

# INSPECTION REPORT

## **ALLEN EDWARDS PRIMARY SCHOOL**

Stockwell

LEA area: Lambeth

Unique reference number: 100598

Headteacher: Mrs. Pauline Turnham

Reporting inspector: Christopher Spencer  
15639

Dates of inspection: 14 – 18 February 2000

Inspection number: 189857

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Studley Road Stockwell London
Postcode:	SW4 6RP
Telephone number:	0171 622 3985
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Appropriate authority:	Governing body
Name of chair of governors:	Fred Marshall
Date of previous inspection:	14 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Christopher Spencer	Registered inspector	Design and technology	What sort of school is it?
			The school's results and pupils' achievements
			How well is the school led and managed?
Rosalind Hall	Lay inspector		Pupils' attitudes, values and personal development
			How good are the curricular and other opportunities offered to pupils? (support)
			How well does the school care for its pupils? (support)
			How well does the school work in partnership with parents?
Edmond Morris	Team inspector	Mathematics	How well are pupils taught?
		Information technology	
		Music	
Gillian Dyson	Team inspector	Geography	How good are the curricular and other opportunities offered to pupils?
		History	
		Religious education	
Valerie Hobson	Team inspector	English	How well does the school care for its pupils?
		Art	
		Physical education	
Susy Powlesland	Team inspector	Science	
		Under fives	
		Special educational needs	
		EAL	

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Allen Edwards is a two-form entry primary school situated in the Stockwell ward of the London Borough of Lambeth. A majority of pupils are of African or Afro-Caribbean origin with a growing proportion of Portuguese from Madeira. Most of the pupils reside in public sector housing where social and economic circumstances are unfavourable. Currently, there are 414 pupils on roll of whom 42 per cent are eligible for free school meals. Some 53 per cent of the pupils have English as an additional language, the majority of whom are described as beginners. This percentage is very high and is well above national averages. Some 14 per cent of pupils speak Portuguese as their first language. Twenty four per cent of pupils are on the special educational needs register. This percentage is broadly in line with the national average. Pupils' attainment on entry to the school is very low. A significant number of pupils enter the school in all year groups throughout the school year.

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

After a period of uncertainty following the last inspection in 1996, Allen Edwards is now an effective school. Based on pupils' current work at the end of Key Stage 2, standards in mathematics and science are now similar to the national average. Standards in English, information technology, design and technology and religious education in Key Stage 1 require improvement. Standards in all other subjects meet national expectations. Teaching has improved since the last inspection and there is very little unsatisfactory teaching in the school. Given the low attainment of pupils on entry, this good teaching, together with the very good attitudes and behaviour of the pupils, ensures that pupils' progress is satisfactory throughout. Day to day management of the school is good. However, there have been some weaknesses in strategic leadership. School development planning has not been effective and educational developments have not been supported through careful financial planning. These weaknesses have now been addressed. A substantial budget deficit of previous years has limited the school's capacity to develop. This has now been corrected through good financial control. The headteacher and governors are now very clear about what the school needs to do to improve. The school gives satisfactory value for money.

#### **What the school does well**

- The good teaching and learning throughout Key Stages 1 and 2 are helping to raise standards.
- The pupils enjoy coming to school; their behaviour, attitudes and relationships are very good, creating a positive working atmosphere.
- The development of pupils' moral, social and cultural awareness is good.
- There are good procedures for child protection and ensuring pupils' welfare.
- The effectiveness of the school's links with parents and the quality of information provided for parents are good.
- The day-to-day management of the school is good.
- Standards in music are good.

### What could be improved

- School development planning is not linked to financial planning and does not show what actions are to be taken clearly enough.
- Senior and middle managers do not have clearly defined responsibilities
- There is not enough monitoring of teaching and learning.
- Standards are low in English and design and technology and very low in information technology.
- The curriculum is too narrow and does not meet statutory requirements with regard to information technology and swimming in Key Stage 2.
- There are weaknesses in tracking the progress of individual pupils and specific groups of pupils in English, mathematics and science.

*The areas for improvement will form the basis of the governors' action plan.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in October 1996 and since then it has made satisfactory improvement despite significant difficulties caused by uncertainties in the leadership of the school. During this same period, the school has experienced an increase in the numbers of pupils, for whom English is an additional language, entering the school in all years. The appointment of a substantive headteacher in September 1999 now gives the school the capacity to improve in the future.

Many aspects of the key issues identified in the last inspection have been met or partially met. There have been significant improvements in standards in mathematics and science and the needs of higher attaining pupils in these subjects are being met. The numeracy and literacy strategies have had a positive effect on standards but in English they are still not high enough. There has been a significant improvement in the quality of teaching. Nearly two thirds of teaching throughout the school is now good. There are now schemes of work for English, mathematics, science, information technology and religious education but not all of these are fully implemented. There is an assessment policy that includes guidance on marking but this is not applied consistently throughout the school. The statutory requirements for the teaching of religious education and a policy for sex education are now being met. However, the school does not yet provide for a daily act of collective worship or provide swimming for pupils in Key Stage 2. Financial control and administration are now good. Learning support for pupils who have English as an additional language and special educational needs is now satisfactory and these pupils make satisfactory progress. However, management responsibilities for staff are still unclear.

### STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

Key	
well above	A
average above	B
average	
average	C
below average	D
well below average	E

The information shows that pupils do best in mathematics and science, where standards are above average, when compared with similar schools. In English, standards are well below average when compared with all schools and below average when compared with similar schools. This is largely because over half of the pupils have English as an additional language. In the past four years, the trend in the school's results for English, mathematics and science, taken together, is improving in line with the national trend.

The findings of the inspection are that the school is on course to achieve its agreed targets. However, given the good teaching throughout, the school does not see these targets as sufficiently challenging and is currently reviewing them. Improvements over the last year represent the results of the school's efforts to raise standards especially in mathematics and science. Standards in music are above expectations. Standards in information technology, design and technology and religious education in Key stage 1 are below expectations.

Children aged under five make sound progress in the nursery and are beginning to make good progress in the Replac, but because of their prior attainment they will not achieve the desirable outcomes in language and literacy, mathematics and some aspects of knowledge and understanding of the world. They will achieve the outcomes in creative, aesthetic and physical aspects.

Pupils who have special educational needs make satisfactory progress overall. Pupils for whom English is an additional language also make satisfactory progress.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have very positive attitudes to school. They are keen to learn and are well motivated.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is nearly always good.
Personal development and relationships	Relationships throughout the school are good. Pupils are supportive of each other. There is a high degree of racial harmony between pupils.
Attendance	Attendance is unsatisfactory and below the national average despite the school's good procedures to promote attendance.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Good	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.*

Good teaching is found in the majority of subjects with English and mathematics being taught particularly well in both key stages and very well in Year 6. In music, pupils make good progress because teaching is consistently good. There is some unsatisfactory teaching in science in both key stages, although some of the teaching in Key Stage 2 is of

the highest quality. The skills of literacy and numeracy are, in the main, well taught throughout the school.

The quality of teaching is good overall throughout the school. In 93 per cent of lessons seen during the inspection, the quality of teaching was at least satisfactory. In nearly 60 per cent of lessons it was good and better. In about eight per cent of lessons it was unsatisfactory with only one lesson being judged as poor. Particular strengths of teaching are the good knowledge and understanding that teachers have of the subjects they teach and the good management of pupils in an atmosphere of mutual respect, which encourages pupils to do their best and learn effectively. The main weaknesses in teaching are the failure to meet the needs of all the pupils through carefully planned and appropriate activities and unsatisfactory marking which does little to help pupils understand what they need to do next in order to improve.

The quality of pupils' learning is good largely because of the good teaching. Pupils learn and make good progress in both key stages, in all years and in most subjects. Learning is satisfactory for nursery aged pupils and often good for Replace aged pupils. Progress and learning in information technology has been limited by the lack of suitable computers for pupils to use. Pupils are very interested in their work and strive to do well. In many lessons, pupils put a great deal of effort into achieving the best results they can and even the youngest pupils are able to work independently.

Throughout the school, teaching meets the needs of pupils who have English as an additional language and for those who have special educational needs, as both of these groups of pupils make satisfactory progress as they move through the school.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum lacks breadth and balance. There has been a narrowing of the curriculum in upper Key Stage 2 as teachers have concentrated on teaching key skills within English, mathematics and science.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Pupils' needs are identified and they are given appropriate support.
Provision for pupils with English as an additional language	The provision for these pupils is satisfactory. Throughout the school these pupils make sound progress although support from specialist staff is not always focused on the development of pupils' fluency in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, moral, social and cultural development is good but pupils' spiritual awareness is unsatisfactory.
How well the school cares for its pupils	Good overall. Staff know their pupils well and take great care of them in a supportive environment.

The school's partnership with parents is good and makes a sound contribution to pupils' learning at school and at home.

The statutory requirements for information technology and swimming in Key Stage 2 are not being met.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, satisfactory. Day to day management of the school is good. The headteacher and governors have identified appropriate priorities for development and there is a shared commitment to improve and succeed. The roles of senior and middle managers are not clear and there has not been systematic monitoring of teaching and learning.
How well the governors fulfil their responsibilities	Satisfactory. The governing body has a clear understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory. The school has begun to evaluate its performance well and this has led to a much clearer focus on raising attainment in English, mathematics and science.
The strategic use of resources	Overall, satisfactory. There have been weaknesses but the new development plan is linked to financial expenditure. Financial control is very good. The school provides satisfactory value for money.

The school's staffing, accommodation and learning resources satisfactorily support teaching and learning.

## 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>• The good teaching</li><li>• The good behaviour of pupils</li><li>• Information about their children's progress and the regular parent conferences</li><li>• Their children like school</li></ul>	<ul style="list-style-type: none"><li>• The quality and quantity of homework</li></ul>

The findings of the inspection support the positive views of the parents. Inspection findings also agree with the views of parents who would like to see a more consistent approach to homework.

## **PART B: COMMENTARY**

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

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

1. Attainment of pupils on entry to the school is very low. The most recent baseline assessments of pupils in the reception classes show that less than one in eight achieved a score of 50 per cent or higher. A significant number of these pupils has had no nursery or pre-school experience and this impacts upon attainment. The findings of the inspection are that pupils under fives are beginning to make sound progress in the nursery and beginning to make good progress in the reception classes. However, owing to their low prior attainment the majority will not achieve the desirable learning outcomes in language and literacy, where they make satisfactory progress, and mathematics. They will achieve the desired outcomes in creative and aesthetic and physical aspects. With regard to knowledge and understanding of the world, these young pupils will achieve the scientific aspect of the outcome but not the technological, historical or geographical.

2. In the last inspection there were weaknesses in many areas of learning for pupils under five particularly in the acquisition of language and literacy. Overall, given pupils' low prior attainment, achievement for pupils under five is now satisfactory. Older nursery children can identify the front cover of a book and some also know that print conveys meaning. A few children in the reception classes are beginning to make independent attempts at reading. In mathematics, children are beginning to know written numerals and engage in problem-solving and some older children can name the common shapes accurately. In knowledge and understanding of the world, children are developing a sense of chronology and in creative and aesthetic development, they sing tunefully and are becoming independent in completing art activities. Children's physical development is average and generally they make sound progress in this aspect of their learning.

3. Results of the national tests taken at the end of Key Stage 1, when pupils are seven, have shown a marked deterioration over the last three years. At the time of the last inspection in 1996 pupils broadly achieved average results. Since then, pupils' results in reading, writing and mathematics have been very low in comparison with the national average and also with similar schools. Pupils who took these tests are now in Years 3 and 4 in Key Stage 2. Investigations into these low results indicate that there were small numbers of pupils taking these tests, in fact, less than half of those currently on roll in the relevant classes. Many of these pupils who took the tests arrived from overseas during the test year speaking little or no English and did not receive all of their education in the school. The performance of these new arrivals had an adverse impact on the test results particularly when there were small numbers in the cohort. Evidence from the inspection indicates that pupils in the current Year 2 classes who will take the Key Stage 1 tests this year will perform significantly better largely owing to improvements in teaching.

4. Inspection findings indicate that attainment at the end of Key Stage 1 in English is below national averages. In speaking and listening and reading, pupils attain below average standards. They are able to listen attentively to their teachers and answer direct questions. However, they use a limited vocabulary commensurate with their language acquisition. There are insufficient planned opportunities for pupils to develop their language skills throughout the curriculum. Standards in reading are below average. Whilst pupils have knowledge of phonics their knowledge of digraphs and consonant blends remains limited. In writing, standards are poor. Their stages of language development impacts adversely on the standards they achieve. Pupils begin to write sentences and

some are able to recount well-known stories at length. Handwriting is insufficiently emphasised.

5. In mathematics at the end of Key Stage 1, attainment is in line with national averages. Pupils can understand the language of numbers and have a secure knowledge of place value to a hundred and can recall addition and subtraction facts to 20. In science, attainment is also in line with national averages. By the age of seven pupils can investigate change in materials by heating and cooling and are able to make predictions. They are also becoming aware of the significance of a fair test. In music, pupils attain standards above national expectations. Pupils sing well and can play a range of tuned and untuned percussion instruments. In art, geography, physical education and history pupils attain national expectations. In information technology, attainment is well below national expectations. Standards have not improved since the last inspection as there is poor provision and the school does not meet statutory requirements for the delivery of the subject. In religious education, attainment does not meet the requirements of the locally agreed syllabus owing to the very limited experiences pupils have had in this subject. Religious education is now a feature of the school and in this respect it represents an improvement from the previous inspection when no evidence of the subject could be found. In design and technology, attainment is below national expectations mainly because there is not a scheme of work. Thus, pupils do not have enough opportunities to design and make quality products from a range of materials.

6. By the time pupils leave the school at age 11 pupils' attainment in English is well below the national average and below the average for similar schools. In part, this is because over half the pupils have English as an additional language and many of these have not received all of their education in the United Kingdom or in the school. The school has a high mobility factor of over 13 per cent and this is clearly impacting upon attainment. This mobility factor is higher than the local authority average. In mathematics, 65 per cent of pupils reached the expected levels which was only just below the national average whilst in science, some 82 per cent achieved national averages or above. This is slightly above the national average of 78 per cent. These results are above and well above the average when compared to similar schools. In both mathematics and science the number of pupils achieving the higher levels was close to the national average, but when compared to similar schools pupils' results are above and well above the average.

7. The school's results over time at age 11 in English are consistently low and have not kept pace with the national trend, which is upwards. In mathematics and science results declined sharply in 1998 but then rose significantly in 1999. These are now broadly in line with the national trend. The school has analysed its performance in English at the end of Key Stage 2 and has identified weaknesses in aspects of pupils' writing. It has taken steps to remedy deficiencies in pupils' learning. The numeracy strategy has positive impact on both teaching and learning and standards are close to the national average. Attainment in science remains just above the national average mainly owing to a strong curriculum, which emphasises pupils' learning in experimental and investigative science underpinned by appropriate knowledge and understanding. Overall, when the results for English, mathematics and science at the end of Key Stage 2 are put together and compared with national averages, the trend in the school's average is improving and is broadly in line with the national trend.

8. The findings of the inspection are that by the end of Key Stage 2 attainment in English is below the national average. In speaking and listening by the age of 11, many pupils are able to speak confidently in lessons and give extended answers to questions. However, they have limited skills in developing an argument or debate. As in Key Stage 1 there are not enough planned opportunities for pupils to develop these skills. In reading,

standards remain below national averages. Pupils read a wide range of fiction particularly associated with the literacy hour but many are unable to read with deeper meaning. However, reading skills for these pupils are appropriate to their levels of language acquisition and pupils make satisfactory progress. In writing, whilst standards remain below average, a specific programme, which has focused on developing the different purposes for writing and forms of language appropriate to them, is having a significant impact. Spelling, punctuation and grammar are becoming increasingly accurate with this additional focus. Handwriting is still insufficiently well developed as many pupils do not use a consistent cursive style.

9. Findings of the inspection also confirm that attainment in mathematics is in line with national averages for these 11 year old pupils. These pupils have a good understanding of place value to 1000 and can use mental strategies to add, subtract, multiply and divide such numbers. They have sound knowledge of shape, space and measure and know the names of the parts of a circle and can calculate a rough value for Pi by comparing the circumference and diameter of a variety of circles. In science, pupils' attainment is in line with national averages. Pupils have a good knowledge of a fair test and can devise their own controlled experiments. They can explain the role of evaporation and condensation in the water cycle. However, pupils have insufficient experience of devising and developing a variety of ways of communicating and presenting scientific information such as graphs, charts, diagrams, tables, drawings and descriptive narrative.

10. In music, pupils attain standards above national expectations. All pupils in Key Stage 2 learn to play the recorder and many reach a good standard. They play a variety of tuned instruments accurately following letter notation. They play well and confidently in assemblies. They sing tunefully with due regard for phrasing and rhythm. In art, geography and history, attainment meets national expectations. Pupils develop art skills with a wider variety of materials and demonstrate increasing accuracy in observational drawings. They use oil and chalk pastels and use these different qualities to create portraits blending skin tones. In geography, pupils have an understanding of the reasons for the recycling of waste and have knowledge of the effects of environmental disasters, such as earthquakes and volcanoes. In history, pupils can describe the effects of child labour and some social conditions that existed in Victorian times. Attainment in physical education is in line with national expectations. Pupils have developed an understanding of the effect of exercise on their bodies. However, the school does not comply with the statutory requirement for swimming in this key stage. In religious education, pupils attain standards appropriate to the locally agreed syllabus. Pupils describe elements of celebration and they are able to equate the Ten Commandments to their own lives in relation to their behaviour in school.

11. Attainment in information technology, as in Key Stage 1, is well below national expectations at the end of this key stage. This is largely owing to poor provision and a failure to meet statutory requirements for the delivery of this subject. Pupils have some basic word processing skills, but they have limited understanding of the uses of information technology in the world around them. By the end of this key stage pupils' skills have only improved slightly and their achievements are unsatisfactory. Attainment in design and technology is also below national expectations as pupils do not experience a systematic approach to the subject.

12. Compared with findings from the last inspection, standards in English have not made sufficient improvement. Standards in mathematics and science are higher.

13. The school has agreed targets for English, mathematics and science in Key Stage 2 with the local education authority for the year 2002. In comparison with the latest results

these targets appear low. However, pupils who will take these tests in 2002 are currently in Year 4. These are the pupils who achieved low results at the end of Key Stage 1. The targets of 52 per cent for English, 50 per cent for mathematics and 51 per cent for science are low when compared to national and local targets. Progress towards these targets is satisfactory. However, given the good teaching throughout, the school does not see these targets as sufficiently challenging and is currently reviewing them.

14. Pupils who have English as an additional language are making satisfactory progress. Pupils who have special educational needs also make satisfactory progress and there are no significant differences in the standards achieved by pupils of different gender or ethnic background.

15. Given pupils' attainments on entry and attainment when they leave at age 11, there is significant value added in relation to pupils' earlier results. Pupils' achievements are satisfactory as the majority makes sound progress throughout most of the curriculum. The school's expectations of pupils' achievements at the end of Key Stage 2 are now high. In mathematics and science, the good teaching throughout the school is presenting pupils with greater challenge. Pupils are very aware of what they need to do in order to achieve the expected levels.

16. Evidence from the inspection indicates that this is a school now very clearly focused on raising levels of attainment and teachers have high expectations of the pupils. There is a concentration on improving identified deficiencies in pupils' learning in upper Key Stage 2, particularly in aspects of English. The consistently good teaching throughout the school combined with the very positive attitudes of pupils underpins the rising levels of attainment at the end of the key stage. However, at present, standards are not high enough.

### **Pupils' attitudes, values and personal development**

17. Pupils have very positive attitudes to school. They are proud of it and support it. For example, three Year 6 boys volunteered to sing in assembly in order to demonstrate to the inspection team the range of activities and talents available in school. This they did with confidence. The majority of children arrive on time and ready for work. They approach each activity with interest and enthusiasm; for example, in the nursery, children were fascinated when working with magnets and materials.

18. Behaviour in all but a very few lessons was satisfactory and more often good. Pupils play well together in the playground with plenty of energy. Movement around the school is very orderly and pupils hold doors open for adults and their classes unprompted. At lunchtime, they queue for their meal without fuss. In assemblies they sit quietly and are very attentive, participating and applauding appropriately. There was no evidence of any incidents of bullying during the inspection and pupils stated that such instances are rare and dealt with quickly and effectively by staff. There is a high degree of racial tolerance between pupils and newcomers are made to feel at home amongst their peers very quickly.

19. Pupils have a good understanding of the impact of their behaviour on others. This is most obvious in Year 6 where pupils are mature in their outlook but lower down the school pupils also are able to think about their behaviour well. For example, a Replace class discussed the importance of responsibility and Year 4 pupils write their Reflection Diaries. Pupils in all year groups show good levels of self-esteem. Many enjoy opportunities to perform either in assemblies or in front of their class at performance time. They show respect for the feelings, values and beliefs of others; for instance, in assembly when they listened thoughtfully to a poem about colour written by a blind boy.

20. Relationships throughout the school are good. They are supportive of new arrivals or those who find work more difficult than they do as in paired reading in Year 5. In a Year 6 art lesson they showed they were able to appreciate each other's efforts and were sensitive to the feelings of others.

21. Pupils are given opportunities to undertake responsibility; for example, as a "VIP" for the day, Year 6 pupils competently show visitors round the school and help at lunchtimes. Opportunities for pupils to use their own initiative are less well developed.

22. Attendance at the school is unsatisfactory despite the school's good procedures to promote attendance. Last year's figures were well below the national average but have improved so far this year. Although many pupils have full or very good attendance there is a significant number of pupils with poor attendance. These pupils are absent for a variety of reasons but not because they do not like school. Some pupils are regularly late.

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

23. The overall quality of teaching is good throughout the school with 93 per cent of teaching being satisfactory and better. This is an improvement since the last inspection when 84 per cent of teaching was at least satisfactory. In six out of 10 lessons the teaching is good or better with 10 per cent of teaching being very good or excellent. This good quality teaching has a positive effect on pupils' learning in all stages of their education and helps them make satisfactory and sometimes good progress. One of the main strengths of the teaching is the good knowledge and understanding teachers have of the subjects they teach. This enables them to teach with confidence and enthusiasm, answer pupils' questions correctly and help them to learn effectively. This was superbly demonstrated in a Year 6 science lesson when pupils were investigating reversible and irreversible changes in materials. The teacher's very good subject knowledge and questioning technique led pupils to make exceptional progress during the lesson. Teachers' planning is often good with clear objectives shared with pupils at the start of each lesson. In most subjects, teachers plan together in year groups to ensure similar coverage of the curriculum as well as being able to share ideas and expertise. Of particular note is the usually good management of pupils and the very good relationships which teachers have built with their pupils. The atmosphere of mutual respect and shared objectives that most teachers create in their classrooms encourages pupils to do their best and learn effectively.

24. In the few lessons where teaching is less than satisfactory, teachers' subject knowledge is sometimes weak. The lesson is not planned to meet the needs of all pupils or teachers do not manage pupils' behaviour well. Although the school has a marking policy, the marking of pupils' work is often unsatisfactory and does little to help identify clearly to pupils the areas in which they need to improve and how to achieve such improvement.

25. The skills of literacy and numeracy are, in the main, well taught throughout the school. Literacy is taught in daily literacy sessions and is well planned with work closely matched to pupils' prior attainment. The teaching of numeracy follows the national numeracy strategy and teachers ensure that pupils have a secure understanding of their work before moving on to the next stage in their learning. Planning of numeracy lessons is also good and sometimes excellent, as was seen in a Year 1 class where pupils were continuing sequences of shapes. The tasks were carefully planned to meet the needs of all pupils including the more able who were expected to devise their own sequences and did so most successfully.

26. The teaching of pupils of all ages, including the under fives, is consistently good and pupils of both sexes make appropriate progress. Ninety-five per cent of teaching in the

classes of children under five is satisfactory and better. Teachers all manage these classes well and this results in good behaviour, a good response and sound learning from the children. However, there are deficiencies in teachers' planning as it does not ensure that all areas of learning are covered or that the foundation stage offers children a broad and balanced curriculum. In the reception classes, teaching is good. Teachers have modified the programme well to prepare children for the National Curriculum at Key Stage 1.

27. The needs of pupils with special educational needs are well met by teachers, specialist teachers and support staff. Those pupils who have English as an additional language make good progress. Higher attaining pupils in the school sometimes benefit from being given extension activities that challenge their thinking and help them make good progress. This is particularly evident in numeracy lessons when teachers plan such activities in advance. A good example was in a Year 6 lesson about the angles in a triangle, with more able pupils accurately constructing triangles to the nearest degree using a protractor.

28. Good teaching is found in the majority of National Curriculum subjects with English and mathematics being taught particularly well in both key stages and very well in Year 6. The teaching of music is consistently good with pupils making good progress as they move through the school. There is some unsatisfactory teaching in science in both key stages although some of the teaching in Key Stage 2 is of the highest quality.

29. Pupils learn and make good progress in both key stages, in all years and in most subjects. Progress and learning in information technology has been limited by the lack of suitable computers for pupils to use. Pupils are very interested in their work and strive to do well. This was most obvious in a Year 6 music lesson where pupils were playing the Blues with great enthusiasm and pride in their performance. They worked with tremendous concentration and evaluated their work at the end making well-informed comments about balance and rhythm. In many lessons, pupils put a great deal of effort into achieving the best results they can and even the youngest pupils are able to work independently.

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

30. The curriculum is too narrow and lacks breadth and balance. There has been a narrowing of the curriculum in upper Key Stage 2 as teachers have concentrated on the key skills within English, mathematics and science. As a result of this, opportunities for extending literacy skills across the curriculum are being missed. Pupils rarely design within design and technology and there are insufficient opportunities to practise 'speaking' within English. Opportunities for pupils to give in depth answers to their questions during the teaching of English are not always planned. Although the statutory requirements are met in religious education, there is a narrow emphasis on the major world religions.

31. At the time of the previous inspection the school did not meet the statutory requirements for swimming, information technology, religious education and collective worship. The statutory requirements are now met for religious education. It is taught across all year groups and meets the requirements of the locally agreed syllabus. However, the findings of this inspection indicate that statutory requirements for information technology, collective worship and swimming in Key Stage 2 continue to be unmet. There is a full scheme of work for information technology, but this cannot be used as yet because the school is awaiting the arrival of new computer equipment. Swimming is not being taught because of recent financial constraints. However, there are plans to re-introduce swimming as the school's budget is now secure.

32. Pupils of all abilities are well catered for through the effective joint planning between teachers and support staff. Support staff are appropriately allocated to classes and pupils. The previous inspection indicated that provision for special educational needs was satisfactory. There is a newly appointed special educational needs co-ordinator and there has been an improvement in the quality of the individual education plans for pupils with special educational needs. The quality of the special educational needs staff, resources and joint planning represent an improvement in the provision for pupils and is good. The previous inspection indicated a lack of challenge for the more able pupils. This is still the case in some subjects, such as music, where there are insufficient opportunities for higher attaining pupils to make better progress with their chosen musical instrument.

33. There is a limited range of extra-curricular activities. Although French is no longer taught in the school, as it was during the previous inspection, there is now a thorough programme for the teaching of Portuguese organised through the Portuguese Consulate. Year 6 pupils have access to this provision twice a week and Key Stage 2 pupils who have Portuguese as a first language are provided with daily classes after school. Pupils from other local schools also attend these classes. The provision is good and also allows for informal networking between the school staff and the Portuguese speaking parents. This helps these parents feel more welcome in the school. Local league football takes place after school and on Saturday mornings. There were no other extra-curricular activities in operation at the time of inspection. Pupils receive visits from community groups such as local artists, animals being brought in for the pupils to view and London theatre groups performing in the school. The London Globe theatre performed 'As You Like It' and 'Sleeping Beauty' and the Kazzum Theatre visits Key Stage 1 regularly. An awe-inspiring production of 'The Creation' was performed during the inspection week. This production helps pupils develop a sense of awe and wonder.

34. The school is socially inclusive; gives good support and provides equality of opportunity to all pupils and particularly to the many mid-year entry pupils. Brothers and sisters are encouraged to support each other during lunchtimes and new pupils are welcomed and supported well by a community atmosphere that encourages the caring for others. The playground is safe and there was no fighting observed during the inspection. Pupils play well together. There is a lot of football played mainly by the boys, with some involvement of the girls, although this is only allowed with tennis balls and so does not unduly dominate the playground. The atmosphere during the informal times of lunchtime and playtime is very friendly, warm and welcoming.

35. A great deal of work has been carried out to develop personal and social education and provision is satisfactory. Pupils are taught the difference between right and wrong. Parents agree that the school works hard to promote moral development. There are drugs education guidelines in the school and the local police community liaison officer works with the pupils at the upper end of Key Stage 2 on an annual basis. There was no sex education policy at the last inspection, however, a policy is now in place and statutory requirements are being met.

36. The school's links with the community are satisfactory. There are visits from the local police and other organisations. There are satisfactory links with the main receiving secondary school, although in recent years pupils are selecting a wider range of schools to transfer to at age 11. There are links with an initial teacher training institution and student teachers undertake teaching practice in the school. These links enhance the quality of pupils' education.

37. The provision for pupils' social development is good. Pupils are given the opportunity to take responsibility for various organisational aspects in the classroom, such as returning the register to the office and giving out books. When pupils are given

additional responsibilities they take these seriously. For example, pupils often escort visitors around the school. They do this courteously with a sense of pride

38. There is a good level of individual support and time given to pupils by staff through their positive relationships, setting good examples and the ability to listen when pupils have problems. Relationships between staff and pupils and between pupils and each other are very good. The personal and social care in the school is a strength of the school.

39. The provision for spiritual development is unsatisfactory. There is no daily act of collective worship. A policy and overall framework are ready for implementation in the summer term. An assembly takes place daily but spiritual awareness is not always addressed. There is some spiritual dimension in English in the writing of similes and Haiku poetry. However, there has been an overall lack of improvement in the development of pupils' spiritual awareness since the last inspection.

40. The provision for moral development is good. The school actively promotes strong moral values. There is a good network of support available for new pupils. There are high expectations in the school for good behaviour and a consistently applied system of rewards and sanctions. Some pupils have devised 'Millennium Resolutions' for their own improvement in attitude or behaviour and good use of circle time is made in promoting the moral links between playground behaviour and the Ten Commandments.

41. There is much emphasis on the school as a community and lunchtimes re-inforce the pupils' social responsibility, particularly with the support for the younger classes in the school, through effective guidance and care modelled by some of the lunchtime supervisors. Expectations of behaviour are made clear through the effective co-ordination of the lunchtime arrangements and pupils show respect for each other and the adults. Older pupils perform their assemblies for younger ones and this helps to foster close links between the pupils across the key stages.

42. The provision for cultural development of pupils is good and resources reflect many different cultures of the world. There is good use made of different languages and scripts and there are compact discs and music resources from across the world. Pupils of different cultures are given the opportunity to describe their faiths and leisure interests and the Portuguese community in the school is catered for well.

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

43. Staff know their pupils well and deal with them sensitively, particularly those children who are new to the school and require both language and personal support to adapt to social and cultural changes. It provides them with a safe environment in which pupils who have experienced severe trauma in their lives can focus on learning. Outside agencies, such as the educational psychology service, give appropriate support and there is additional advice available to support pupils with behavioural difficulties or in need of speech therapy.

44. The school's health and safety policy complies with current requirements. Regular fire drills are logged efficiently and fire safety has been a focus of review in the school's work with a consultant. The school follows the local authority guidelines for child protection and the headteacher has received the appropriate training as the designated responsible person. There is a designated deputy should the situation require one and all staff are made aware of the procedures through staff meetings.

45. There are effective measures within the school to promote good attendance although attendance remains unsatisfactory. Pupils' attendance is well documented and

there are detailed records of lateness, extended holidays and other unauthorised absences.

46. The monitoring and support of pupils' personal development are satisfactory. The school's behaviour policy is effective and provides pupils with the necessary guidelines to maintain the calm atmosphere. There are regular reminders by all staff of the school's expectations. Staff provide good role models in their dealings with pupils. Pupils value the system of rewards and certificates and home/school behaviour books appropriately enlist the support of parents where additional help and guidance is required. Pupils' personal development is well supported. There are ongoing assessments in English and mathematics which are agreed between staff. In science, the co-ordinator has clear intentions but procedures are not in place. Careful analysis of the key stage test results has enabled the school to identify weak areas in the curriculum, in particular writing, but also some areas of mathematics. These have been subsequently dealt with in planning and an adapted curriculum has been used to address low attainment at upper Key Stage 2. This is successfully impacting on pupils' attainment. Assessment in other subjects is satisfactory and teachers write informative reports for the end of year which include all areas of the curriculum. In order to provide ongoing assessment the school has introduced optional National Curriculum tests for each year group and plans to introduce a standardised reading test. The school is aware that it will require this information to begin effectively recording pupils' progress.

47. Procedures for monitoring and supporting academic progress are unsatisfactory. There are insufficient procedures at present to track the progress made by individuals or groups of pupils in English, mathematics and science and the limited information available is not easily accessible to analyse the strengths and weaknesses. In English, reading and writing records are well maintained and provide good indications of pupils' needs. In mathematics, there are effective checklists to record pupils' knowledge and understanding. However, there are no records to assess pupils' progress in speaking and listening although pupils are assessed for their levels of language acquisition.

48. Pupils are involved in setting their own targets. They are aware of how they can improve their work and teachers support these targets by regular monitoring and by displaying relevant goals for individuals and groups of pupils. These targets are shared with parents at open evenings. The targets set for pupils in English and mathematics are realistic but the school is aware of the need to challenge pupils and teachers further to raise the overall standards in the school.

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

49. Parents' views about the school are positive. In responding to the questionnaire, all those who answered agreed that their child likes school and that the teaching is good. Responses were generally positive although there were concerns raised about homework and whether the school provides an interesting range of activities.

50. Parents at the meeting were generally supportive. There was general acknowledgement that pupils are enthusiastic and that since the last inspection the school is more focused on raising standards. Parents appreciate the parent conferences that take place in the autumn term. They feel staff are open and available if they have concerns and that the end of year report is helpful and evaluative. They state that pupils show good behaviour which is managed well by staff. They agreed that the information they receive is good but that homework is variable. The inspection findings support these views.

51. The school has good effective links with parents. It provides good quality information for parents. The prospectus is up-to-date and well produced. Parents receive

good information about the curriculum their child is being taught. Parent conference meetings in the autumn term enable parents to meet with their child's teacher and discuss future targets for their child's development. Further progress meetings take place in the spring and summer terms. Reports are detailed, evaluative and meet requirements. This is an area of improvement since the last inspection. During the annual science week at the start of the summer term parents are invited to attend workshops. The school has planned a numeracy evening to take place later in the spring term. Home/school agreements will be signed during the spring term open evening. The headteacher meets with all new parents either as a group, as children start in the nursery or Reception, or as new pupils join the school. At all parents' evenings translators are available to assist those parents who have English as an additional language. The school also uses translators when meeting with such parents on an individual basis. This is also an area that has improved since the last inspection. Complaints from parents are given high priority by the school. These effective links are assisting in the school's efforts to raise attainment.

52. Parents are supportive of the school. A few help in school but many more help on trips. During the inspection, parents were invited to the class assembly as usual and many attended. Parents are very supportive of their own child in performance or at parents' meetings, but in the past more general meetings have been poorly attended. Parents are involved in supporting the school's behaviour management plans for those pupils whose behaviour gives cause for concern. In many cases, the joint approach has enabled pupils' behaviour to improve. The school is aware that since the introduction of the Literacy Hour the home reading scheme has received less attention. Homework is currently set in many classes but is variable and is not supported consistently by parents. The school has yet to share its homework policy with parents. The school is aware of these weaknesses in its relationship with parents and of the impact such weaknesses have on overall standards. Overall, the impact of parents' support of the school is satisfactory.

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

53. The headteacher and governors are now clear about the school's strengths and weaknesses and are aware of what needs to be done in order to build upon recent improvements in standards achieved at the end of Key Stage 2. At the time of the last inspection, the previous headteacher had only been in post for a very short time. The post again became vacant after about two years and there followed a period of uncertainty before the present headteacher became substantive in September 1999. The short tenure of the previous head and this period of uncertainty had an adverse impact upon the school's capacity to meet the challenges of raising attainment, a high turnover of staff, a substantial budget deficit and a significant increase in the numbers of pupils entering the school who have English as an additional language.

54. There have been weaknesses in school development planning. The school had identified appropriate priorities and targets but did not take the necessary action towards meeting all of these. These priorities have not been supported through careful financial planning as the school has been more concerned in recovering the substantial deficit accrued in previous years. The exception to this has been the very clear emphasis in upper Key Stage 2 in ensuring that gaps in pupils' knowledge are covered before the end of key stage tests. This resulted from an analysis of strengths and weaknesses in past tests. The headteacher and governors are now working on a detailed development plan which encapsulates what the school needs to do to improve over the next three years. This is being based on a careful evaluation of the school's performance. The school has diagnosed its strengths and weakness and has begun to take effective action to secure these improvements. For example, a thorough analysis of end of key stage test results has enabled teachers to address weaknesses in pupils' learning. Staff, governors and pupils can now demonstrate a shared commitment to improvement and the capacity to succeed.

55. All aspects of work in the school reflect its aims and values. The positive ethos created is a strength of the school. There are very good relationships throughout based on a shared commitment to respect and equality of opportunity. Although the quality of teaching has improved significantly since the last inspection there has been insufficient systematic monitoring, evaluation and development of teaching. There is no formal monitoring policy of teaching and learning although the headteacher and individual co-ordinators have undertaken some classroom observations. Linked with this, there is no system of appraisal or performance management for staff. However, the headteacher is very clear about the strengths and weaknesses in teaching throughout the school and appropriate support has been given to help raise performance. There are effective induction procedures for new teachers.

56. There has been a substantial turnover of governors since the last inspection with the exception of the chair, who has provided some stability during this period of uncertainty. He is very knowledgeable about the school and knows what needs to be done in order to effect improvements. During this period, the governing body did not challenge the school effectively. There have been difficulties in appointing parent governors but three new ones have recently been elected. Governors' committees are now functioning well and both support and challenge the school. The curriculum committee, for example, is meeting regularly to support the development of school policies. Governors are now helping to shape the direction of the school. However, the statutory responsibilities for ensuring collective worship, teacher appraisal and swimming in Key Stage 2 are not being met at present. Deficiencies in collective worship and this lack of swimming were noted in the last inspection report. However, there are now firm plans to address these issues.

57. There is presently a lack of clarity in the management structures within the school. There is no substantive or acting deputy headteacher. This has resulted in the headteacher being over extended with day to day management tasks to the detriment of strategic leadership. Roles and responsibilities of the senior and middle management teams are unclear. As a result of this, the contribution of staff with management responsibilities has been limited and their many undoubted strengths have not been fully used. For example, senior staff have not been used enough to assist in monitoring of teaching and learning and thereby contribute to raising standards.

58. The school has worked hard to recover the substantial budget deficit accrued some years previously. The deficit budget has resulted in some deficiencies in learning resources. For example, there is a shortage of quality reading books throughout the school and the poor quality provision of information technology equipment is only now being addressed. These deficiencies have had an adverse impact on standards in English and information technology. However, careful financial control has now turned this situation around and the school is looking forward to a period of carefully planned growth. Financial control in the school is good and governors are appraised of the status of the budget on a monthly basis by the school's finance officer. Expenditure is now firmly based on the principles of best value. There are sufficient staff with appropriate expertise to ensure that all aspects of the curriculum can be met and the accommodation is adequate for all aspects of school life. There are substantial plans in progress to refurbish much of the accommodation. Day to day management of the school is good largely as a result of the very visible presence of the headteacher. However, there have been deficiencies in the strategic leadership of the school which are now being addressed by the new headteacher. A new detailed development plan is being produced and plans to develop the senior management team are in hand. Overall, leadership and management of the school are now satisfactory.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

59. In order to improve the school further the headteacher, staff and governors should:

(1) **Strengthen leadership and management by:**

- agreeing a school development plan which indicates clear targets for improvement, success criteria linked to the raising of attainment and a clear time line for ensuring that activities are completed;
- ensuring that school development planning is clearly linked to financial planning;
- establishing senior and middle management teams with clearly defined roles and responsibilities;
- introducing a rigorous monitoring policy for teaching and learning. (paragraph 53 – 58)

(2) **Raise attainment in English by:**

- introducing a planned programme for the development of pupils' spoken language vocabulary;
- providing planned opportunities for pupils to use their literacy skills across the curriculum;
- ensuring that the good practice in the development of pupils' writing in upper Key Stage 2 is disseminated throughout the school;
- improving the quality and range of books provided in the classrooms and the school library;
- devising a whole-school approach to the systematic acquisition of English for pupils who have English as an additional language. (paragraph 75 - 87)

(3) **Ensure that the curriculum is broad and balanced throughout the school and meets statutory requirements by:**

- covering all aspects of information technology and raise attainment;
- reintroducing swimming in Key Stage 2;
- ensuring that the curriculum in each subject adds up to a worthwhile experience. (paragraph 30 – 31)

(4) **Devise a comprehensive system which tracks the progress of individual pupils and specific groups in English, mathematics and science so that:**

- weaknesses in curriculum provision and gaps in pupils' learning can be identified and addressed;
- the progress of individual pupils can be closely monitored;
- individual pupils and groups of pupils can reach their targets. (paragraph 47)

**Minor issues**

- ensure that there is effective co-ordination for all provision for the under fives, (paragraph 64)
- raise levels of pupil attendance, (paragraph 22)
- improve the provision for spiritual development by ensuring the statutory requirement for collective worship is met. (paragraph 39)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1%	10%	49%	33%	6%	1%	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

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38	359
Number of full-time pupils eligible for free school meals		176

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register	7	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	180

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	56
Pupils who left the school other than at the usual time of leaving	52

### Attendance

#### Authorised absence

	%
School data	9.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.4
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	Year	Boys	Girls	Total
	1999	31	11	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	20
	Girls	6	6	9
	Total	20	20	29
Percentage of pupils at NC level 2 or above	School	48	48	69
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	14
	Girls	6	8	7
	Total	20	25	21
Percentage of pupils at NC level 2 or above	School	48	60	50
	National	82	83	87

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	Year	Boys	Girls	Total
	1999	25	24	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	20
	Girls	12	16	20
	Total	24	32	40
Percentage of pupils at NC level 4 or above	School	49	65	82
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	20
	Girls	10	15	19
	Total	22	29	39
Percentage of pupils at NC level 4 or above	School	45	59	80
	National	68	69	75

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	69
Black – African heritage	83
Black – other	16
Indian	6
Pakistani	1
Bangladeshi	4
Chinese	12
White	122
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18.8
Number of pupils per qualified teacher	13.77
Average class size	26.46

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

Total number of education support staff	10
Total aggregate hours worked per week	221

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	17.27
Total number of education support staff	2
Total aggregate hours worked per week	54.3

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
	£
Total income	967734
Total expenditure	973466
Expenditure per pupil	2352
Balance brought forward from previous year	-47854
Balance carried forward to next year	-53586

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	397
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	16	0	0	0
My child is making good progress in school.	53	40	3	0	5
Behaviour in the school is good.	55	33	3	0	10
My child gets the right amount of work to do at home.	41	36	16	6	0
The teaching is good.	64	31	0	0	5
I am kept well informed about how my child is getting on.	53	39	3	1	5
I would feel comfortable about approaching the school with questions or a problem.	55	30	6	1	8
The school expects my child to work hard and achieve his or her best.	61	29	3	0	8
The school works closely with parents.	43	48	3	3	5
The school is well led and managed.	45	40	6	1	8
The school is helping my child become mature and responsible.	56	35	3	1	5
The school provides an interesting range of activities outside lessons.	33	38	10	8	13

## **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**

60. The previous inspection found that standards of attainment were mainly satisfactory. There were, however, weaknesses in many areas of children's learning mainly in language and literacy. The nursery environment and the resources were shabby and drab. There has been good improvement since then. The nursery and the Replace staff are experienced in supporting children who have English as an additional language and do so effectively. Resources in the nursery are now adequate and well looked after and displays are attractive and interesting. The large equipment outside and the building, however, are still in poor condition. The nursery has a good variety of provision planned by staff to interest the children and to supply them with good learning experiences

61. The attainment of children on entry to the nursery is well below average, particularly in the aspects of language and literacy although it is a little better in numeracy. A large proportion of children have English as an additional language and are in very early stages of English acquisition. All children are assessed on entry to a Reception class, which provides teachers with a picture of their learning needs and a baseline against which to judge progress. The majority of children coming into reception classes still shows well below average levels of attainment in the areas of language and literacy and in aspects of mathematics. Children in the nursery make satisfactory progress and they are beginning to make good progress in the reception classes.

62. Ninety-five per cent of teaching in the classes of children under five is satisfactory and better. Staff all have good relationships with the children and support their personal and social development well. Teachers all manage their classes well and this results in good behaviour and a good response from the children. In the nursery, teachers, nursery nurses and support staff work very well together as a team. They plan together, all contribute to observations of children, and they have good relationships with parents and carers. The early years co-ordinator has an understanding of the early years curriculum and is starting to prepare all staff for the introduction of the Early Learning Goals. However, staff do not have a full understanding of all aspects of the under-fives curriculum. Planning at present does not ensure that all areas of learning are covered and that the foundation stage offers children a broad and balanced curriculum. The long-term plan follows the school format but is not divided into terms or half-terms, nor is it adapted to show the long-term plans for the coverage of all areas of learning.

63. The termly plans do not relate to the long-term plans. The short-term weekly plans also do not relate to the areas of learning; the headings are a mixture of classroom areas such as sand and water, and National Curriculum subjects. These plans show two focus activities each day but they do not show the deployment of staff or the intended learning outcomes. Certain children are targeted for these focus activities and this is done according to children's age. Observation notes and samples of work are kept for all children and these are used well to inform the specific targets set for each child every term. The focus activities provide good opportunities for children to work with a member of staff. For example, older children work with a teacher and take part in a writing activity in the context of the current focus on the three bears story. They write messages by the three bears using big, middle sized and small writing and attempting to use phrases from the story. Some try to do this independently and some with help. However, the assessments are not used sufficiently to inform planning. The nursery does not plan particular activities

to enable specific children to develop the particular knowledge and skills which observations, assessments and their individual targets show them to need.

64. The observations kept are effective in helping staff to identify children with special educational needs. These children receive suitable support and make sound progress. In the reception classes, teaching is good. The programme is mostly well modified to prepare children for the National Curriculum at Key Stage 1. However, in one class the work for the younger children during the literacy and numeracy hours is not always sufficiently practical or adequately related to their prior attainment or their interests. Staff in the early years classes have regular meetings but do not plan together sufficiently to ensure that they provide a cohesive experience for the children that offers good continuity and progression. Whilst the early years co-ordinator has the responsibility of ensuring effective joint planning and of monitoring the programme in the reception classes, the impact of this co-ordination is unclear.

### **Personal and social development**

65. Most aspects of personal and social development are good. Most children come into the nursery confidently and happily at the beginning of a session and the nursery has a good settling in programme to help children that still find it difficult to part from their parents and carers. Children are learning to share, to take turns and to work both independently and collaboratively. Staff place great importance on good relationships with and between children and intervene sensitively and effectively on the rare occasions when inappropriate behaviour arises. During group times, children listen well to the staff and the older children are also learning to listen well to each other. Children often show good perseverance and concentration, for instance when exploring the properties of the water thickened with soap flakes and coloured pink, a small group spent a long time trying various things such as a whisk to move and shape it.

66. Partnership with parents is good and makes an important contribution to children's personal and social development. A member of staff is timetabled at the beginning and end of each session to greet parents and carers and exchange information with them informally. There is also a formal parent conference when children first start in the nursery and at the end of each term.

67. A weakness in the programme for children's personal and social development in the nursery is the organisation of lunch for the full-time children. They go to the dining hall for lunch and do not have any opportunities to prepare their places, for instance with personal place mats, to choose their food, or to converse with any adult while eating it. Children in the reception classes have very good relationships with their teachers and staff look after them well. A strength of personal and social development in all the early years classes is children's very positive attitudes to each other irrespective of cultural and linguistic background and this is fostered very well by the staff.

### **Language and literacy**

68. In the nursery, there is sound provision for children's development in the area of language and literacy and they make satisfactory progress. However, most children will not meet the desirable outcomes in language and literacy by the age of five because talking is not always developed effectively. There is a well-equipped role-play area which was developed as the house of the three bears during the week of the inspection. Reception classes also have a role-play area, for example, in one class there was a shop. Some staff are aware of the importance of talk and have developed good skills in open-ended questioning to encourage children to respond and to foster the development of a wider

vocabulary. However, this awareness is not consistent among all staff. Opportunities are sometimes missed to develop talk and this is especially so for the full-time nursery children at lunchtime when no member of the nursery staff is present to encourage conversation. Children have access to a tape recorder with a good selection of story tapes and to a comfortable book area with a good display of books. It does not have story resources for the children's use to further encourage the independent re-telling of stories from familiar books.

69. Children's name writing and independent attempts at writing are fostered well. Children have name cards with their photographs on them to use for practice in writing and recognising their names. Older children in the nursery are beginning to be able to write parts of their names and many children in the reception classes can write them correctly. There are writing tools and small books in the shape of a bear, in keeping with the current theme during the week of the inspection, for children's use on the writing table. However, there is no provision of notebooks and writing implements for writing messages or shopping lists in the home corner in the nursery. This provision exists in the reception class. Children's independent attempts at writing are valued and often displayed. In the reception classes, children often engage in more structured writing tasks as part of the literacy hour and are beginning to develop early writing skills well. Story times are used well to promote children's love of books and stories and to help them to gain an understanding of how print works. The older nursery children can identify the front of a book and some know that the person who wrote it is called the author. Some also know that print carries meaning and that writing in English is read from left to right. A few children in the reception classes are beginning to make good independent attempts to read a familiar book using their knowledge of a few known words and the sound of letters as well as the pictures to help them.

## **Mathematics**

70. There is sound provision in the nursery for activities that effectively promote mathematical language and understanding. Many occasions are used to encourage counting, such as the number of children in a group or the number of spoonfuls of milk needed to mix into the oats to make porridge. The nursery successfully introduces the language of mathematics such as under, over, behind and through, often in the context of stories. There are displays of numbers which staff refer to when appropriate and the reception classes introduce children to number lines and early number operations, mainly during numeracy hour. The reception class organisation of the numeracy hour is mostly appropriate, but in one class there is insufficient practical work or use of objects to enable the younger children to understand the lesson fully. Children are beginning to know written numerals and to engage in practical problem-solving. In both reception classes and in the nursery, there are displays of number shapes and some of the older children can name the common shapes accurately. Children are familiar with number rhymes and games and are beginning to understand terms like "more than" and "less than". They make sound progress in the nursery and are beginning to make good progress in the reception classes. However, most are not likely to reach the desirable outcomes in mathematics by the age of five.

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

71. By the age of five, most will have good foundations for scientific learning but will be less secure in their technological learning or their historical or geographical awareness, owing to a lack of sufficient planned opportunities. Both the nursery and the reception classes are following the school programme for science and adapting it to their children's experience and understanding well. The current study is of materials. The nursery has

displays of objects made of different materials and some children can talk about metal and clay accurately. Children in both nursery and reception also have appropriate experiences of investigating sand and water and, in the nursery, they explore the texture and properties of water thickened with soap flakes and of dry porridge oats in a tray. They have had experience of growing bulbs and plants in containers outside. Reception classes explore magnetism and sort a range of materials according to whether they can be attracted by a magnet. Nursery children can make recognisable models of buildings and vehicles with recycled materials and with bought construction equipment, although they are not generally encouraged to modify what they have made or on occasion to plan it beforehand. There is evidence that some construction material is also available to the reception age children although no work with it was seen.

72. No geography or history work was seen in the reception classes and there was no evidence to show what had been done previously. However, children in reception were developing a sense of time by discussing what they had done yesterday, were doing today and would do tomorrow and making little books showing this information. Older children in the nursery were introduced to the current day of the week regularly. The unsatisfactory planning system does not ensure that there is a planned part of each term, or even each year, when children can investigate the school and local environments or change over time. These aspects of knowledge and understanding of the world are insufficiently developed. The nursery children have regular access to a computer and are developing sound mouse control skills in the context of an appropriate programme about dressing a teddy bear. Children make sound progress in this area of their learning.

### **Creative and aesthetic development**

73. Overall, most children are likely to meet the desirable outcomes in this area by the end of the foundation stage. Children have access to a good range of tuned and untuned percussion instruments and often use these well to explore sound and sometimes rhythm. In the nursery, children also sometimes use the tape recorder to put on music and accompany it with instruments. Children take part in many singing occasions both in their classrooms and in assemblies and often do so tunefully and with enjoyment. They engage in imaginative play in the role play area. Children are able to use a wide variety of materials to make pictures, both of their own choice and to a given theme. They use collage materials, drawing tools or paint and can use these to print and to mix colours. They can make appropriate choices that result in attractive products. Children are able to be independent and to complete their activities.

### **Physical development**

74. Generally, children make sound progress in this aspect of their learning. They handle tools such as scissors, pencils and brushes as well as construction and malleable materials safely and with good control and standards in this aspect of physical development are good. In the outdoor area, nursery children sometimes have access to small apparatus such as bean bags and balls but not every day. Children have access to equipment which can be used for climbing, jumping, sliding and balancing and are developing confidence and a good awareness of space and of each other. However, staff seldom engage with children in activities to develop their ball control skills and children are not developing these as well. Staff also do not take opportunities to arrange the climbing and balancing equipment in a more challenging way or to encourage children who have little confidence and seldom use this equipment.

## ENGLISH

75. At the end of both key stages, attainment in English is below national averages. There are significant numbers of pupils who enter the school with little or no English. These pupils enter throughout both key stages. Whilst the school quickly enables them to participate in a purposeful working environment so pupils make satisfactory progress by the end of both key stages, their attainment does not yet meet national expectations by the time they leave school at age 11.

76. In the previous inspection, attainment in reading and writing was also below national averages at the end of both key stages and standards have not improved. However, pupils' attainment in speaking and listening were described as being at the national norm. Findings from this inspection conclude that standards in this aspect of English have deteriorated. This is partly explained by the significant increase in the numbers of pupils who have English as an additional language, many of whom have not experienced all of their education in the United Kingdom, and there being insufficient planned opportunities to extend pupils' speaking skills.

77. National Curriculum tests and task results for 1999 are well below national averages and very low in comparison with similar schools overall at the age of 7 years. Reading test results are very low while writing test results are well below. At the age of 11 years, English results are well below the national average compared with all schools and below average in comparison with similar schools. Trends over time at the end of Key Stage 1 show a fall in standards and variable standards at the end of Key Stage 2. Attainment in the 1998 and 1999 Key Stage 1 National Curriculum tests fell significantly. Pupils who took these tests are now in Year 3 and Year 4. Many of these pupils were not in school from the beginning of their school life and arrived at the school throughout Year 1 and Year 2 with very limited language acquisition. The original classes also had significantly less than 30 pupils.

78. The school has set realistic targets for both key stages based on the pupils' stages of language acquisition and baseline assessments. They are on course to meet their targets for the year 2000 and the adapted curriculum in upper Key Stage 2 is having a significant impact on pupils' attainment particularly in writing.

79. The findings of this inspection are that pupils achieve below national expectations at the end of both key stages. No significant differences were observed between the attainment of boys and girls or between different groups of pupils. The introduction of the National Literacy Strategy has focused teachers on the standards that pupils achieve and this is recognised by parents who attended the parents' meeting. The school has taken effective action to address the low levels of attainment at Key Stage 2 particularly in writing and this is raising the attainment of higher attaining pupils in Years 5 and 6. This initiative has resulted in an imbalance in the curriculum for Year 6 which pupils highlighted in their discussions with inspectors.

80. By the age of 7 years, pupils attain below average standards in speaking and listening skills. Pupils listen attentively to their teachers and answer direct questions. They begin to develop their thinking and explain their ideas more fully but they are mostly unable to respond to previous discussions or points of view. They use limited vocabulary commensurate with their stages of language acquisition although they extend their understanding of the technical language associated with the subject. By the age of 11 years many pupils are able to speak confidently in lessons and give extended answers to questions. They have limited skills in developing an argument or debate but read aloud with confidence and enact stories, such as the Golden Goose in a Year 6 assembly. There

are few planned opportunities for pupils to develop their language through drama and role-play although in both key stages some teachers provide worthwhile activities. Year 1 planning for the literacy hour includes all pupils participating in reading the play of the Three Little Pigs and some children act out the parts. In Year 3, pupils join in a game of twenty questions in which they develop their skill of asking questions and use their recently acquired knowledge of sentence connectives. They begin to develop their spoken grammar although many pupils are in relatively early stages of language acquisition and their spoken style and vocabulary reflect this. The use of additional teachers to support pupils with English as an additional language is insufficiently effective in supporting language acquisition as their focus within the school is too closely linked to the literacy hour curriculum.

81. At the end of Key Stage 1, standards in reading are below average. Pupils have knowledge of phonics and many use initial or single letter sounds to help decode words. However, their knowledge of digraphs and consonant blends remains limited in many instances. Year 2 pupils are encouraged to look for the alliteration in a poem but few are able to use this effectively in their own writing. The lack of development of pupils' vocabulary and the depth of their understanding also limits their comprehension skills. Book reviews demonstrate that many pupils can read simple texts but are unable to refer to characters or the plot in any depth and the expression of their opinions is very limited. In Year 2, pupils develop their ideas of a character in an imaginative activity by looking at items found in a lost bag and describing the person it belongs to. Many pupils find this a very challenging task. By the end of Key Stage 2, standards in reading remain below national averages. Pupils read a wide range of fiction particularly associated with literacy hour. They enjoy reading and talk about books with enthusiasm but many are unable to read with deeper meaning. Although they decode unfamiliar words they are often unable to deduce meaning from the context. Reading skills are appropriate to their levels of language acquisition and pupils make satisfactory progress. In both key stages pupils have limited opportunities to use non-fiction to develop skills with reading for information although pupils are able to use an index and contents page confidently.

82. At the end of Key Stage 1 standards in writing are poor. Their stages of language development and the skills with which pupils enter formal education have a great impact on the standards they achieve. Pupils begin to write sentences about subjects of interest to them and some pupils are able to recount well-known stories at length. They begin to write simple poems and teachers plan appropriate activities to develop pupils' ability to sequence events in a story or instructions. They are taught from Year 1 to edit and redraft their work and are able to present their work well for display. Handwriting is insufficiently emphasised for all pupils to develop a firm and even style although the school has adopted a cursive style. At the end of Key Stage 2, standards in writing overall remain below average although the adaptation of the literacy hour in the upper key stage is having a significant impact on the attainment of pupils in Year 6. The programme has focused particularly on developing the different purposes for writing and forms of language appropriate to them. Pupils' vocabulary is also developing and some pupils are able to write expressively. In Year 6, pupils write about objects in nature such as the moon or stars and some produce thought-provoking poems using a number of similes and metaphors. In another Year 6 class, pupils are taught how to reply to a formal letter including factual information appropriately organised. Spelling, punctuation and grammar are becoming increasingly accurate with the additional focus in Year 6. Handwriting is insufficiently well developed by the end of Key Stage 2. Many pupils do not use a cursive style consistently and many pieces of work contain both styles.

83. The quality of teaching in Key Stage 1 is satisfactory and better in all of the lessons observed and good or better in three of the five lessons observed. In Key Stage 2, the quality of teaching is satisfactory and better in 13 out of the 14 lessons seen. Only one

lesson was unsatisfactory and eight lessons were good or very good. This reflects the high quality teaching seen at the end of Key Stage 2. The majority of the teachers demonstrate at least a satisfactory knowledge of the subject. Where there is unsatisfactory teaching, this is mainly as a result of insufficient understanding of the technical requirements of the literacy programme and an insufficient emphasis on the required learning intentions. All teachers provide appropriate activities for the abilities of pupils and generally the activities are supportive and extend pupils' knowledge satisfactorily. In Key Stage 1, activities are more practical and in a Year 1 class the use of easily amended whiteboards for practising sentences enables pupils to rearrange their sequencing work and in a supportive environment. In Key Stage 2, activities are generally well planned to meet the learning intentions and these are made clear to pupils. However, in one class excessive amounts of time are used for pupils to write out learning intentions that would have been better displayed on the group tables. The quality of teaching is best where the literacy hour planning shows clear links made between the text level work, word or sentence level work and independent tasks in terms of content and skills development. This enables pupils to consolidate their learning. This is a strength of the Year 6 teaching.

84. The generally good teaching in English throughout the school is clearly having a positive impact on pupils' learning. Given pupils' prior attainment, progress and learning are often good even though many do not manage to achieve national averages by the age of 11. Teachers carefully consider what activities pupils need to complete in order for them to achieve the learning intentions. Very often, pupils' achievements in lessons are good. Overall, pupils' learning in English is satisfactory and often good.

85. The curriculum for English is limited by the insufficient attention paid to the development of speaking skills. This in turn impacts on the standards achieved in reading and particularly in writing. The format of the National Literacy Strategy has been well established and teachers demonstrate satisfactory management of the different aspects of the hour. However, literacy has insufficient impact on other areas of the curriculum. Interesting texts to support history, geography, art and religious education are not used within the literacy hour to develop pupils' knowledge of different texts and add to the lack of breadth in the school curriculum.

86. Assessment procedures are satisfactory and teachers in year groups are developing appropriate routines for meeting and levelling pupils' work in accordance with the National Curriculum levels. However, systems for tracking pupils' progress in all the attainment targets are insufficiently developed. Marking is not used consistently despite the marking policy. Some good marking takes place in both key stages which gives pupils important guidance as to how to improve their work but often it is an acknowledgement of work done. Pupils are beginning to have their own targets and in all classes there are clear displays of what pupils need to do to achieve the next level in English. Pupils are clear about their own learning goals. The school is beginning to track individuals' progress in reading and writing but this is in the early stages of development. Teachers keep good running records of pupils' achievement in guided reading and writing.

87. The management of the subject is satisfactory. The co-ordinator for English has an overview of the subject and the co-ordinator for writing in Key Stage 2 has a clear view of the needs of the pupils at the end of the key stage. There has been limited time for monitoring teaching but planning and pupils' work have been monitored resulting in greater consistencies in the curriculum offer for pupils. Resources in English are satisfactory overall but classroom libraries contain insufficient interesting and up-to-date works by current authors to promote pupils' enthusiasm for reading. Pupils commented on this during the inspection.

## **The effectiveness of the Ethnic Minorities Achievement Grant (EMAG) and its impact on the achievement of pupils.**

88. The previous inspection found that there was no significant difference in attainment for pupils with English as an additional language once they had achieved a reasonable level of competency, but that progress of children under five was hindered significantly by the low level of additional support given to them and by the lack of skills and experience of the staff. The nursery staff have now improved their provision for children with English as an additional language and also have a satisfactory level of additional support. The percentage of these pupils has risen since the last inspection and most of those who now come into the school are in the very early stages of English acquisition, many of them refugees.

89. Since April 1999 the EMAG grant has been devolved to the school. The school has decided to keep its previous allocation of two full-time and one part-time teachers. The part-time teacher works in the nursery but was absent and replaced by a supply teacher at the time of the inspection. At present, the other two teachers' time is allocated to the classes with the greatest number of pupils in early stages of English learning, so their timetable is regularly reviewed. They often plan with the teachers and support children in their work, helping their understanding of the task and of the content of the class lesson. In one science lesson observed, for instance, groups of pupils were testing materials to see which ones changed or dissolved when mixed with water, and the EMAG teacher moved from group to group effectively making sure that all understood the experiment and could take full part in it. In a younger class, an EMAG teacher worked with a mixed group, several of whom had English as an additional language, engaged in a task given by the class teacher during the literacy hour. The pupils were devising messages to write inside speech bubbles which they were afterwards going to make into a poem with a repeating refrain. The teacher supported their progress in spelling and phonic skills well.

90. EMAG teachers follow the class planning and keep records of the pupils' progress and responses. The full-time EMAG teacher, who is the project co-ordinator, also keeps a file for every class which contains these pupils' stages of English learning as well as their levels in the National Curriculum core subjects and is thus able to track their progress. However, insufficient use is made of these records and assessments to inform planning for the language development of individuals or groups.

91. The co-ordinator's role is not defined at present and he has no specific responsibilities in planning and keeping an overview of the effectiveness of the project, in keeping the present good resources up-to-date nor in providing advice and training. There is also, at present, insufficient emphasis on language acquisition for pupils with English as an additional language. Activities that address the specific language needs of targeted pupils are insufficiently planned at present. Overall, the EMAG grant is used effectively and has a positive effect on the achievement of pupils.

## **MATHEMATICS**

92. In 1999, the results of the Key Stage 1 and 2 national tests showed below average performance for pupils. Compared to similar schools, these results were above average. Attainment at the end of both key stages dropped considerably in the 1998 tests but improved slightly in Key Stage 1 and significantly in Key Stage 2 in the 1999 tests. At the end of Key Stage 2 there is very little difference in the attainment of boys and girls. Progress is good throughout the school.

93. In the last inspection, standards in mathematics at the end of both key stages were at national averages. However, standards declined significantly in subsequent years and

the school has had to work hard to recover the position. This has now been done largely through the impact of the National Numeracy Strategy. Whilst performance in the 1999 tests was below average, achievement in lessons is better and is now close to the national average largely because of good teaching and the Numeracy Strategy.

94. At the end of Key Stage 1 pupils can understand the language of numbers, have a secure knowledge of place value to a hundred and can quickly recall addition and subtraction facts to 20. They know the names and some properties of a variety of two-dimensional shapes such as squares, rectangles, triangles, hexagons and pentagons. Pupils can identify angles larger and smaller than a right angle and find them in their classroom environment. They can tell the time in hours and know a half and a quarter past each hour. Pupils can work accurately with money in shopping situations and calculate change to at least one pound. By the end of Key Stage 2 pupils have a good understanding of place value to at least a thousand and can quickly and confidently add, subtract, multiply and divide such numbers with more able pupils working to two or more decimal places. Pupils use correct mathematical vocabulary and have a good mental recall of number facts including multiplication tables. They can measure angles accurately to the nearest degree and have a good knowledge of two- and three-dimensional shapes. Pupils understand the relationships between fractions, decimals and percentages and can use them in solving everyday problems. They know the names of parts of a circle and can calculate, by practical means, the circumference and diameter of a variety of circles. As the provision for information technology has been so poor, the pupils have been unable to use computers for their mathematics work.

95. The quality of teaching and learning is good overall. In most lessons, the teaching and learning is at least satisfactory with over two thirds being good or better. A small proportion of teaching is less than satisfactory when the tasks are not made clear to pupils and they struggle to complete the work. Teachers structure their lessons appropriately using the guidelines of the national numeracy strategy. The vast majority plan their lessons carefully with clear objectives, which are always shared with pupils at the start of each numeracy session. This enables pupils to focus on the main areas of learning and helps them to make good progress in each lesson. Every lesson commences with a brisk mental mathematics session which, in the best lessons, fully involves all the pupils and gives them opportunities to explain and discuss the mental strategies they used in finding the correct answers. This was particularly well demonstrated in a Year 3 numeracy lesson where pupils were counting on and back in 2s and 5s to the swing of a pendulum held by the teacher. Pupils respond very positively to this, are eager to participate and learn new techniques rapidly. Teachers explain work clearly and ensure, through careful questioning, that all pupils understand exactly what to do during individual or group activities. Pupils willingly ask and answer questions and often make valuable contributions to class discussions. This was particularly noticeable during the plenary session in a Year 1 lesson about sequences of shapes. The teacher skilfully involved all pupils and they made relevant comments about how they had tackled their work. The pupils listened intently to the teacher and to each other and learning was very apparent.

96. Numeracy work is well planned in year groups with the needs of all pupils catered for, including more able pupils, those with special educational needs and those who have English as an additional language. This joint planning enables teachers to share their expertise and ideas and ensure that pupils receive suitable work well matched to their prior attainment. Pupils learn the basic skills thoroughly and these skills are built on as they progress through the school through careful planning of appropriate work. The good teaching in mathematics throughout the school enables pupils to experience good gains in their learning overall.

97. Classroom assistants are often used effectively to support individuals and groups of pupils record their work and sometimes make notes to help keep the teacher informed about the progress of the pupils they are supporting. Teachers mark pupils' work regularly but it mainly consists of just ticks or crosses. It is not used to explain to pupils how to improve their work or to set targets for them to aim at in the future.

98. The subject is very well managed by the co-ordinator who has analysed test results to identify areas that need further input as well as finding areas of strength. The planning and some of the teaching has been monitored this year and the co-ordinator has a clear vision as to how mathematics will be taught in the future. Pupils are regularly and accurately assessed and a record kept of their achievements linked to the numeracy strategy. Targets are set for individuals as well as specific groups of pupils and these targets reflect the commitment of the co-ordinator and the school to raising standards as high as possible.

## **SCIENCE**

99. Attainment in science at the end of both key stages is in line with the national averages. At the time of the previous inspection, attainment in science was below the national average at the end of Key Stage 1 and well below the national average at the end of Key Stage 2. Teaching was generally good in Key Stage 1 but more variable in Key Stage 2. The draft scheme of work was not yet being used and progression and continuity were not ensured. There has been significant improvement in all these aspects.

100. In 1999, standards in science at the end of Key Stage 1 were well below the national average and also below the average when compared with similar schools. By the end of Key Stage 2, standards are very near the national average and very high compared to similar schools. Results worsened in 1998 but then improved significantly in 1999. Evidence from the current inspection indicates that this improvement in standards is being maintained. There is little difference between the attainment of boys and girls or between pupils of different ethnic backgrounds by the end of Key Stage 2 and pupils from these different groups, as well as pupils with special educational needs, make good progress in science.

101. In Year 2, pupils are able to investigate ice cubes and are able to predict which parts of the classroom would provide the conditions where ice cubes would melt fastest, and could explain why. They are beginning to be aware of the importance of trying out their ideas in a fair way and some can understand that the ice cubes have to be the same size to make it a fair test.

102. By the end of Key Stage 2, pupils are very aware of the necessity of carrying out their experiments fairly and can explain that only one variable can change in a fair test. They can work together in a group to devise their own controlled experiment to test a range of materials to find out which materials change or dissolve when mixed with water and which do not and can explain the role of evaporation and condensation in the water cycle. The lessons seen and pupils' past work shows that pupils always record what they have done and what they have found out. However, throughout the school, pupils nearly always use outline formats provided by the teacher in which to enter their findings and record and present information. Pupils have insufficient experience of devising and developing a variety of ways of communicating and presenting scientific information such as graphs, charts, diagrams, tables, drawings and descriptive narrative.

103. Pupils who have special educational needs are well supported and make sound progress in science. They have appropriate targets set for and with them and although

these are seldom directly to do with any aspect of science, they are often intended to support personal and social development, such as increasing concentration, the ability to collaborate, the ability to finish a task. These targets also support pupils' progress in this subject. Pupils with English as an additional language also make sound progress in science. Class teachers generally use good strategies for helping those who are in early stages of English acquisition to understand the lesson. For example, in a lesson where pupils were mixing various powders with water and recording the results, one boy who was new to the United Kingdom and to the school was paired with a fluent English speaker who also knew his mother tongue. Pupils are generally very supportive of each other and make sure that every member of a group takes part in the current activity or experiment. Pupils with English as an additional language also have some support from specialist teachers. This support is focused completely on the lesson objectives and insufficiently on the development of pupils' fluency in English and on vocabulary acquisition.

104. The teaching of science is generally satisfactory. It is good and sometimes very good in some classes. The school has an annual science week that involves all staff. The week includes the provision of training in the various aspects of science and this has enhanced teachers' knowledge and understanding of the subject. Most teachers keep a good pace and use good questioning that makes pupils think. In the best lessons, these questions are often directed to specific pupils and varied according to each pupil's previous attainment, to ensure all understand the subject of that lesson. In these lessons, the teacher's delivery is lively, clear and lucid and pupils are consequently interested and involved. It is the school policy to share the learning objectives of the lesson with the pupils at the start of the lesson, and this is usually effective in helping pupils understand why they are engaged in certain activities and what they are intended to find out. For example, the teacher very clearly explained why pupils were going to investigate the effect of heat on ice cubes. Teachers do not usually follow this up at the end of the lesson, however, by asking the class to evaluate whether the objective has been reached.

105. A minority of lessons is less effective. In these, the teacher asks only factual questions, sometimes offers confusing explanations or plays a generally correcting and admonishing role as she moves around the class while pupils are engaged in practical work, rather than a questioning role which encourages pupils to form hypotheses and increases their interest and understanding. Not all teachers prepare experiments sufficiently and test them out beforehand and this can lead to confusing results. Throughout the school, teachers manage their classes well. They expect and receive politeness and good behaviour from the pupils. Relationships are good both between pupils and teachers and between pupils. Teachers often plan group work in science lessons. They organise these groups well and generally explain the task clearly. As a consequence, pupils collaborate very well, listening to each other when working in a group and modifying their experiment accordingly. Lessons are generally well planned and prepared.

106. Pupils' acquisition of understanding, knowledge and skills in science is generally good, and where the best teaching occurs, it is very good. During their years at the school, pupils gain knowledge in all the aspects of science well. They acquire a good and comprehensive scientific vocabulary and all pupils in Key Stage 2 have a vocabulary sheet that they are asked to take home to learn and revise regularly. They develop a good understanding of systematic enquiry, how to conduct a fair test and how to collaborate to devise a focused investigation and reach conclusions about what they observe. They learn to use and name simple scientific apparatus such as pipettes and petrie dishes and to observe and measure carefully. Pupils make less progress in developing a wide range of methods for scientific communication. They also have little experience of obtaining information from secondary sources. When working on animals and plants living in

different habitats, for instance, pupils used material and illustrations provided by their teachers and there is no evidence to show that they engaged in any kind of research.

107. The subject is managed very well. There is an experienced, knowledgeable and enthusiastic co-ordinator. The co-ordinator has introduced a good scheme for science and adapted it to the school adding much helpful detail, so that every class knows what pupils are expected to learn every term in every year. She monitors the delivery of the scheme by taking in teachers' plans and also children's work from every class. She has no allocated time for in-class monitoring, and this results in some inconsistency in the quality of teaching in a few classes. The school has a very good and well devised wildlife area called The Oasis. All classes use this area as part of their planned scheme of work twice a year to support their work in the study of living things and environments. The annual science week has a very positive impact on pupils' attainment in science. It has also attracted some good support from local businesses and from the Science Museum that has also had a positive effect on learning. Equipment for science is sufficient, well organised and accessible.

## **ART**

108. Attainment in art is in line with national expectations at the end of both key stages. There have been no significant improvements since the last inspection.

109. At the end of Key Stage 1 pupils can draw with pencils, charcoal and chalk. They identify and copy patterns on fabric and paint patterns using shades of colours. They investigate pattern through weaving paper. They draw portraits in pencil and are able to place features correctly and appropriately for their age. By the end of Key Stage 2, pupils develop their skills with a wider variety of media. They use oil and chalk pastels and use their different qualities to create portraits blending skin tones. Pupils study artists work such as Hilton and use pencil and Chinese ink to create a piece of group artwork based on Picasso's Volland Suite. Pupils' work demonstrates increasing accuracy in observational drawings and they use shading and hatching to develop depth and form to their work. They have limited use of information technology to support their understanding of shading and hatching when creating robots. In three-dimensional work pupils make alien masks using card and papier mache. The masks are well designed and finished with an emphasis on pattern. Pupils learn about pattern and create designs and pattern using a range of colours and use mono prints to explore printing. Pupils are enthusiastic about their work and concentrate in lessons endeavouring to refine their work. They evaluate their own and others' work sensitively.

110. The quality of teaching observed was satisfactory and good. It was good in two out of the three lessons. This is borne out by the quality of the work in the displays which indicates that teachers generally have a good knowledge and understanding of the aspects of art they plan to teach. The sound quality of teaching has a positive impact of standards. They plan effective and well-sequenced activities to extend pupils' skills. For example, the work on portraits followed a carefully planned sequence of lessons that taught pupils the various techniques for identifying correct proportions for eyes, noses and mouths.

111. The curriculum includes all aspects of the National Curriculum although work with textiles and three-dimensional work is limited. The curriculum is enriched by visits to the Royal Academy for special exhibitions such as the Van Dyke exhibition and Picasso. During the inspection week the school focus was on portraits as the pupils are involved in painting a hoarding around a local building site. Good links have been made with the mathematics curriculum in Year 5 as pupils create patterns using fractions, percentages and decimals to accurately describe the amounts of colour in their design. There are no

links with literacy. Some of the work links with the history curriculum through study of the Victorian era.

112. The subject makes a reasonable contribution to the pupils' cultural development. There is a range of posters and books to support pupils' learning about African art, art in the local area and a number of artists from different eras. However, the lack of a well-planned scheme of work means that some areas of the subject have insufficient focus. The newly appointed co-ordinator monitors displays to assess the breadth of the curriculum and offers an advisory role to colleagues. This is helping to raise standards. Displays are attractively presented and show the full range of pupils' abilities. They create an aesthetically pleasing environment valuing everyone's efforts.

## **DESIGN AND TECHNOLOGY**

113. Attainment at the end of both key stages is below national expectations. In the previous inspection, standards at the end of Key Stage 1 were within national expectations but below at the end of Key Stage 2. Overall, there has been a decline in standards since the last inspection. Standards have declined, mainly owing to the lack of a scheme of work that ensures the progression of skills. At present, pupils have insufficient opportunities to design and make using a variety of materials. Pupils have limited knowledge and understanding and little experience of designing.

114. Throughout Key Stage 1 and in the Reception, pupils have opportunities to make a variety of assignments using recycled materials and paper and card. Pupils in Year 2 have made pop up books and dragons to celebrate Chinese New Year using simple pneumatics which allow the jaws to open and close. However, owing to the absence of any planned opportunities to design before they make, pupils do not evaluate their work in a way that allows them to reflect on their ideas and suggest improvements. They are able to make judgements about the outcomes of their work.

115. Opportunities to design and make throughout Key Stage 2 are limited. Teachers' plans indicate some links with the wider curriculum. For example, as part of a study of the Romans in Year 3 pupils will be asked to design and make a Roman artefact. As part of a science topic, pupils in Year 6 have made balloon buggies using resistant materials. They were able to test these and suggest ways in which these might be improved. As these were made from a set pattern pupils had limited opportunities to vary their designs and investigate the efficiency of these changes. However, the quality of the finished products is good. A Year 5 class has been investigating how structures can fail when loaded and techniques for re-inforcing and strengthening them. Pupils in this class are able to identify characteristics of various structures and suggest ways of strengthening them. They are also able to use the appropriate vocabulary to describe their findings of their investigations.

116. Only one lesson in design and technology was observed during the inspection. Teaching in this lesson was very good. It had a clear learning intention that was discussed with pupils as part of the introduction. The tasks were carefully explained using a range of open-ended questions emphasising appropriate technical vocabulary that promoted knowledge and understanding of structures. Classroom management was very good. Pupils were able to demonstrate good learning during the plenary when representatives from the four groups discussed their investigations. Both in the observed lesson and in discussions with pupils from both key stages, attitudes towards design and technology are good. Pupils clearly enjoy opportunities to make assignments and are pleased to share their learning. Pupils' behaviour was very good.

117. There is no co-ordinator for the subject and this has contributed to the decline in standards. At present, there are insufficient resources either in classrooms or stored

centrally to enable pupils to become familiar with a range of equipment and small hand tools and thereby make necessary gains in skills.

## **GEOGRAPHY**

118. Overall, attainment in geography at the end of both key stages meets national expectations. These judgements are based on the lessons observed during the inspection, discussions with teachers and pupils, an examination of teachers' planning and resources and an analysis of pupils' work. These findings are similar to those of the previous inspection and represent some improvement at the end of the key stages. However, some work in the middle of Key Stage 2 does not always meet national expectations and this is owing to marking that does not extend pupils' knowledge and inform them of what they need to do next to improve. Thus, improvement and gains in pupils' knowledge is not consistent across the key stage.

119. In both the key stages, pupils with English as an additional language and those with special educational needs make satisfactory progress because of the support they receive from specialist staff. Where pupils show a lack of understanding or a lapse in concentration the learning support assistant will redirect a pupil, through a quiet word or a quick recapitulation of where the lesson is to ensure full involvement.

120. Limited teaching and learning was seen in Key Stage 1 but, both in discussions with pupils and the observation and analysis of their work, pupils show that they are able to describe the positions of England, Wales, Northern Ireland, Ireland and Scotland in relation to each other using the terms 'above', 'below' and 'beside'. They recognise that there are various ways of travelling across a country such as by aeroplane, car and train. Pupils are able to talk extensively about their local environment and further afield. A project that tracks 'Barnaby Bear's' journeys across the country and to different parts of the world aids this knowledge. Pupils are aware of the different types of housing in their locality such as houses and flats and know that an A-Z street map can be used in London to work out different routes. They are able to plan their route home and describe the characteristics of the playground and its position in relation to the school as a whole. They meet national expectations in that they are able to show an awareness of places beyond their locality and express some views on the features of the environment of a locality.

121. In Key Stage 2, there was also limited teaching and learning observed but an analysis of work and discussions with pupils show that they meet national expectations. They have an understanding of the reasons for recycling of waste and how the re-use of such products can protect the environment. They know that, in turn, this will protect the planet and prevent temperature rises and therefore reduce the pollution produced by the burning of rubbish. Pupils at the end of upper Key Stage 2 discussed, with obvious enthusiasm, their knowledge of the effects of environmental disaster, such as earthquakes and volcanoes. They know that physical and human processes can change the features of a place. They recognise the similarities with population movement from countries at war with those people having to migrate as a result of natural disasters. They are able to recognise how people can both improve and damage the environment. Overall, pupils' learning is satisfactory and they are making reasonable progress through both key stages.

122. The previous inspection indicated a lack of awareness on the part of Key Stage 2 pupils of the main processes and patterns of human and physical resources. Although this is insufficiently developed in mid-Key Stage 2, by the end of the key stage pupils recognise that wealth in different parts of the world will be reflected in the type of transport used.

123. The quality of teaching in Key Stage 1 is very good and in Key Stage 2 it is satisfactory. This shows an improvement in Key Stage 1 since the previous inspection

where teaching was judged as good. The previous inspection judged teaching at Key Stage 2 to be satisfactory and teaching continues to be satisfactory. In Key Stage 1, the teacher sets a good pace for the lesson and facilitates the recall of the previous lesson. Through the targeting and differentiation of questioning by the teacher, pupils are able to identify, and in some instances spell, the different countries in Britain. Resources are used effectively by the teacher to re-inforce knowledge of differing country names by an identification of name with its shape and a re-assembling of the shapes, with the aid of a full map of Britain, to re-create their own map of Britain. The teacher re-inforces the concept of travel across the world by making reference to 'Barnaby Bear's' travels and this gives pupils the opportunity to discuss their own enjoyment and experience of different countries of the world. This adds to an enjoyment of the different cultures in the class. In Key Stage 2, the teacher gives a concise explanation of the philosophy behind recycling and a clear direction to the lesson and this allows pupils to respond appropriately with the suggestion that we protect the environment from excessive damage by recycling the waste. The clear exposition of the learning also allows pupils to wish to adopt a recycling area as part of their environmental playground improvement scheme. The previous inspection indicated that some teachers lacked sufficient subject knowledge of geography. This is not the case now and this represents an improvement.

## **HISTORY**

124. Overall, attainment in history at the end of both key stages meets national expectations. These judgements are based on the lessons observed during the inspection and also on the analysis of pupils' work, discussions with teachers and pupils and on the examination of teachers' planning and resources.

125. At the end of Key Stage 1, pupils meet national expectations in that they show an understanding of the passing of time of both recent and past history. They are able to demonstrate factual knowledge and understanding of aspects of the past and some of the main events and people studied. For example, they are able to explain that the Tudors lived a very long time ago. They understand that Tudor buildings were made with wattle, clay and wood and that they were a fire hazard particularly when they were built closely to each other.

126. At the end of Key Stage 2, pupils meet national expectations in that they can describe some of the main events, people and changes. For example, from their Victorian studies they know that child labour existed in those times and that poor children lived in workhouses and were badly treated. They know that artists expressing their experiences, clothes held in museums and books record history over time. They are aware that Victorian houses still stand today. They are beginning to select and combine information from a variety of sources and produce structured work making appropriate use of dates and historical terms.

127. Pupils with special educational needs and English as an additional language make satisfactory progress through the effective use of support staff who support and guide the pupils appropriately without directing them. For example, this support allows pupils to make changes to their models of Tudor houses in Key Stage 1.

128. The previous inspection noted insufficient challenge for higher attaining pupils. These pupils are now extended in their reflective thought through teachers' effective extensions of pupils' answers to questioning. Since the previous inspection there have been improvements in attainment at the end of Key Stage 2.

129. In the limited number of lessons observed, the quality of teaching was satisfactory and good throughout. In Key Stage 1, the pupils are managed well with a clear exposition of the lesson. This results in pupils being clear about the task in hand. Pupils work with interest and remain on task owing to the clear directions and support given by the teacher. In Key Stage 2, pupils are provided with resources that give different perceptions of Boudicca that allow pupils to understand that historical material is recorded in different ways and that historians make different characterisations of historical figures. During a lesson on a Victorian classroom, for example, the teacher facilitated a lively discussion on the faults and merits of corporal punishment. Teachers' use of differentiated questioning and targeting of pupils with English as an additional language and peer support allows pupils to contribute to the main body of the lesson. Overall, pupils' learning is satisfactory as they are able to demonstrate sufficient gains in knowledge and understanding of key historical eras and themes.

130. Pupils demonstrate positive attitudes to the subject. A particularly lively interest was shown during the work on Boudicca and the Roman invasions. Pupils are eager to discuss their work with the support of effective questioning by teachers. Good cross-curricular links are also in place in Key Stage 2 between religious education and history. Pupils are able to articulate the issues raised through Roman invasions that challenged the Christian faith. Although they are enthusiastic and knowledgeable in history, insufficient attention is given to the breadth and balance of history on offer. Although pupils retain a clear understanding of history, they are given insufficient opportunity through lack of teaching of the subject at the upper end of Key Stage 2 to further develop their knowledge and enthusiasm for the subject.

131. A particular strength in history is the cross-curricular work being developed between history and religious education in lower Key Stage 2. Effective questioning skills extend pupils' interests in the significance of religious faith when challenged by Roman invaders. Again, in upper Key Stage 2, similarly effective questioning and extension of pupils' answers allows pupils to empathise with the children in Victorian times. Pupils were particularly moved at the thought of young children with sore knees, owing to overwork, who had their sores treated with salt and water, which would be painful.

132. The enthusiastic and knowledgeable history co-ordinator has been in post for six years. The co-ordinator has received training in the management of the subject. An action plan for the co-ordination of history is in place. An effective policy has been in place since Summer 1999.

## **INFORMATION TECHNOLOGY**

133. Attainment in information and communications technology is well below national expectations at the end of both key stages. This shows that standards have not improved since the last inspection when attainment was judged to be unsatisfactory. In many aspects of the subject, such as control technology and monitoring of external events, the school has not improved the provision for its pupils in the past four years. The school is not meeting statutory requirements for the delivery of the subject. However, the school has now scrapped the very old computers, criticised in the last inspection for being out of date, from the computer suite. This is now empty and awaiting refurbishment. The school has the finances in place to upgrade completely the suite and its computers. This will considerably enhance the provision and include Internet access. This term, the school has acquired from a local business a number of up-to-date computers with monitors and printers, which it has sensibly deployed in classrooms to improve the provision until the computer suite is fully functional.

134. Pupils at the end of Key Stage 1 have very limited skills in information technology. They can use a computer for very basic word processing such as writing their names and playing maths games. Their skills with the mouse and keyboard are limited and they have little understanding of the uses of information technology in the world around them. By the end of Key Stage 2, pupils' skills have improved only slightly in word processing and, as they have only had access to old computers until very recently, their knowledge and understanding of other aspects of the curriculum are poor.

135. Only a few class lessons were timetabled during the inspection and, in most classes, the new computers were switched on but rarely seen to be used. Teachers' subject knowledge is generally weak as they have had few opportunities to develop their own skills using modern resources. They are, with a few exceptions, not monitoring individual pupils' access to the computers to check that pupils receive equal opportunities to develop their skills. Pupils are extremely interested in the subject and eager to learn more but the progress of pupils of all abilities is poor. The excitement seen in a Year 1 class by pupils who were drawing their own sequences of shapes using a graphics program gave a clear indication of the interest they have in the subject and their willingness to learn. These pupils were extremely proud of their efforts and were learning new skills rapidly thanks to the good teaching they were receiving.

136. The co-ordinator has introduced a new and appropriate scheme of work to be used when the computer suite is fully functional and has plans to improve the subject knowledge and skills of teachers and other staff through regular training sessions. The co-ordinator has worked hard to improve the provision and been very involved in all aspects of the plans to upgrade the computer suite. There is a strong commitment to improving standards and ensuring that statutory requirements are fully met in the near future.

## **MUSIC**

137. Attainment in music at the end of both key stages is above national expectations. This is a similar judgement to that of the last inspection. Despite the recent concentration of time and resources on literacy and numeracy the school has commendably maintained the provision and standards achieved in music. All aspects of the National Curriculum programmes of study are taught with a good balance between musical appreciation, composing and performing. Pupils throughout the school sing tunefully and with due regard for phrasing and rhythm. In Year 2, pupils can successfully use a range of tuned and untuned percussion instruments to make appropriate sound effects to fit a story read by the teacher. This was clearly seen in a lesson using the story 'Peace at Last' where pupils made many useful suggestions about suitable instruments and created musical effects. These were recorded using symbols and the pupils followed these, keeping in time with one pupil acting as conductor.

138. All pupils in Key Stage 2 learn to play the recorder and many reach a good standard. They play in music lessons and in assemblies with confidence and good technique. They play a variety of tuned instruments accurately following letter notation and with a good sense of rhythm and understanding of the mood of the music. A good example of this was a Year 6 music lesson in which pupils were learning to play the Blues and finished with a high quality performance involving all pupils. Pupils have a number of good opportunities to listen to music from around the world in lessons and in assemblies. Higher attaining pupils are, however, given few opportunities to develop their skills to a higher level as there are no extra-curricular activities provided by the school. Pupils with special educational needs are given full access to the curriculum and make good progress alongside their peers.

139. The quality of teaching and learning is invariably good and sometimes very good. All music lessons are taken by the co-ordinator who is talented and has a very good understanding of the subject and how to teach it effectively. His lessons move along at a brisk pace and involve all the pupils in a variety of well-planned activities to help them make good progress. Pupils thoroughly enjoy the work and are very proud of their achievements. Many are visibly sorry when the lessons have to end and would love to carry on making music for longer. He regularly assesses and records the achievements both of classes and individual pupils. These assessments are used effectively to inform future planning and monitor standards. There is a number of interesting and informative displays in the music room that include photographs and artefacts from other lands and cultures as well as pupils' work. These displays raise the profile of the subject and show that pupils' efforts are valued. Music is a strength of the school.

## **PHYSICAL EDUCATION**

140. Attainment at the end of both key stages is in line with national expectations. There were limited opportunities during the inspection to observe lessons during the week and judgements are based on two lessons and discussions with pupils and the co-ordinator. In Key Stage 1, pupils demonstrate an understanding of balance and work well collaboratively to support each other. They understand how to use their bodies for different points of contact with the floor. In Key Stage 2, pupils begin to learn the basic skills required to play netball and understand marking, and different styles of throwing a ball. They can catch with increasing precision and move their bodies well to be in the correct position. They develop an understanding of the effect of exercise on their bodies and are aware of the need of a warm up session to stretch their muscles. At both key stages pupils are appropriately dressed and are enthusiastic to participate in activities.

141. Since the last inspection there have been some improvements in the subject. There is a curriculum map that explains when each aspect will be taught in the year groups. All year groups have planned time for physical education and the school has a mixed football team that takes part in a local league. Pupils' behaviour in both lessons was good and appropriate to their maturity. However, the school still does not comply with the statutory requirement for swimming in Key Stage 2 as identified in the previous inspection. The co-ordinator acts only in an advisory capacity and has no monitoring role at present because this subject has not had focus due to the introduction of the literacy and numeracy strategies. Resources are good and the accommodation is spacious. These factors have a positive impact on standards.

142. The quality of teaching in each lesson was satisfactory at Key Stage 2 and good at Key Stage 1. Lessons are well planned with sequenced activities to develop pupils' skills. There is a purposeful atmosphere in which pupils are able to practise and refine their movements. In the gymnastics lesson in Year 2, pupils demonstrate trust in one another using each other's bodies to balance. The satisfactory and good teaching impacts favourably on pupils' learning. Teachers harness pupils' enthusiasm well and use it to promote standards.

## **RELIGIOUS EDUCATION**

143. Attainment at the end of Key Stage 1 does not meet the expectations of the locally agreed syllabus. At the end of Key Stage 2, attainment meets the expectations of the locally agreed syllabus but the range of knowledge about the different world religions is narrow. These judgements are formed by an analysis of pupils' work, discussions with teachers and pupils, lessons observed during the inspection and an examination of teachers' planning and resources.

144. The previous inspection indicated that there was no evidence of religious education either in planning or teaching. This is not the case now. Religious education meets statutory requirements and is in evidence both in planning and teaching. This indicates an improvement since the last inspection.

145. Experiences in religious education at Key Stage 1 are narrow. Pupils have some knowledge of aspects of Christianity such as the Christmas nativity and the story of The Creation. They know that a church is a place of worship in Christianity. Although they have had experience of a Chinese New Year assembly and are able to identify the characters of the different animals portrayed in the Chinese New Year story, they do not know or understand why people receive gifts of money or why the pouches containing the gifts are significant. Apart from some aspects of Christianity and the Chinese New Year, these younger pupils have no knowledge of the other major religions of the world.

146. By the end of Key Stage 2, pupils can describe the celebration of Chinese New Year and they co-operate and support each other in discussion as well as understanding the meaning of conceit and how this can let one down in life. They are able to equate the Ten Commandments to their own lives in relation to their behaviour in school. However, the work on the five pillars of Islam does not promote knowledge and understanding owing to inadequate guidance given in the marking of pupils' work.

147. In the five lessons observed, almost all teaching was good. This is largely owing to creative questioning that extends pupils' ability to empathise and support others through their actions and beliefs. In addition, some teachers are able to demonstrate good subject knowledge. Pupils are encouraged to explore their feelings about faiths and share them in an atmosphere that respects diverse beliefs. One lesson was judged unsatisfactory owing to inadequate planning of tasks that lack sufficient challenge for the higher attaining pupils. Pupils are able to demonstrate satisfactory learning through their ability to discuss aspects of religions by the time they leave the school at age 11.

148. A strength in lower Key Stage 2 is the teachers' subject knowledge and their ability to relate religious education to the history curriculum. Pupils are able to articulate the strength of feeling that would be experienced by a Christian having to give up their faith owing to the Roman invasion.

149. The recently appointed religious education co-ordinator has worked hard to develop a thorough scheme of work and an effective policy. Some of this work has been supported by guidance from a locally employed consultant. Considering the lack of provision at the previous inspection, a good deal of development has been initiated by the enthusiastic and well-motivated co-ordinator. Teachers have been involved in the development of both the scheme of work and the policy; final implementation is planned for summer 2000. An audit of resources has been completed and although a substantial amount of money has been spent on resources there are still insufficient resources to help teachers meet the requirements of the agreed syllabus. This lack of resources impacts adversely on standards.