracy, but is broad, balanced and relevant to its pupils. The pupils also benefit from a range of visits out of school and from the experiences brought to it by visitors. The provision for information technology, however, does not meet statutory requirements in Key Stage 2.
Provision for pupils with special educational needs	The good provision for pupils with special educational needs enables them to make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Support for pupils with emotional and behavioural problems is a strength.
Provision for pupils with English as an additional language	Arrangements for pupils with English as an additional language are sound, enabling pupils to make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the personal development of pupils is good. Their moral development is very good, while their social development is good. The provision for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school provides good care for its pupils, enabling them to take full advantage of the educational opportunities provided. There are good arrangements for gathering information on what pupils know and can do, and this is increasingly used to inform planning to meet the academic and personal needs of pupils.

The school has the support of many parents and works very hard to create a good partnership to underpin the learning of their children at home and at school. A significant minority of parents, however, do not always respond positively to these efforts and do not play an active role in their children's learning.

Singing is a particular strength of the school and an important element in creating the school's evident sense of community. The provision for information technology, however, does not meet statutory requirements in Key Stage 2.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, with the active support of the deputy and key staff, provides clear educational direction for the school and has created a culture of school improvement in order to raise standards.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its statutory responsibilities but its role in monitoring the quality of education provided by the school is not yet fully developed.
The school's evaluation of its performance	The school has introduced a very effective system of monitoring teaching and learning, which is carried out by the headteacher, her deputy and subject co-ordinators. The information gained is used to improve school performance.
The strategic use of resources	The school makes good use of all the resources available to it.

The school is well staffed with teachers and learning support assistants who are generally well used. The temporary accommodation is adequate but has obvious disadvantages, since it is on three floors connected by narrow stairways. The accommodation is managed well and the school, with the help of the local authority, has done its best to provide a welcoming and purposeful learning environment.

The school is well managed and the headteacher, with the active support of colleagues, has created a whole school drive for improvement, which is having a positive effect on standards. The school applies the principles of best value and evaluates the cost-effectiveness of its spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The pupils are expected to work hard.</li> <li>• The teaching is good.</li> <li>• Their children make good progress.</li> <li>• They are kept well informed about how their children are getting on.</li> <li>• They feel comfortable approaching the school with problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework set.</li> <li>• The range of extra-curricular activities.</li> <li>• The partnership with parents.</li> <li>• Behaviour.</li> </ul>

Evidence gathered during the inspection supported the views of the majority of parents. Inspectors found, however, that the range of extra-curricular activities was satisfactory, and that the good behaviour management ensured good standards of behaviour both in and out of the classroom. Inspection evidence also showed that whilst homework was generally satisfactory it was not always set consistently.

Inspectors concluded that the school worked hard to maintain a good working partnership with parents but did not always receive an enthusiastic response.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. When children enter the nursery, their attainment is well below national expectations for children of their age. Their speaking skills are particularly weak. Evidence from baseline assessments and from scrutiny of work indicates that when they transfer to the reception classes they have made satisfactory progress. Their standard of work, however, is far below the average for children nationally and in similar schools within the local education authority.

2. In language and literacy the attainment of children aged under five, including those with special educational needs and English as an additional language, is well below that expected nationally for children of their age, and they make unsatisfactory progress. The majority of children listen well to each other and to instructions from adults, but they are not given enough opportunities for group discussion or exchanges of information. Satisfactory progress in the nursery unit is not maintained in the reception classes.

3. Children of all levels of attainment, including those with special educational needs and English as an additional language, have a limited mathematical vocabulary. The attainment of children aged under five in mathematics is well below that expected nationally and, they make unsatisfactory progress. Although children in the nursery unit make satisfactory progress in mathematics, standards are not maintained when they enter the reception classes.

4. The attainment in children's knowledge and understanding of the world and in their creative development is in line with that expected nationally, and most will achieve the desirable learning outcome by the time they enter statutory schooling. The attainment of children aged under five in their physical development is below that expected nationally, and they make unsatisfactory progress.

5. In personal and social development, they reach standards which are in line with that expected nationally, and most will achieve the desirable learning outcome by the time they enter statutory schooling. The development of children's personal and social skills is satisfactory overall. All children, including those with special educational needs or English as an additional language, have confidence and self-esteem.

6. In English, standards remain below expectations in Key Stage 2, while in Key Stage 1 they are well below. Throughout the school, the strongest element of English remains pupils' listening skills, and the weakest element is writing. By the end of Key Stage 1, the proportion of pupils achieving the expected level, Level 2, is well below the national average. The proportion of pupils achieving the higher level is very low. These findings confirm those of the 1999 test results for seven year olds. When compared with those of similar schools, standards remain low. Nevertheless, when account is taken of the fact that pupils - many of whom have English as additional language - come into Key Stage 1 from a low base, they make satisfactory gains in their learning.

7. By the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 is below that expected nationally, while the proportion achieving the higher level is well below. This indicates a slight improvement over the results of the 1999 national tests. When compared with similar schools, the school is underperforming. Pupils, including the high number who have English as an additional language, in Key Stage 2, however, make good gains in their learning.

8. Standards in listening are satisfactory throughout both key stages, and for a significant number of pupils they are good. Standards in speaking are well below expectations at the end of Key Stage 1 and below expectations at the end of Key Stage 2. By the time the pupils reach the age of seven, their standards of reading are poor. Evidence gathered during the inspection indicates that when the children leave the early years, their reading skills are weak. Progress through Key Stage 2 is good, so that by the time they leave school the pupils have made up some lost ground.

9. Standards of writing are very low at the end of Key Stage 1 and only fractionally better at the end of Key Stage 2. As with reading, there is not enough early emphasis on the development of skills and this hampers pupils' progress. Again, the progress pupils make from Year 2 onwards is good.

10. In mathematics, inspection evidence indicates that standards remain well below average at Key Stage 1, and below average at Key Stage 2, which matches the results in last year's national tests at both key stages. Trends over time show little improvement at Key Stage 1, but a considerable rise in Key Stage 2 test results, particularly in 1999.

11. Pupils enter Key Stage 1 with limited mathematical skills, but learning is satisfactory across the key stage, although pupils make greater gains in Year 2. Learning and progress over time are good in Key Stage 2, though attainment in the current Year 6 is below average. A significant proportion of pupils are on the register of special educational needs. Pupils continue to develop number skills, and by the end of Year 6 average and higher attaining pupils learn to apply their knowledge to solve word problems. This area poses difficulties for some pupils with limited reading and comprehension skills, as they do not always understand what is required. Lower attaining pupils in Year 6 show some understanding of simple fractions and percentages. They interpret basic graphs and charts, answering simple questions.

12. In science, evidence from the inspection shows that since the previous inspection there has been good improvement in the standards achieved by pupils in Key Stage 2. Children enter the school with very limited knowledge and understanding of the world around them. Attainment at the end of Key Stage 1 is below the national average, but the progress made is satisfactory. Pupils make good progress in Key Stage 2 and, by the end of the key stage, attainment matches what is expected nationally for children of their age. These findings mirror the results in last year's national tests in both key stages.

13. In information technology, standards are below national expectations at both key stages and the curriculum does not meet statutory requirements for Key Stage 2. The school has, however, identified the need to raise standards and has taken a number of steps, including staff training, to improve attainment. In religious education, standards at the end of both key stages meet the requirements of the locally Agreed Syllabus.

14. Pupils with special educational needs are given good support and make satisfactory progress in Key Stage 1 and good progress in Key Stage 2, in line with their independent education plans. All pupils who speak English as an additional language make progress through the support given to them. The level of progress varies according to individual pupils' abilities. For some pupils the progress is rapid and very good, for others it is less so. Overall, their progress is good.

## **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

15. Pupils are enthusiastic learners, and their good behaviour enables teachers to concentrate on teaching and the pupils to concentrate on learning. The result is that they make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The response of pupils during the inspection was satisfactory or better in almost all cases, and was very often good. The pupils' attitudes and behaviour were judged to be satisfactory in 27 per cent of lessons, good in 52 per cent and very good in 18 per cent. In 27 per cent of lessons, the unsatisfactory behaviour was directly linked to unsatisfactory teaching.

16. On entry to the nursery, children under five learn positive attitudes by observing the good relationships between their parents, carers and teachers. They enjoy meeting other children, and are confident and secure in classroom and school routines. The children relate well to adults, listen to them attentively, and are very well behaved.

17. Throughout the school, the good attitudes reported at the last inspection have been maintained. Ninety-five per cent of the parents who replied to the pre-inspection questionnaire said that their children like school. The inspection evidence, including many conversations with pupils, endorses the parents' view. Pupils at all levels of attainment have good attitudes to school and to their work. They are proud of their achievements, responding warmly to praise and thoughtfully to advice.

18. Pupils enjoy lessons and frequently work independently without needing close supervision. They listen attentively to their teachers and to each other, and are keen to answer questions and participate in discussions. During the inspection, pupils returning from a visit to the Millennium Dome enthusiastically described their day out and showed their purchases of souvenirs and gifts. In a Key Stage 2 assembly, pupils responded confidently to questions on the theme of loving and caring.

19. Pupils work well in groups, readily exchanging ideas, sharing materials and often making very good use of time. In a Year 6 art lesson, for example, the class produced high quality drawings and paintings, where each piece of work achieved most of the demanding artistic objectives set by the teacher. They respond well to praise and appreciate the fact that every completed work book is read and signed by the headteacher.

20. In a small number of lessons unsatisfactory attitudes were linked to the inappropriate work provided for pupils. In a reception class, while the teacher was attempting to work exclusively with a small group, other pupils were uninvolved in their tasks and their restlessness distracted the rest of the class. The teacher's frequent attempts to settle them were disregarded.

21. Behaviour is good, and has improved since the previous inspection. In classes, in open areas, and on the school's many narrow staircases, most pupils are patient and good humoured. Behaviour is often very good in classrooms at the beginning of lessons, when pupils are grouped on small carpeted areas to receive instructions. Nursery children are consistently well behaved in the classrooms. Whilst their behaviour in the outdoor area is generally good, rules are sometimes unclear and children are often over-excited.
22. Most pupils conform very well to the brief behaviour rules displayed in classrooms, and they respond to their teachers' skills in class management. In the confined space of the playground, incidents of aggression between pupils are rare. Pupils' personal development is good. During the inspection, at a meeting of the school council, pupils from each year made proposals to fine-tune the school's anti-bullying procedures. The proposals were accepted by the headteacher, and a printed list was immediately circulated to pupils and staff. The council has also contributed to the school's learning and teaching policy.
23. From the earliest years, pupils willingly accept responsibility in classrooms and, when given opportunities, around the school. The youngest pupils confidently negotiate long corridors and numerous flights of stairs, carrying messages and delivering class registers to the office. Pupils in Year 6 have a range of responsibilities, including opening and closing the computer network, helping in the dining hall and organising games for younger children at lunchtimes. Some Year 6 pupils have responsibilities as supportive 'friends' to designated younger children. Pupils in all year groups are appointed to the school council and encouraged to discuss important topics, such as the school's policy for teaching and learning. All pupils have opportunities to contribute to the school newspaper.
24. Relationships are very good between pupils of all ages, and between pupils and adults. In lessons, pupils answer questions and make decisions without fear of mistakes being ridiculed. All have equal status within the school community, and receive sensitive and effective support at work and play.
25. Attendance is poor, and is significantly below the national average for primary schools. Despite the efforts of the school and the educational welfare service, some families do not ensure their children's regular attendance. Many pupils arrive late for the start of the morning sessions without any sense of urgency, interrupting registration periods or missing parts of the first lesson of the day. Absence from school, and late arrival of pupils in the morning, affects the attainment and progress of a significant minority of pupils. Lessons during the day begin promptly.

## **HOW WELL ARE PUPILS TAUGHT?**

26. The teaching observed during the inspection was satisfactory or better in most cases. Overall, 94 per cent of the lessons seen were satisfactory or better, with 31 per cent good and 12 per cent very good. Some teaching was excellent. There were, however, some variations between areas of the school. In the early years, teaching was judged to be unsatisfactory for children in the reception year. Of the lessons seen, 71 per cent were judged to be satisfactory or better, with 29 per cent unsatisfactory. There was no unsatisfactory teaching in the nursery.



27. In Key Stage 1, all but one lesson was judged to be satisfactory or better, with 54 per cent satisfactory and 42 per cent good or better. In Key Stage 2, 48 per cent of the teaching was satisfactory, 32 per cent good and 20 per cent very good. There was no unsatisfactory teaching, and some excellent teaching was seen. The teaching of literacy and numeracy was satisfactory in Key Stage 1 and good in Key Stage 2.

28. Unsatisfactory teaching in the reception year led to unsatisfactory progress in literacy and numeracy. Sound teaching in Key Stage 1 enabled pupils to make satisfactory progress in their learning. The significant amount of good and better teaching in Key Stage 2 resulted in pupils making good progress in their learning.

29. The lessons judged to be good and better were characterised by good subject knowledge, high expectations of the pupils, a brisk pace, good planning, a range of teaching methods, and work planned to match the pupils' prior attainment. Teachers manage the behaviour of pupils well throughout the school, and very well in Key Stage 2, anchored in good relationships based on mutual respect.

30. In a very good Year 6 English lesson the pupils were aware of the teacher's high expectations of them to perform well when writing a letter of complaint. Her good subject knowledge was used effectively to underpin her explanations and enabled her to challenge the pupils to think for themselves and find their own solutions. The high quality teaching in this lesson helped pupils of all abilities to make good progress in their learning. The very good relationships within the class enabled the teacher to focus her efforts on a target group of children

31. In a good Year 6 science lesson, the teacher made good use of praise and encouragement to support pupils. His management was firm, ensuring that pupils listened as the lesson proceeded at a good pace, covering a great deal of information.

32. In a very good Year 5 lesson in personal, social and health education, a specialist teacher worked very effectively with a group of pupils whose behaviour was causing concern. In a very skilful session, she successfully got the pupils to consider their behaviour, why they behaved in that way, what they should do to improve, and the consequences if they did not.

33. In a very good Year 4 art lesson, the teacher clearly explained what was required and what the class was expected to achieve. Whilst encouraging pupils to make their own decisions, the teacher was able to move around the room giving appropriate guidance and reminding pupils what their objective was.

34. In a very good Year 2 English lesson, the teacher was well aware of those pupils who did not want to contribute to the class discussion and was insistent that they took part. She encouraged pupils to read with expression, and her own enthusiasm helped pupils to read in a very lively way.

35. In an outstanding Year 3 design and technology lesson, the pupils made exceptional progress in their work on evaluating and assessing commercial sandwiches. The lesson was fast, well timed, and notable for excellent relationships and high quality behaviour management. It was very well organised, with clear objectives, all of which were met. As a result the pupils' attention was gained and held throughout the lesson.

36. A positive feature of many lessons, most often in literacy and numeracy, were the final review sessions in which learning was checked and reinforced. Most teachers used a good range of teaching strategies, but in an otherwise satisfactory Year 4 science lesson, the activities were insufficiently varied or interesting to hold the pupils' attention throughout the 60-minute session. The unsatisfactory teaching stemmed from insecure subject knowledge, primarily of the numeracy and literacy strategies, and inappropriate tasks that led to pupils becoming restless, disengaged from their work, and disturbing others.

37. In a Key Stage 1 lesson, for example the slow pace, repetition, and an inappropriate task led to a lack of interest and concentration in the class, and resulted in pupils making unsatisfactory progress. In numeracy and literacy lessons for the under fives, work was frequently not matched to the prior attainment of the children, who were not clear what was required of them. As a result, they drifted off task and made few gains in their learning,

38. Teaching for pupils with special educational needs is good. Work is matched well to their needs, and as a result they learn at a similar rate to that of their peers. Learning support assistants are well briefed, and are aware of the needs of individuals and of the targets on their individual education plans. Many pupils identified as having special educational needs have emotional and behavioural difficulties. Teachers and support staff work very successfully with these pupils, ensuring that the behaviour management plans are followed, and that the pupils are included in the full curriculum.

39. Classroom teachers are aware of the needs of pupils who speak English as an additional language. They involve these pupils in all activities, as was seen in an information and communication technology lesson where there was positive action to include a newly arrived pupil from Somalia in the activities. The overall quality of teaching English as an additional language is sound. There are four bilingual classroom assistants and two specialist teachers who work part-time, supporting pupils with Vietnamese, Somali, Turkish, Portuguese and Spanish origins. These teachers work effectively to improve pupils' literacy levels. Once pupils begin to use English, their development is extended by the language support assistants.

## **HOW GOOD ARE THE CURRICULAR OPPORTUNITIES OFFERED TO PUPILS?**

40. The curriculum provides pupils with a suitable range of experiences in all subjects, except information technology at Key Stage 2 where statutory requirements are not met. Displays of work reveal that pupils generally receive a broad, balanced and relevant curriculum. There is a focus on literacy and numeracy, and the national strategies are firmly established. The school has made good progress since the previous inspection in introducing schemes of work to guide teachers in their planning and to ensure that subjects are taught systematically. Planning is thorough and time allocations for lessons are carefully calculated.

41. The curriculum for under fives is planned in line with the Desirable Learning Outcomes. Provision for personal and social development is good in the nursery. Activities in most areas of learning are interesting, but there are some shortcomings in planning for the systematic development of basic skills, particularly in language and literacy. The programme of work is not sufficiently structured to ensure that all children make progress.

42. The National Literacy Strategy provides a clear framework for the development of literacy skills in Key Stages 1 and 2. In Years 2 to 6, activities are sharply focused and pupils make good progress. In Year 1 the provision is not as closely structured and, as a result, progress is slower. Teachers in all year groups, including the nursery, provide suitable regular opportunities for pupils to talk, but they do not focus sufficiently on systematically improving speaking skills. Assessment is used well to target individual needs in English. There is a reading recovery scheme for pupils in Years 1 and 2, and the Additional Literacy Support programme has been introduced to raise achievement in Years 3 and 4.

43. The National Numeracy Strategy has been successfully introduced in all classes at Key Stages 1 and 2 this year. There is a good emphasis on the development of mental skills and strategies. In most classes work is well planned to target the needs of different groups of pupils, and as a result progress is good in Years 2 to 6. In Year 1, work is not always sufficiently varied to meet the needs of pupils at different stages, and consequently progress is more limited. Pupils in Year 6 benefit from being taught in groups organised according to attainment.

44. The school has already identified the need to improve the curriculum for information technology as part of its drive to raise attainment in the subject. There is a programme of staff training, and new software is being introduced. All classes in the main school have a weekly lesson in the computer suite. A specialist teacher, supporting IT, worked on a temporary basis until Easter, and achievement has begun to improve. The school has recently introduced a scheme of work that combines national guidance with local authority material. Statutory requirements in Key Stage 2, however, are not being met because pupils have only just started a full programme that covers all aspects of the information technology curriculum. Aspects of modelling and monitoring have yet to be tackled, and little use is made of computers for research in subjects such as history and geography.

45. There are satisfactory schemes of work in place for all other subjects. The school follows the locally Agreed Syllabus for religious education. There is good provision for personal, social and health education. The programme includes sex education, education against drug misuse, and aspects of citizenship. The school's anti-bullying and anti-racist policies are actively reinforced in each year in personal, social and health education lessons.

46. Provision for pupils with special educational needs is good overall but is better in the main school, where support is very closely linked with assessment. Children in the nursery who are identified as having special educational needs receive good support. There is, however, no system of screening when children begin nursery, to monitor their progress and to plan provision.

47. In Key Stages 1 and 2, support is well planned and regularly reviewed. Targets on individual education plans are for the most part carefully written so that progress can be measured. Many pupils with special educational needs have emotional and behavioural difficulties. Provision to support these pupils is a strength of the school. Most support is given in the classrooms and pupils have full access to the curriculum. Provision for pupils with statements of special educational needs is good.

48. The support given to pupils who speak English as an additional language is overall satisfactory throughout the school. All pupils who speak English as an additional language have equal access to the curriculum. Throughout the school they are provided with challenging activities, especially in literacy and numeracy. The local education authority has identified the underachievement of Vietnamese and Somali pupils, as reflected in the school's intake. The school is remedying the situation by employing Vietnamese and Somali bilingual classroom assistants who are having a positive effect on pupils' learning.

49. There are few extra-curricular clubs, but the school makes satisfactory use of community resources and pupils regularly take part in local events. The pupils' experience is extended through educational visits and visitors to the school. Year 3 pupils visited the Millennium Dome during the inspection week. Classes visit museums, art galleries, farms and places of worship.

50. Good links are maintained with primary and secondary schools, and with a special school. Pupils are aware of the multiple deprivations of children in special schools. The formal move into the current building was accompanied by a secondary school street band. Mulgrave pupils are valued by secondary schools for their good behaviour and ability to co-operate. Equally effective links are established with the teacher training departments of universities.

## **Personal development**

51. The overall quality of the school's provision for pupils' spiritual, moral, social and cultural development is good, maintaining the strengths identified in the last inspection report, with improvements in some areas. Spiritual development is satisfactory. The spiritual life of the school focuses on assemblies for all pupils. Themes are thoughtfully planned by the co-ordinator for religious education and, over a term, they combine Bible stories, stories from other faiths, and stories with a strong moral content.

52. Pupils are given opportunities for prayer and reflection, and their attitudes in these shared acts of worship are good. Teachers play an active part in assemblies, and this has a positive and unifying effect that is taken into the classroom. There are, however, few opportunities in lessons for pupils to consider the wonders of everyday life.

53. Moral development is very good and is a real strength of the school. Assemblies are used very well to give pupils a good sense of right and wrong and to provide them with challenges to think about the reasonableness of their actions. For example, Year 1 pupils told the story of the Rainbow People who learned to forget their differences. Year 6 pupils used their own writing on bullying and racism as part of a poignant assembly based on the theme of loving and caring: 'Bullies intimidate, persecute and frighten... Insensitive and mean' and: 'We have to stamp out racism. I do not want our society of tomorrow growing up in a hostile environment...'

54. Teachers are good role models: they treat pupils with both kindness and respect. As a result, pupils learn how to be considerate and co-operative, and they frequently demonstrate these qualities in their lessons. Teachers are quick to intervene in class discussion on issues of morality to reinforce high standards.

55. Provision for social development is good overall. Although there is little encouragement to pupils to consider those less fortunate than themselves through regular involvement with charities, there is a significant number of good features. There is an active school council which is involved in worthwhile decision making, for instance the playground games scheme, the school's teaching and learning policy, and bullying.

56. The school runs a 'calming club' at lunchtime with the purpose of providing a haven for pupils who, from time to time, find it difficult to control their behaviour. It is run by a senior member of staff who is able to spend time talking with the pupils. The quality of the support provided is very good and has made a significant difference to the behaviour of children in afternoon lessons. Some exceptionally mature Year 6 pupils are invited to participate as helpers.

57. Pupils from Year 5 have the opportunity for a week-long residential visit and, for many, this is their first time away from home. There are regular opportunities for pupils to work independently in the classroom - and they are good at it. Key Stage 1 pupils stage a Christmas production, Key Stage 2 pupils entertain the rest of the school during the summer term, and Year 6 pupils present a 'leavers' assembly'. There is a carol service in the local church at Christmas, to which families are invited and many of other faiths come. All pupils have the opportunity to take on some responsibility in the classroom or around the school, and teachers are providing a growing number of opportunities for pupils to take responsibility for their own learning.

58. Provision for cultural development is satisfactory. There is a rich cultural mix in school and this is well used, particularly in assemblies and in religious education lessons, to help pupils understand, respect and be tolerant of the beliefs and customs of others. The school celebrates the Chinese New Year and other religious festivals. There is some work linked to famous artists, but this is limited and is largely related to the work of European artists. Music is played as the pupils arrive and leave assembly and their attention is drawn to the mood it creates or to the composer. However, it does little to enrich the life of the school. Visits are used appropriately to help pupils learn about their cultural heritage – life in Victorian or Tudor times, for example.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

59. Good procedures are established for child protection and to ensure pupils' welfare, maintaining the standards reported at the last inspection. The school follows local authority guidelines for child protection. The headteacher is the named person for child protection. All staff, including learning assistants and midday assistants, understand child protection issues and are trained in everyday procedures.

60. Monitoring the progress of pupils has been a priority of the school and is now a strong aspect of its work. The assessment co-ordinator and the school improvement co-ordinator work closely together to plan, conduct and manage a well considered programme of assessment, which has been instrumental in identifying areas for improvement in academic and personal development. The school has worked with admirable resolve to raise attainment through the use of assessment and targeted support which is appropriate to the range of pupils' needs.

61. Assessment procedures in both key stages are good overall and very good in English, mathematics and science, which represents a considerable improvement since the last inspection. There is well-organised programme of regular formal and informal monitoring in most subjects. Assessment is on-going, with in-class assessments building up a picture of each pupil. The school makes good use of optional national assessment materials and those linked to schemes of work. This is particularly effective in the teaching of the oldest pupils. The co-ordinator has a good grasp of his role and has been instrumental in raising staff awareness of the benefits of carefully measuring attainment and using this knowledge to inform future planning.

62. Staff know the pupils well and have a full picture of their strengths and weaknesses, including their attitudes to work, ability to concentrate, and self-confidence. The school has established a consensus about different levels of attainment that is an important aspect of teacher assessment. Staff are usually aware of the range of information available and how this is to be used to identify areas for development. The school does not, however, assess children on entry to the nursery. This makes it difficult to specifically identify areas for their development and to measure their progress during this period of their education. The school also has limited procedures for the assessment of work in information technology.

63. The use of assessment information is good and has been beneficial in the identification of work which provides sufficient challenge for all pupils. This particularly impacts on, and supports, the progress made by higher attaining pupils, those with English as an additional language, and pupils with special educational needs. Assessment is used to identify the achievements by gender and of different ethnic groups. All groups of pupils receive teaching that is targeted to their particular needs.

64. Pupils are involved in setting their own attainment targets, and every completed workbook is examined and signed by the headteacher. The school makes particularly effective use of assessment data prior to end of key stage assessments, to provide booster classes and activities to review work and prepare for assessment routines.

65. The school provides good support overall for pupils with special educational needs. Individual education plans are in place and are used well for these pupils to guide support and to monitor progress. There are good links with most outside agencies, such as the educational psychologist and speech and language therapists. Pupils with emotional and behavioural difficulties are monitored and supported very well. The special needs co-ordinator works skilfully with some groups of pupils to help them improve their behaviour.

66. Pupils with English as an additional language make good progress in lessons and throughout the two key stages. Assessment of their learning is thorough and is used to direct the next stage of planning. The assessments are reliable and demonstrate an accurate picture of individual pupils' development in English. Classroom teachers as well as the specialist staff know their pupils well. The success of the assessment strategy has had a positive impact on pupils' achievement.

67. Very good individual care and support is offered by class teachers and by the headteacher, who is accessible and reassuring. The school's learning assistants are skilled in curriculum and social support, and they develop good relationships with pupils. Children joining the nursery are warmly welcomed with their parents. Most pupils joining other year groups settle quickly and happily into daily routines. Very good procedures support pupils with identified special needs when they are transferring from other schools.

68. The behaviour policy is fully implemented, and promotes good behaviour in classes, in the open areas of the school and in the playground. Good procedures ensure that the occasional incidents of serious misbehaviour are contained, and that pupils are quickly resettled in their classrooms. Summaries of the anti-bullying policy are displayed prominently in classrooms and open areas. The policy is implemented consistently and thoroughly. Whilst pupils have few concerns about bullying, the school's clear definition of bullying is not accepted by all parents. There are good arrangements for the return of pupils to school after they have been excluded.

69. Systems for recording, monitoring and promoting attendance are satisfactory. Where attendance is irregular, families are contacted by the school and by the local authority's educational social worker. A robust statement about attendance and punctuality is included in the school prospectus. However, significant numbers of pupils are late for school each day, and their parents and carers are not always systematically challenged.

70. The headteacher and site manager regularly inspect the school site and buildings for hazards to health and safety, but procedures are not established for regular risk assessments. A member of staff is a qualified first-aider, and a number of staff are awaiting training. Good supervision ensures pupils' safety in the playgrounds. Pupils' behaviour in the dining hall is generally very good but procedures are not established for adult support in an emergency.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

71. Parents' views of the school are generally favourable. At the pre-inspection meeting, and in response to questionnaires, parents confirmed that they are always welcome in school, that their suggestions are evaluated and their complaints heard sympathetically. Concerns were expressed about irregular homework, the range of extra-curricular activities and the school's arrangements for working closely with parents.

72. Evidence gathered during the inspection supported the parents' favourable views of the school, and found that whilst homework was generally satisfactory it was not always set consistently. The range of extra-curricular activities is satisfactory. The school tries to work closely with parents but some initiatives receive little or no support. Overall, the school's links with parents are satisfactory. The inspection confirms good relationships between parents and staff. A small number of parents help regularly in classes. Some vacancies exist for parent governors.

73. Information for parents is good, and has improved since the previous inspection. The school prospectus and the 1999 governors' annual report include much useful detail in addition to the information legally required. Termly newsletters are outstandingly well written and attractively printed. Occasional letters notify parents of important dates and events and of topics to be studied.

74. At three consultation evenings each year, teachers give parents clear information about their children's progress. Annual written reports to parents are satisfactory, but are inconsistent in the quality of information provided. Some reports indicate strengths and weaknesses and show clearly how pupils' attainment may be improved. In less effective reports, information is limited to details of what children know and can do.

75. Parents of children entering the nursery and reception classes are given clear information about the school's routines and expectations. The school asks for parents' co-operation in providing detailed information about pupils entering other year groups. Parents of pupils with special educational needs are well informed of progress, and of procedures for support and discipline. They appreciate the school's sensitivity to pupils' individual difficulties. Many parents want more involvement at home with their children's learning, and the school offers a number of initiatives. Class teachers are always pleased to offer advice on how children's learning could be supported out of school.

76. The school works hard to ensure that parents are kept fully informed when their child is identified as having special educational needs. Individual education plans are prepared with parents whenever possible, and the special needs co-ordinator is available to see parents at the beginning of the day.

77. Parents of pupils who speak English as an additional language are kept informed of the progress of their children. The bi-lingual assistants are always available to translate during parent-teacher conferences and when difficulties occur. Home visits are made to familiarise parents with school procedures. This creates good relationships with parents and ensures their involvement in their children's learning.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

78. The headteacher, with the active support of her deputy and staff, provides clear educational direction for the school and has created a culture of improvement to raise standards of all pupils, who come with a wide range of abilities and needs. Information on the attainment of pupils is analysed as an integral part of the school's effective self-evaluation process to ensure consistent improvement.

79. The school has explicit aims, which focus on raising standards in academic, personal and social development. These aims are effectively reflected in its work. There are very good relationships within the school, based on mutual respect, and these are used to create an effective learning environment in which all have equal access to the curriculum. The headteacher provides very effective pastoral care of the pupils and sets great store by creating an environment in which teachers can teach and pupils can learn. She is very successful in meeting this aim.

80. The school has introduced a very effective system of monitoring teaching and learning carried out by the headteacher, deputy and subject co-ordinators, which has had a positive impact on the quality of teaching. Most subject co-ordinators have regular non-contact time to monitor teaching through lesson observations, backed up by monitoring planning. Formal feedback is given to individuals or year teams and this is used to provide strong professional support for colleagues. There are effective arrangements for appraisal, and staff are to be trained in performance management.



81. Appropriate priorities for development, focusing on school improvement, are clearly written into the school development plan. Success criteria, however, are too imprecise for the governors to monitor easily the quality of learning in the school. Apart from the provision of information technology at Key Stage 2, the governors fulfil their statutory duties. They are seven short of the required number of governors, and a great deal of work falls on a few. The role of the governing body as a whole in shaping the school and monitoring the quality of education is underdeveloped.

82. The governing body meets termly. There are two sub-committees, Curriculum and Premises, and Personnel and Finance, which meet at least termly prior to the full governors meeting. There are governors with specific responsibilities, and the governing body is always invited to send a representative to policy, curriculum and target setting meetings with the staff. These invitations, however, are not always taken up. The use of information technology throughout the school is underdeveloped, but the school has identified it as a priority and there are plans to introduce some assessment software.

83. Provision for special educational needs is very well managed. Documentation is thorough and well organised, and the special needs co-ordinator has a very good overview. She closely monitors the special needs files kept by the class teachers and by the support staff. The support staff find their weekly meeting with the co-ordinator very useful, and this session gives a valuable opportunity for training and guidance. Satisfactory arrangements are made to manage the provision of English as an additional language. The part-time bi-lingual support inhibits a team approach, but the co-ordinator is able to oversee their work. She has more involvement with the language support teachers who report to her frequently and work closely with the classroom teachers.

84. The school makes good strategic use of its resources, including specific grants and other funding. Financial planning is good, and is closely linked to the school's costed three-year development plan. The headteacher, deputy, and administrative assistants understand 'best value' principles but recent emergencies have necessitated fast responses ahead of narrow financial considerations

85. Administrative routines are good, and the school office functions smoothly. The school's administrators ensure that updated financial information is available to the governors, headteacher and senior managers. Good systems are established for checking and collating purchases, and for paying creditors. An audit carried out in 1999 indicated the proper expenditure of all funds allocated to the school, including those for pupils with special educational needs. Teachers and support staff are effectively deployed. Good use is made of the building, external areas, and learning resources.

86. The school is well staffed with teachers and learning support assistants. Teachers are versatile and have good knowledge of all primary subjects, and those with curriculum responsibilities have significant expertise in their subjects. Learning support assistants are enthusiastic, well trained and generally deployed effectively to support pupils individually and in groups. Staff responsible for administration, premises upkeep and lunchtime supervision contribute significantly to the smooth running of the school.

87. Whilst the school's learning resources are satisfactory and good in mathematics and music, there are too few books to support the teaching of English as an additional language. The school makes good use of the local education authority's book loan scheme. The number of computers available to pupils is significantly above the national average for primary schools. Computers and printers are of variable quality, but most are fully operational.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. The headteacher, staff, and governors should raise standards in all subjects, particularly in the early years, in English and information technology throughout the school, and in mathematics and science at Key Stage 1.

- Improve standards in English, mathematics and science by:
  - \* gathering precise information on the attainment of children as they enter the nursery;
  - \* improving the provision made for language and literacy and mathematics in the early years and Year 1, by ensuring that there is a structured and sharply focused programme of learning;
  - \* giving all pupils more formal speaking opportunities throughout the school by introducing a clear focus to every session and raising teachers' expectations of what pupils can achieve.
- Improve provision for information technology and raise attainment by;
  - \* ensuring that pupils throughout the school have full access to all areas of the National Curriculum for information and communication technology
  - \* raising the level of confidence and expertise of teachers and support staff in information technology through appropriate training.
  - \* appointing a subject co-ordinator and providing sufficient technical support
  - \* developing assessment procedures to record and monitor pupils' progress in information technology and then using the information to guide planning to meet individual needs.
- Improve the quality of teaching for pupils in the reception year by ensuring that all early years' staff are trained in the Foundation Stage of Learning and in all aspects of the National Literacy and Numeracy Strategies.
- Improve attendance and punctuality through more thorough monitoring and follow up of unexplained absences or habitual lateness.
- Seek ways of involving parents more closely in their children's learning and in the day-to-day life of the school.

*All the above issues have been identified by the school as areas for improvement.*

### 89. **Other issues**

The governors should also consider the use of support staff in whole class sessions and develop their own role in monitoring the quality of education by making success criteria in the school development plan more precise.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	68

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	31	51	6	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	<b>No of pupils</b>
Number of pupils on the school's roll	386
Number of full-time pupils eligible for free school meals	248

*FTE means full-time equivalent.*

<b>Special educational needs</b>	<b>Nursery</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	6	189

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	134

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	84
Pupils who left the school other than at the usual time of leaving	92

### **Attendance**

#### **Authorised absence**

	<b>%</b>
School data	5.6
National comparative data	5.4

#### **Unauthorised absence**

	<b>%</b>
School data	2.8
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### *Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	33	28	61

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	19	17	26
	Girls	16	16	18
	Total	35	33	44
Percentage of pupils at NC Level 2 or above	School	57(50)	54 (56)	72 (61)
	National	82 (79)	83 (81)	87 (84)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	15	26	18
	Girls	16	17	16
	Total	31	43	34
Percentage of pupils at NC Level 2 or above	School	51(51)	70 (57)	56 (51)
	National	82 (81)	86 (85)	87 (85)

*Percentages in brackets refer to the year before the latest reporting year.*

### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	28	20	48

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	12	19	21
	Girls	10	10	15
	Total	22	29	36
Percentage of pupils at NC Level 4 or above	School	46 (40)	60 (46)	75 (60)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	13	29	21
	Girls	10	9	13
	Total	23	29	34
Percentage of pupils at NC Level 4 or above	School	48 (32)	60 (47)	71 (41)
	National	68 (65)	69 (59)	75 (71)

*Percentages in brackets refer to the year before the latest reporting year.*

### *Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	12
Black – African heritage	53
Black – other	7
Indian	7
Pakistani	0
Bangladeshi	2
Chinese	5
White	156
Any other minority ethnic group	55

### *Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	7	1

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

### *Teachers and classes*

#### **Qualified teachers and classes: YN – Y 6**

Total number of qualified teachers (FTE)	20.3
Number of pupils per qualified teacher	21.7
Average class size	24.1

#### **Education support staff: YN – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	235

*FTE means full-time equivalent.*

### *Financial information*

Financial year	<b>1998-1999</b>
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	<b>£</b>
Total income	889824.00
Total expenditure	949181.00
Expenditure per pupil	2091.00
Balance brought forward from previous year	164539.00
Balance carried forward to next year	105182.00

***Results of the survey of parents and carer***

**Questionnaire return rate**

Number of questionnaires sent out	386
Number of questionnaires returned	138

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	70	26	4	1	0
My child is making good progress in school.	56	36	7	1	1
Behaviour in the school is good.	44	37	9	4	7
My child gets the right amount of work to do at home.	26	34	24	8	7
The teaching is good.	61	33	1	0	5
I am kept well informed about how my child is getting on.	53	37	7	3	0
I would feel comfortable about approaching the school with questions or a problem.	56	32	4	3	4
The school expects my child to work hard and achieve his or her best.	58	36	1	1	4
The school works closely with parents.	51	27	12	4	4
The school is well led and managed.	47	35	7	2	10
The school is helping my child become mature and responsible.	43	42	5	2	7
The school provides an interesting range of activities outside lessons.	29	23	18	9	22

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

90. The standards achieved children aged under five are unsatisfactory, and have not improved since the previous inspection. The school has, however, written and implemented a clear policy for early years education. Children enter the nursery aged three, and attend part-time and are then assessed for full time places. Twenty-five children are offered fulltime places, usually for one or two terms. They transfer to the reception classes in the term of their fifth birthday.

91. Forty-two children attend part-time, with 32 children attending full time; 34 speak English as an additional language; seven have been assessed as having special educational needs; and one is statemented.

92. When children enter the nursery, their attainment is well below expectations for children of this age. Their speaking skills are particularly weak. Evidence from baseline assessments and from scrutiny of work indicates that when the children transfer to the reception classes they have made satisfactory progress. Their standard of work, however, is far below the average of children in similar schools within the area of the local education authority.

#### **Language and literacy**

93. The attainment of children aged under five in language and literacy is well below that expected nationally, and they make unsatisfactory progress. The majority of children listen well to each other and to instructions from adults. They enjoy listening to stories read to them individually or as a group. Children speak confidently to adults and to one another, but their vocabulary is limited. In the nursery unit, all staff help the children gain confidence by frequently speaking individually to them, including those with English as an additional language or with special educational needs. Few opportunities are provided for group discussion or exchanges of information. During literacy and numeracy sessions in the reception classes, nursery age children do not fully understand what is expected of them. Consequently, their opportunities for speaking and listening are greatly reduced.

94. The majority of children, including those with English as an additional language, know that pictures in books tell stories and that printed words are read from left to right. Books are taken home regularly to be shared with parents, but the book corner in the nursery unit is under-resourced and unattractive to children. Many books are unsuitable for the age group. Children of average attainment, including some with English as an additional language, can recognise their own names and the names of others. Children with above average attainment know the names of letters of the alphabet. They know a few letter sounds, but do not always apply them to the right letters. Nursery aged children of average attainment in the reception classes are unable to build simple words by sounding out the letters. Children of all levels of attainment are unable to recognise familiar words, such as mummy and daddy. In a reception class, the display of familiar words is too high for the children to read or remove the words.



95. Writing areas in the nursery are well resourced and are attractive to children. Children of average attainment can trace their full names, and a few above average children, including those with English as an additional language, can copy their first names. In one reception class, nursery age children of all attainments are only required to copy their first names. In the nursery unit, children are not taught how to hold a pencil or how to form letters correctly. They enjoy mark-making and pretend-writing, but these activities are always informal.

96. In the nursery classes, teaching is sound. Teachers have satisfactory knowledge of the desirable learning outcomes. They match work to children's abilities, and they encourage independent learning, though their vocabulary is often too complex for young children. This causes confusion when phrases such as 'upper case' and 'lower case' are applied to capital and small letters. In the reception classes, teaching is unsatisfactory in this area of learning. Staff have limited knowledge of the desirable learning outcomes and often set tasks for children unsuited to their abilities. They have low expectations. For example, in a lesson observed, writing of poor quality was accepted without comment. Satisfactory progress in the nursery unit is not maintained in the reception classes. Overall, therefore, the quality of teaching in language and literacy is unsatisfactory.

## **Mathematics**

97. Children of all attainment, including those with special educational needs and English as an additional language, have a limited mathematical vocabulary. The attainment of children aged under five in mathematics is well below that expected nationally, and they make unsatisfactory progress. In the nursery unit, average attaining children know the meanings of 'heavy' and 'light', and can place teddy bears in order of size. They do not, however, understand the meanings of 'in front of' and 'in between'. Children of above average attainment can identify a square, circle and triangle. Those of below average attainment identify a circle as a 'round'. Above average children can count objects accurately to ten.

98. A few children with English as an additional language can count to ten in their home languages. When counting in English, they use correct numbers but not necessarily in the correct order. During the inspection, children did not learn or recite number rhymes. In the reception classes, nursery age children know that money can be exchanged for goods. Children of average attainment know the word 'more' but do not always use it correctly. In all classes, opportunities for counting are restricted to formal activities. For example, children are not asked to count how many are waiting for milk or lining up for outdoor play.

99. Teaching is satisfactory in the nursery unit. Activities are well organised, and teachers have satisfactory knowledge of the desirable learning outcomes. The teaching for the children just arrived from the nursery is unsatisfactory, where children often do not understand what is happening around them. Although children in the nursery unit make satisfactory progress in mathematics, standards are not maintained when they enter the reception classes. As a result, the overall quality of teaching in mathematics is judged to be unsatisfactory.

## **Knowledge and understanding of the world**

100. The attainment of children aged under five in knowledge and understanding of the world is in line with that expected nationally, and most will achieve the desirable learning outcome by the time they enter statutory schooling. Children understand family relationships. All nursery children know their way to the school office. They know that sunflower seeds will sprout when wetted and exposed to light. During the inspection, a group of children were using a magnifying glass to examine wood lice. They drew simple, effective diagrams predicting whether wood lice would be attracted to earth, stones or food.

101. All nursery children have good access to construction toys. In the nursery unit, children of above average attainment build complex models and play with them imaginatively. In one reception class, nursery age children use construction toys but without purpose. All nursery children have good access to information and control technology. They can control the mouse and identify a few icons. Most children can print their work. In a lesson observed in one reception class, older nursery children were working at the level of children in the nursery unit. The quality of teaching in this area was satisfactory.

## **Creative development**

102. The attainment of children aged under five in their creative development is in line with that expected nationally and most will achieve the desirable learning outcome by the time they enter statutory schooling. Children express themselves through a variety of activities, using collage, printing and painting. In the outdoor area, children of all attainments were re-enacting a familiar story using simple equipment. Those above average know that fire engines make loud noises and rabbits make soft noises. Children in the nursery unit have discussed their favourite smells and made an effective wall display of their drawings of pizza, cheese and oranges. Teaching in the nursery unit is always satisfactory, and is occasionally very imaginative.

## **Physical development**

103. The attainment of children aged under five in their physical development is below that expected nationally, and they make unsatisfactory progress. Children use tools, including glue spreaders, paint brushes and scissors, but in the reception classes the cutting skills of nursery age children of average attainment are underdeveloped. A class in the nursery unit has planted sunflower seeds. Some outdoor activities are well organised, and include non-physical activities. For example, the children read and write outside, and they use chalk to draw large shapes and write their names on the asphalt.

104. Children of all attainments climb confidently on a frame and beams. During the inspection, children new to the nursery were fully involved in all physical activities. Whilst teaching in this area of learning was judged to be satisfactory, activities were not always explained or sufficiently challenging, especially for the highest attainers.

## **Personal and social development**

105. The attainment of children aged under five in their personal and social development is in line with that expected nationally, and most will achieve the desirable learning outcome by the time they enter statutory schooling. The development of children's personal and social skills is satisfactory overall. The quality of teaching in this area of the curriculum is good in the nursery unit, and is satisfactory overall. A particular strength is in the support given to children by adults.

106. The children, including those with special educational needs or with English as an additional language, come to school happily and quickly settle into routines. All members of staff contribute to an orderly and happy environment. Relationships are good between adults and children. Skilful management by staff, and consistently interesting activities, maintain good behaviour. Children do not, however, sustain adequate concentration during activities. They are distracted by too much choice, and frequently leave activities uncompleted.

107. All children, including those with special educational needs or English as an additional language, have confidence and self-esteem. They have good attitudes, and they work and play well together. They share resources and quickly learn to take turns. In the reception classes, nursery age children have good relationships with staff and older children. They are happy in school, but many lessons do not focus upon them as a separate group within the class.

108. The overall quality of teaching for the under-fives is unsatisfactory. Of the lessons seen, 14 per cent were good, 57 per cent were satisfactory, and 29 per cent were unsatisfactory. In the nursery unit, where all the teaching seen was satisfactory, staff know the desirable learning outcomes. They ask questions that make children think for themselves. Activities are well organised, although children are allowed to leave activities uncompleted. Where nursery teaching is unsatisfactory in the reception classes, objectives are unclear and activities are poorly organised.

109. The curriculum is satisfactory. In the nursery unit, learning develops through practical experiences, though in the reception classes inadequate practical experiences are provided for nursery age children. Children with special educational needs are identified within a few weeks of starting in the nursery unit. Support for children with English as an additional language begins before they enter the nursery and is a major factor in their smooth transition from home to school.

110. Staff make good assessments of children's progress in most areas of learning, but the process is not regular or systematic. Assessments are passed on when children enter the reception classes, but the inspection evidence is that reception teachers do not make use of them to help planning. Written reports to parents from the nursery unit are very informative.

111. The acting co-ordinator monitors teaching and gives clear feedback to teachers. Teachers in the nursery and reception classes plan together. The nursery unit plans for each of the desirable learning outcomes but the timetable is insufficiently structured. Too much time is allowed for free play activities.

112. The good range of learning resources is accessible and is used effectively by staff in the nursery unit to promote learning. The school is aware of deficiencies in nursery book stocks. Accommodation is satisfactory in the nursery unit, although indoor play space is limited.

## **ENGLISH**

113. At the time of the last inspection, standards in English were below national averages overall, although with some variation both between the various elements of the subject and between the two key stages. Pupils' listening skills matched national averages throughout the school, while standards in speaking and reading were below average. In Key Stage 2, standards of writing were also below the national average while in Key Stage 1 they were well below. Currently, standards remain below expectations in Key Stage 2, and in Key Stage 1 they are well below. Throughout the school, the strongest element of English remains pupils' listening skills, and the weakest element is writing.

114. By the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 is well below that expected nationally. The proportion of pupils achieving the higher level is very low. These findings confirm those of the 1999 test results for seven year olds. When compared with those of similar schools, standards remain low.

115. By the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 is below that expected nationally, while the proportion achieving the higher level is well below. This indicates a slight improvement at Level 4 over the 1999 national tests. When compared with similar schools, this school is under-performing, although account must be taken of the high number of pupils who have English as an additional language or have special educational needs. Evidence gathered during the inspection suggests that the targets set with the local education authority for this year's tests will be exceeded.

116. Standards in listening are satisfactory throughout both key stages, and for a significant number of pupils they are good. Strategies implemented by the school play a positive and important part in ensuring that pupils enter their classrooms ready to listen and learn. They listen carefully to their teachers so that, for the most part, when asked to work independently they understand what is being asked of them and complete it satisfactorily. They listen to each other, particularly at the end of lessons, when pupils have the opportunity on a regular basis to talk about their work to their classmates.

117. Standards in speaking are well below expectations at the end of Key Stage 1 and below expectations at the end of Key Stage 2. Teachers ensure that all pupils have regular opportunities to speak to their classmates. Speaking is the particular focus at the end of nearly every daily literacy lesson. In terms of time, this provides ample opportunity to raise the levels of pupils' skills. However, the sessions are not high profile slots of time and there is significantly too little emphasis on encouraging children really to 'speak to their audience'. This is a significant missed opportunity.

118. By the age of seven, the children's standards of reading are poor. Evidence gathered during the inspection indicates that when the children leave the early years their reading skills are weak. Lost opportunities in the nursery and reception classes, followed by barely satisfactory progress through Year 1, make it very difficult for pupils to make sufficient progress in Year 2 to raise their attainment to expected levels. Progress through Key Stage 2

is good, so that by the time pupils leave school they have made up some lost ground. Special needs provision, the reading recovery programme, and the Additional Literacy initiative all make valuable contributions. So, in some classes, do the contributions by parents. In a Year 2 class, for example, much time is devoted by the class teacher to communicating regularly with parents through a home-school reading diary. However, the potential of pupils as readers is not being met, largely due to inappropriate provision prior to Year 2.

119. Standards of writing are very low at the end of Key Stage 1 and only fractionally better at the end of Key Stage 2. As with reading, there is not enough early emphasis on the development of skills, and this hampers pupils' later progress. Again, the progress pupils make through Year 2 and Key Stage 2 is good. Time for pupils to write at greater length is built into some class timetables and this is helpful. However, the school has not fully explored the rich opportunities for developing literacy skills through other areas of the curriculum such as history, geography, science and religious education. Within writing, the presentation of pupils' work is a relative strength.

120. Pupils with special educational needs make good progress overall, as do the pupils for whom English is an additional language. While day-to-day lessons clearly make their contribution to this good progress, the additional support offered to pupils who need it is well planned, of a high calibre, and makes a particularly significant contribution during whole class sessions. Pupils behave well in lessons and are keen to learn. They listen attentively and work sensibly and industriously when asked to work without the help of their teacher. They help each other and co-operate well.

121. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Of the lessons seen, 33 per cent were satisfactory, 47 per cent were good and 20 per cent very good. The hallmarks of the very good teaching are an ability to enthuse the pupils, success in keeping them fully engaged in their learning, very high expectations, and skilful questioning which enables the teacher to make an assessment of the pupils' learning. There were two significant weaknesses. One was an inability to sustain appropriate behaviour, evident in one classroom. The second was present in most lessons to some degree: the lack of a specific learning focus to each section of the lesson, particularly the closing one.

122. Teachers' marking is variable. At its best it rewards pupils for their effort and then gives them the next target towards which they should work. Weaker marking fails to show pupils how they can improve. Resources in the subject are adequate but the library is significantly underused. Learning support assistants give good support during activities, but are not always used efficiently in all lessons during the whole class sessions.

123. The contribution of literacy to other areas of the curriculum is satisfactory but the school has not yet explored imaginative ways of using one to help the other. The co-ordinator is newly appointed and is a member of the senior management team. She has a good understanding of the strengths and weaknesses in the subject, the vision to see what needs to be done, the organisational skills to implement appropriate strategies, and the ability to evaluate their success. A number of initiatives in the early stage of development are likely to have a positive impact on standards. They are, however, too heavily weighted towards Key Stage 2. There are significant weaknesses in the development of language and literacy both in early years and in Key Stage 1.

## **English as an additional language**

124. The school serves an ethnically diverse community. Its population comprises pupils from Vietnam, Somalia, the African-Caribbean, India, China, Turkey and other European countries. Twenty-seven languages are spoken in the school, and 33 per cent of the pupils come from homes where English is not the first language. Of these, 23 are at an early stage of English language acquisition and 60 are supported through the Ethnic Minority Achievement Grant.

125. The previous inspection reported that pupils with English as an additional language made sound or better progress. Since then emphasis has been placed on pupils at the early stage of language acquisition, through the involvement of four bilingual assistants who ensure that rapid progress is made by the majority of these pupils. Other EMAG support is targeted at pupils who have reached a higher stage of English acquisition. The school has two language support teachers for three days a week and bilingual classroom assistants who support pupils throughout the school. There is an expectation that the language support teachers plan jointly with the class teachers whereas the bilingual assistants contribute to lessons which have already been planned.

126. The organisation and management of the work under EMAG provides a challenge to the school, because the part-time staff work a varied number of days. The overall quality of teaching under EMAG is satisfactory, but more could be done to include a range of resources and dual language books. Some inappropriate use of time for bi-lingual staff results in their limited participation in some lessons. Most of the support is given within the classroom, working alongside teachers to develop pupils' English as well as their confidence. Often, planning for group sessions is too brief, not fully taking account of grammar, phonetical structure of words, sentence structure, and types of writing needed by the target pupils to extend their learning in English.

## **MATHEMATICS**

127. In the national tests in 1999 at the end of Key Stage 1, the percentage of pupils achieving the expected Level 2 was well below the national average. Compared with those of schools with a similar number of pupils receiving free school meals, results were below average. The number of pupils attaining at the higher Level 3 was also well below average. At the end of Key Stage 2, the percentage of pupils achieving the expected Level 4 was below average, but the percentage of pupils attaining the higher Level 5 was close to the national average. Overall attainment was similar to that found nationally, with no pupils achieving below Level 3 compared with 6 per cent nationally. When compared with those of similar schools pupils' results were well above average.

128. Inspection evidence indicates that standards remain well below average at Key Stage 1, and below average at Key Stage 2, although the school is on course to exceed the targets agreed with the local authority. Trends over time show little improvement at Key Stage 1, but a considerable rise in test standards at Key Stage 2, particularly in 1999.

129. No unsatisfactory teaching was seen at Key Stages 1 and 2, and this is an improvement on the previous inspection. Of the lessons seen, 7 per cent were very good, 43 per cent good and 41 per cent satisfactory. Strong features of the teaching include very good behaviour management, clarifying objectives at the start of the lessons, correct use of subject vocabulary and a concentration on the teaching of strategies. Teachers are skilful at identifying individual needs and providing support.

130. Pupils enter Key Stage 1 with limited mathematical skills. Teachers find that many younger children who have only had one term in the reception class need considerable support in Years 1 and 2. The school has identified the need to raise attainment in Key Stage 1. Learning is satisfactory across the Key Stage, though pupils make greater gains in Year 2. Although activities in the lessons observed were matched well to pupils' needs, a scrutiny of pupils' work shows that this is not always the case. At times where the same work is set for the whole class, lower attainers struggle and higher attainers are insufficiently challenged.

131. By the end of Key Stage 1, those pupils achieving average standards and above are developing a sound grasp of number. They have instant recall of addition and subtraction facts to ten and are increasingly confident in working with numbers to 100 and beyond. Some pupils begin to round numbers to the nearest ten and develop strategies to solve number problems. A significant minority of pupils have more limited skills.

132. At Key Stage 1 teaching is satisfactory overall. Four lessons were observed, of which two were good and two satisfactory. Where teaching is good, in Year 2, the pace of oral work is brisk and teachers ensure that all pupils are involved. Explanations are very clear and teachers maintain a positive learning atmosphere, expecting pupils to concentrate on tasks. Pupils with special educational needs make good progress when working with the experienced learning support assistant. Pupils in Year 1 also settle well to complete activities, but the lack of additional support in one class slowed progress because the teacher had to monitor the work of all groups.

133. Learning and progress are good in Key Stage 2, although attainment in the current Year 6 is below average. A significant proportion of pupils is on the register of special educational needs. Pupils continue to develop number skills, and by the end of Year 6 average and higher attaining pupils learn to apply their knowledge to solve word problems. This area poses difficulties for some pupils with limited reading and comprehension skills. They do not always understand what is required, although they can complete the required computation correctly. Lower attaining pupils in Year 6 show some understanding of simple fractions and percentages. They interpret basic graphs and charts, answering simple questions.

134. Teaching overall is good at Key Stage 2; four of the eight lessons observed were good and one very good. Where teaching was best, in a Year 3 lesson, the teacher combined a brisk pace with a lively clear presentation. The whole class session was 'fun' and pupils tried their best to explain their ideas and to answer questions. Teachers use games very successfully to reinforce learning, and make good use of practical examples to illustrate their teaching. Bi-lingual assistants give very good support to pupils with English as an additional language.

135. Teachers are aware of individual needs, and all groups of pupils learn at a similar rate. In a number of lessons teachers recognised when individuals were confused, and reacted very promptly to modify activities or provide additional explanations. Higher-attainers are suitably challenged, and talented pupils are encouraged to attempt the higher level test at the end of the key stage. Learning support assistants give good support during activities, but are not always used efficiently in all lessons during the whole class sessions.

136. The National Numeracy Strategy was introduced at the beginning of the school year and all classes have a daily numeracy period. Mental and oral work is being developed well across the school, and the inconsistent practice noted in the previous inspection is no longer in evidence. All aspects of the curriculum are being suitably covered. Pupils in Year 6 benefit from being taught in sets organised according to attainment. This enables teachers to match work more closely to the needs of pupils. 'Target groups' of pupils are identified at each key stage, and there is a focus on raising standards. Mathematics is used effectively across the curriculum in science, design technology, and art. Computers are beginning to be used for data handling at both key stages, and pupils use their understanding of angles as they use a simple drawing program.

137. Subject management is very good and is focused on raising standards. The co-ordinator has supported colleagues very well during the introduction of the numeracy strategy. She monitors teaching and samples of work, and feedback to teachers is of good quality. Assessment procedures are very good and are used well to monitor individual progress. The co-ordinator is beginning to analyse the end of key stage tests to identify areas for development. Resources are of good quality and in most classrooms attractive displays reinforce learning.

## **SCIENCE**

138. Evidence from the inspection shows that since the time of the previous inspection there has been good improvement in the standards achieved by pupils in Key Stage 2. Children enter the school with very limited knowledge and understanding of the world around them. In the national tests for science for 11 year olds the percentage of pupils reaching Level 4 or above was below the national average, as was the percentage reaching Level 5 or above. Overall, the results were below the national average for all schools. In comparison with those of similar schools they were above the average.

139. Currently, attainment at the end of Key Stage 1 is below the national average, but the progress made is satisfactory. Pupils make good progress in Key Stage 2, and by the end of the key stage attainment matches what is expected nationally for children of their age.

140. Staff have worked hard to improve the planning of work to cover most aspects of the science curriculum and raise expectations of what the pupils can achieve.



141. By the end of Key Stage 1 pupils can differentiate between natural and man-made materials. Pupils are able to devise their own science questions to help them find out about the properties of different materials. By the end of Key Stage 2 higher attaining pupils know that the earth orbits the sun and spins on its axis. They know some of the main characteristics of living things, and many know how the human body works, and are able to name muscles and joints. They can explain the circulatory system and how the heart works. Pupils understand some aspects of forces and know that air resistance slows objects down

142. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. This progress is linked not only to the quality of teaching but also to the regularity of scientific learning opportunities, which are usually wider in Years 3, 4 and 6 than in other year groups. In these year groups and in Year 2 pupils experience a broad curriculum of scientific activities. As the pupils move through the school they develop a good scientific vocabulary and learn the skills of careful observation and fair testing. There are good opportunities to carry out simple research and trawl through information to enhance their knowledge of different areas of science.

143. Pupils' attitudes are good throughout the school. They take a genuine interest in the subject. They are keen to learn and many ask sensible questions. A small minority, however, contribute little to discussions unless asked specific questions. Pupils are appreciative of the ideas of others. In Year 4, for example, pupils spontaneously applauded the answers of other pupils. The behaviour of pupils is good, and this is maintained well during practical experiments, where pupils use materials sensibly and carefully. As the pupils move through the school they have good opportunities to carry out observations and experiments that have some bearing upon their own lives, and this results in a high level of interest in many activities. They work very well together and share ideas and equipment readily.

144. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Of the lessons seen in both key stages, 54 per cent were good and 45 per cent were satisfactory. The planning of lessons is good. From Year 2 on, teachers share the learning objectives of the lesson with pupils so that they know exactly what they are to learn, and this keeps pupils focused in investigations. From Year 2, teachers have good subject knowledge; their expectations of pupils are usually good, and pupils are challenged in the tasks they undertake. Very occasionally the teachers of younger pupils attempt to cover too many aspects of work, and this results in the pupils becoming confused.

145. Year 6 is taught by the subject co-ordinator, who has high expectations of what pupils can do. The pace of these lessons and the content provide effective challenge to pupils and accelerate the progress they make. In a good Year 6 lesson, for example, the highest and lowest attaining pupils worked productively together. The clear aims, good pace and challenging questions enabled all pupils to make good progress.

146. The subject co-ordinator has had a significant impact upon the recent improvements made in science. As assessment co-ordinator he has linked his work in science to the targeted use of assessment information to influence the quality of planning, teaching and learning. The use of regular assessments of pupils' knowledge has indicated where further teaching is required.

147. Assessment data has been used to good effect. Feedback is given on a regular basis in both a formal and informal manner and is having a significant impact upon the specific targeting of work to the range of pupils' needs. The use of information technology to support the teaching of science, however, is very limited. There has been effective work in the area of equal opportunities, challenging the stereotype that science is of interest only to boys.

## **INFORMATION TECHNOLOGY**

148. The school has identified the need to raise standards and has begun a programme of training to increase teachers' expertise. Recent improvements in the provision are beginning to make a positive impression, but there is still much to be done. Standards of attainment in information technology in Key Stage 2 are below national expectations at both key stages and pupils are making unsatisfactory progress. The school has recently introduced a scheme of work which combines national guidance with local authority material. Statutory requirements, however, are not being met because pupils have only just started a full programme of development which covers all aspects of the curriculum. Aspects of modelling and monitoring have yet to be tackled, and little use is made of computers for research.

149. The school employed a part time specialist teacher for a year to help improve the skills of teachers and children. This strategy has been effective in raising the profile of the subject and in ensuring that all classes have weekly lessons in the computer suite. Many teachers acknowledge that their own skills are limited. In the seven lessons observed during the inspection, teachers had prepared thoroughly in order to teach the relevant skills. One lesson was judged to be very good, with the remainder satisfactory.

150. Behaviour management is very good, and teachers always outline the learning objectives as the lesson begins. In the very good Key Stage 2 lesson, the teacher had good subject knowledge, used the correct subject vocabulary confidently and ensured that all pupils were suitably challenged. Learning was good in this lesson. In the other lessons progress was satisfactory, although pupils were starting from a very low base.

151. Word processing skills are gradually being developed, although most pupils are unable to use the correct vocabulary to describe what they are doing. Pupils in Years 1 and 2 can type in simple text and make basic changes, but most are unable to describe how to save or print their work. By Year 6 pupils can type and amend text, and some know how to insert pictures. Their skills are below those expected at this age. Year 2 pupils enjoy using a drawing package to create pictures, and are familiar with a few of the facilities. They are aware that data can be entered on the computer to create a graph, although not all have done so independently.

152. At Key Stage 2 pupils are beginning to develop skills in data-handling, and Year 6 pupils are able to describe correctly how to amend records in a database. They have little experience, however, of using a computer for research. There is some use of control, but these skills have not yet been developed systematically. Year 2 pupils were about to begin working with a programmable toy. At Key Stage 2 pupils use a basic graphics program, entering a series of simple instructions to draw shapes. Displays of work show similar work being done across the whole key stage. Other aspects of the subject, such as modelling, and the use of sensors for monitoring, have yet to be developed.

153. Most pupils are enthusiastic about the subject, and enjoy their lessons in the computer suite. A number have computers at home, and these pupils readily help others. Higher attaining pupils are given suitable challenges in lessons. Teachers ensure that pupils with special educational needs are supported and their progress is similar to that of their peers. Pupils with English as an additional language are also supported well by class teachers.

154. There is currently no co-ordinator for the subject, and as a result leadership has devolved upon the headteacher and a part-time teacher. Little progress has been made since the previous inspection. However, teachers feel very positive about the new computers installed in the classrooms. The school has begun to buy new software in order to cover all the elements of the information technology curriculum and to support learning in other subjects. The pupils benefit from direct teaching in the computer suite, but many teachers lack the expertise to deal with these older machines when they 'crash' or display unexpected error messages. Sessions are short, and teachers greatly miss the technical support provided by the part-time teacher. The school has yet to develop assessment procedures to monitor pupils' progress.

## **RELIGIOUS EDUCATION**

155. At the end of both key stages, standards of attainment in religious education are satisfactory and meet the requirements of the locally Agreed Syllabus. There is very little recorded work, and this judgement has drawn upon evidence gathered from lessons observed during the week of inspection and from talking with pupils.

156. By the end of Key Stage 1, pupils know that people go to different places of worship and that in their class there are pupils whose families are of different faiths. They recall what they have learned about Muslims at prayer and describe the rituals accurately. They know that Hindus believe in a god who is represented through different images. They accept, as perfectly natural, that their friends may celebrate religious festivals that are different from their own, and they listen with interest to their classmates. Year 1 pupils, for example, were fascinated to learn how their Muslim friends prepare for prayer.

157. Pupils in Key Stage 2 have a growing awareness of the cultural diversity of their school and their neighbourhood. They know that this diversity is linked to the varied religious beliefs and are aware of the fact that in the local area there are churches, a mosque, a Buddhist temple, a Hindu temple, a gurdwara and a synagogue. They link each to its appropriate religion and, in nearly all cases, can name a festival celebrated by those associated with it. They are interested in the different customs and celebrations and can often explain why people celebrate in the way they do. Pupils discuss issues responsibly and are happy to engage in lively debate. For example, Year 5 pupils consider to what extent they are responsible for their own actions.

158. Pupils learn effectively in religious education. Pupils with special needs make satisfactory progress, as do pupils for whom English is an additional language. The emphasis on speaking and listening, developing into debate as pupils get older makes a very valuable contribution to the development of listening skills and offers pupils the opportunity to speak to an audience on a regular basis. On the other hand, the fact that there is so little recorded work in the subject limits opportunities for pupils to develop their literacy skills.

159. The quality of teaching is sound overall. Of the lessons seen, half were satisfactory and half were good. Teachers' subject knowledge is adequate, and when discussing different faiths, they make very good use of the first hand experience of the pupils as part of their teaching repertoire. They use resources well. Year 1 pupils, for example, were able to see a Muslim prayer mat. The school is successful in encouraging tolerance of the beliefs of others. Teachers are good role models for pupils and are quick to intervene on moral issues debated in religious education lessons. For example, the teacher was quick to step in during a Year 5 discussion about being aware of the effect of your actions on others.

160. The subject co-ordinator has held the post for less than a year, but through very careful monitoring of teachers' planning she is able to offer well-judged support and guidance. Together with the locally Agreed Syllabus, which has been adapted to the school's needs, teachers are well supported in the teaching of the subject. Religious education contributes effectively to pupils' spiritual, moral, social and cultural development. The respect shown to all pupils by all teachers is a strength of the school and makes a significant contribution to the sensitive understanding pupils show to the cultures of others.

## **ART**

161. Evidence from the inspection indicates that since the previous inspection there has been a deterioration in the standards achieved in art. Children enter the school with very limited creative skills. Whilst the standards of progress in the lessons observed was satisfactory, the progress made over time and in the full range of activities of the National Curriculum is unsatisfactory. The standards of work are below those of pupils of a similar age. The work on display around the communal areas of the school is often very well presented, but the pupils' everyday work is very limited in range and quality.

162. By the end of Key Stage 1, pupils are able to decorate puppets made in design and technology lessons. They use paints to make hand prints for work on counting in fives, and produce reasonable colour-matching work mixing the shades of paint to match those of Monet's water lily paintings. Some pupils have produced painted representations of fruit, which have been cut into pieces to exemplify work on fractions.

163. By the end of Key Stage 2, pupils can work in the style of the impressionist painters including Cézanne, Degas and Monet. In one lesson during the inspection pupils were given their first experience for some time of working in clay. They rolled and cut the clay to produce a tile. Not all pupils, however, understood how the thickness of the clay and the way they attached the decoration would be affected by the firing or drying of the clay.

164. In the lessons observed, pupils made satisfactory progress in both key stages, although their progress over time has been unsatisfactory. There is very little work available which indicates specific teaching of the skills and techniques necessary to improve the quality of pupils' work. Several pieces of work indicate that when pupils have finished an activity they are told to illustrate it with a picture, but with little or no specific teaching of how to improve awareness of line and tone, shape and perspective.

165. Pupils have had few opportunities to work in three dimensions with textiles or ceramics, or to engage in printmaking, using a variety of techniques. The work undertaken has been very narrow and undemanding and consequently few pupils have developed a level of skill appropriate to their age. Their attitudes to art are good. They enjoy practical activities and use art materials sensibly and with care. Pupils throughout the school share materials and tools happily, and appreciate the efforts of others.

166. The teaching of art is satisfactory. Of the seven lessons seen, two were very good and the remainder satisfactory. Teachers plan their lessons well and often share the learning objectives with pupils to provide a focus for the lesson. Teachers manage well pupils who are sometimes excited, and maintain a supportive working environment where praise is used to raise pupils' self-esteem. Some work of very limited quality, however, would benefit from more critical discussion of technique.

167. The newly appointed subject co-ordinator has had only limited opportunity to make an impact upon the standards in art. There have been few opportunities to monitor the quality of teaching and learning in the subject and there are no portfolios of assessed work to aid moderation. The subject has not been a high priority in school development recently, and all staff would benefit from in-service training to raise their awareness of appropriate standards and techniques. The use of information technology to support the teaching of art is limited and is unsatisfactory.

## **DESIGN AND TECHNOLOGY**

168. There were no lessons in design and technology at Key Stage 1 during the inspection week, and there was not enough evidence available to make secure judgements about the quality of learning and achievement. Standards of achievement at the end of Key Stage 2 are below those of pupils of a similar age. This conforms with the findings of the previous inspection. Of the four lessons observed, one was excellent, one was very good, and two were satisfactory.

169. The co-ordinator has recently revised the policy and has introduced a scheme of work which combines national and local guidance. This scheme provides suitable guidance for the progressive development of skills. The introduction of the scheme represents an improvement on the findings of the previous inspection, but it has not yet had an impact on attainment.

170. In the excellent Year 3 lesson, pupils were seen evaluating commercially produced sandwiches. All pupils made outstanding progress as they noted the appearance, smell, and taste of the different examples. They recorded their findings systematically and discussed the properties of the contents. One group identified mayonnaise as a softening agent. Pupils' behaviour was immaculate in this practical lesson.

171. In a very good Year 6 lesson, pupils studied a variety of ways in which mechanisms are used to produce movement. Some pupils could employ scientific vocabulary well in discussion, using words such as *gravity*, *force*, and *friction*. Their knowledge of specific design and technology vocabulary, however, is limited. Few recognised basic words such as *cog* and *axle*, and many found it difficult to describe their observations.

172. The pupils worked hard, and some applied considerable intellectual effort, as when a boy thought about ways of making a twisted rubber band propel cotton reels. He knew that he had to find a way 'to release the force.' In both these lessons, teachers used questioning very effectively to extend pupils' understanding, and all pupils were fully involved in very well organised practical activities. Teaching in other lessons observed was satisfactory. Year 4 pupils made sound progress in learning about different types of bread, but pupils were not involved in a practical activity and at times became restless.

173. Very good use of support staff ensured that pupils with special educational needs and those with English as an additional language were fully involved. Relationships in many classes are of a very high quality, contributing to the brisk pace of the lessons, as no time was wasted in managing behaviour. A display of work in a Year 5 class, related to designing and making slippers, was a further example of systematic and well-organised teaching.

## **GEOGRAPHY**

174. Attainment at the ends of key stages cannot be judged because, in the school year to date, geography has not been included in the curriculum for Years 2 and 6. These pupils will begin geography topics late in the summer term. Attainment in Year 1 is satisfactory. Pupils are able to describe how various methods of transport bring them to school. They have made a simple graphs illustrating how many pupils arrive at school on foot, by car, and by public transport. A few higher attaining pupils can use a computer program to construct a simple graph.

175. In Year 3, pupils of average attainment can identify the positions of countries and a few major towns on a blank map. They know simple facts about the River Thames. In Year 4, pupils have good knowledge of the differences in living conditions between country people and town people in Kenya. They can describe a continent, and can identify a number of countries on a map of Africa. Their written work about Africa is effectively displayed. Year 5 pupils understand the interaction between people and their environment. For example, higher attaining pupils know that rivers support industry and are, in turn, polluted by industry.

176. Pupils make satisfactory progress in Key Stage 1. They learn how maps describe small and large areas. As knowledge of maps develops in Key Stage 2, pupils are able to relate them to specific areas of the United Kingdom. In Year 4, pupils can identify the port of Mombasa on a map of Kenya. Throughout the school, progress is inhibited by long intervals between geography topics. Pupils remember recent topics but they lose the disciplines of geography and do not clearly remember previous topics. The co-ordinator has ensured that geography will be taught regularly in each year group from the start of autumn term.

177. Pupils of all abilities, including those with special educational needs and with English as an additional language, have good attitudes to the subject. During the inspection, a pupil born in Africa proudly indicated his country on a map of the world. Behaviour is good.

178. On the evidence of the work seen, teaching is satisfactory in both key stages. The two lessons observed during the inspection were satisfactory. In one of them a computer was used: the software was of good quality but no printer was available. Schemes of work are in place. The co-ordinator reviews teachers' planning, and monitors the quality of teaching. The provision of resources is good.

## **HISTORY**

179. Attainment in history is satisfactory at both key stages. Reception children know that clothing is a good indicator of various periods of time. Year 1 pupils know that old photographs and modern photographs of the same location are likely to show many differences. Pupils of average attainment in Year 2 understand several methods of discovering the past. For example, they know from Samuel Pepys' diary that personal possessions were buried as protection from the Great Fire. Pupils of above average attainment in Year 2 understand the consequences of events. For example, they know that rats were indirectly responsible for spreading the plague. Higher attaining pupils in Year 3 know that the Egyptians used a hieroglyphic alphabet. Some have written their names in hieroglyphics. Year 4 pupils know that Catherine of Aragon was married to Prince Arthur before she was married to Henry VIII. Year 6 pupils know the dates of the Second World War. They have written reviews of a visit to an Anne Frank exhibition. A Vietnamese pupil successfully translated her Anne Frank review at home, and returned to school with the revised version.

180. Pupils' progress in Key Stage 1 is satisfactory, although inconsistent. Progress is unsatisfactory in reception and Year 1, but good in Year 2. Pupils have good knowledge of the passing of time. They can sequence events preceding the Great Fire. They are able to place major historical events on a simple time line. Progress in Key Stage 2 is satisfactory. Pupils in Year 3 know that artefacts in museums are related to previous times or events. They can explain how the Egyptians made bricks to build the pyramids. Their subject vocabulary, however, is limited. During the inspection, for example, a pupil of above average attainment did not know the word 'archaeologist'. In Year 6, all pupils have good understanding of historical and contemporary racism, but their research skills are underdeveloped. Throughout the school, progress is inhibited by long intervals between history topics. Pupils lose the disciplines of history, and do not clearly remember previous topics. The co-ordinator has ensured that history will be taught regularly in each year group from the start of the autumn term.

181. Pupils of all attainments, including those with special educational needs and with English as an additional language, have good attitudes to the subject. In most lessons observed pupils worked very well together and behaviour was good. Attitudes were unsatisfactory in a lesson where organisation was poor, and pupils were unsupervised.

182. On the evidence of the work seen, teaching was judged to be satisfactory overall. Of the two lessons observed, one was judged to be good, the other unsatisfactory. In the unsatisfactory lesson, the objectives were unclear and the artefacts were not used effectively to sustain pupils' interest. In the good lesson, the pace was fast, planning detailed, and pupils were asked questions related to their ability.

183. Currently, history is not taught through information technology. A revised policy to be introduced in the autumn will specify how information technology is to be integrated with the history curriculum. The co-ordinator for humanities is enthusiastic. She monitors teaching in lessons. The provision of history resources is good.

## MUSIC

184. Evidence from the inspection indicates that standards in music have declined since the previous inspection, except in singing, where standards have been maintained. Children enter the school with very limited creative skills, including those in music and singing. Whilst the standards of progress seen in the lessons are satisfactory, the progress made over time and in the full range of activities of the National Curriculum is unsatisfactory. The standards of work in aspects of music other than singing are often below those of pupils of a similar age. Pupils have good opportunities to sing with an accomplished pianist, but few other opportunities, especially in Key Stage 2, to develop skills in performing and composing and in listening to and appraising a range of music.

185. Pupils in the reception class join in simple songs, and several can recognise a tambourine. They take part in selecting a percussion instrument and explore the sound it makes when distinguishing between loud and soft. By the end of Key Stage 1 pupils can compare and contrast pieces of music that are fast or slow. They are able to sing a variety of songs with expression, and good dynamics. In Key Stage 2 pupils join in their shared singing assembly with an above average level of skill and a high level of enjoyment. Pupils are able to sing a range of traditional songs and hymns with awareness of pitch, dynamics and tempo. The repertoire extends the pupils' musical experience and knowledge and includes songs from different cultures and times. However, in the sample of pupils' work there is only limited evidence of pupils composing their own simple rhythms in pictorial or notation form. There is similarly little evidence of pupils listening to and appraising the work of a range of musicians and musical styles. For instance, little reference is made to the music played on entry to and exit from assembly.

186. Pupils' attitudes to music, and in particular to singing, are good and the attitudes of pupils in the Key Stage 2 assembly are very good, with some pupils showing an impressive enthusiasm for singing. Older pupils' enjoyment of such activities does much to enhance their learning and self-esteem. Younger pupils are particularly keen to use musical instruments, although the lack of technique in playing the range of percussion instruments suggests this is not a regular feature of recent work for some pupils. Most pupils listen and respond to their teachers well and try hard to improve their performance.

187. The teaching of music is satisfactory. Of the five lessons seen, teaching was very good in one and satisfactory in the remainder. The management of pupils is good and enables even very enthusiastic pupils to maintain a generally orderly learning environment. However, the subject knowledge of several teachers is low, and few teachers have the skill to move pupils on in their learning.

188. The newly appointed subject co-ordinator has, as yet, had limited opportunity to make an impact upon the standards in music. However, she has a good grasp of the issues for subject development and is fully aware of the shortcomings in performing and composing and in listening and appraising. As yet, the co-ordinator has had limited opportunities to



monitor the quality of planning, teaching and learning in the subject or influence the development of subject knowledge. The development of music has been a low priority in the school recently, and though the school has been able to maintain a good level of quality in pupils' singing, the quality of other work has deteriorated since the previous inspection. The use of information technology to support the teaching of music is unsatisfactory.

## **PHYSICAL EDUCATION**

189. Standards in physical education are satisfactory at both key stages. Standards have been maintained since the previous inspection, and behaviour has improved. In Key Stage 1, pupils in Year 1 can balance, using mats and small apparatus. They are able to create a simple sequence of gymnastic movements. In dance, Year 2 pupils listen to music and simultaneously interpret movements described in a simple poem. In Key Stage 2, higher attaining pupils in Year 4 can swim 25 metres. In a lesson observed, Year 5 pupils quickly learned and demonstrated hockey skills. In Year 6, pupils of all attainments can perform complex stories in mime and movement.

190. At the end of Key Stage 1, pupils have good awareness of space. In the best lessons they make clear progress. In a Year 1 lesson, for example, pupils had many opportunities to improve their performance in a sequence of balancing exercises. Progress is satisfactory overall in Key Stage 2. However, in a dance lesson observed, Year 5 pupils were not relating their movements to the music. In this aspect of dance, they are little advanced on Key Stage 1. All pupils have good understanding of the importance of warming up and cooling down. Progress in these sessions is good, and the rigour is greatly increased during Key Stage 2.

191. Extra-curricular activities, including football for boys and girls, are enthusiastically led by staff and supported consistently by significant numbers of pupils. Occasional activities include orienteering and a mini-Olympics.

192. Teaching is satisfactory overall, and is sometimes good and very good. Of the lessons seen, teaching was very good in 12 per cent of lessons, good in 25 per cent, and satisfactory in 63 per cent. No unsatisfactory teaching was seen.

193. Where teaching is very good, careful lesson preparation and high expectations encourage pupils to succeed at new activities. Where teaching is good, explanations are clear, and pupils have opportunities to evaluate their work. In a good lesson observed, a sudden shower of rain caused an outdoor lesson to be abandoned. The class turned back without fuss, and the teacher immediately provided relevant alternative work. Where teaching is satisfactory, pupils are sometimes unclear about what is required of them.

194. Pupils of all abilities, including those with special educational needs and with English as an additional language, have good attitudes to the subject. They participate fully in most lessons. The attitudes of pupils not involved in lessons are good. In three lessons observed, pupils completed lesson-related worksheets. In one of these lessons, good support was provided by a learning assistant. Behaviour is good in physical education lessons. It was very good when pupils were walking to the local swimming pool, and during their swimming lesson.

195. Schemes of work are in place and planning is satisfactory. The subject co-ordinator has good knowledge of physical education. She monitors lessons, and manages the subject well despite accommodation difficulties. The single hall available for physical education is used intensively by 14 classes. Assessment is informal but effective. Resources are good.