

# INSPECTION REPORT

## **MANOR PRIMARY SCHOOL**

Newham, London E15 3BA

LEA area: Newham

Unique reference number: 102729

Headteacher: Ms T N'Guessan

Reporting inspector: R E G Cross  
15917

Dates of inspection: 1<sup>st</sup> to 4<sup>th</sup> October 2001

Inspection number: 193582

Full inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Richardson Road Stratford London
Postcode:	E15 3BA
Telephone number:	020 8534 2238
Fax number:	020 8519 8961
Appropriate authority:	The governing body, Manor Primary School
Name of chair of governors:	Mr A Hughes
Date of previous inspection:	14 <sup>th</sup> April 1997

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15917	R E G Cross	Registered inspector		What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14353	D E Lott	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19142	A Quinnell	Team inspector	Art, geography, music, Foundation Stage.	
2913	S Airey	Team inspector	English, English as an additional language, religious education, special educational needs.	
15271	B Farley	Team inspector	Mathematics, information and communication technology, physical education.	How good are the curricular and other opportunities offered to pupils?
11982	R Morris	Team inspector	Science, design and technology, history, Equality of opportunity.	
22745	R Johns	Team inspector		

The inspection contractor was:

Phoenix Educational Consultants, "Thule", 60 Joy Lane, Whitstable,  
Kent, CT5 4LT 01227 273449

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager, Inspection Quality Division, The Office for Standards in Education, Alexandra House, 33 Kingsway, London, WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Manor Primary school educates boys and girls aged between three and 11 years. There are 428 pupils on roll altogether, 78 of whom attend on a part-time basis in the Nursery. This is much bigger than most other schools of the same type. There are 21 children who are in Reception classes in the Foundation Stage in addition to those in the Nursery. The school has 111 pupils on its register of special educational needs, which is above the level of the national average. Ten pupils have statements of special educational need which is above the national average. Since the school's last inspection, its unit for pupils with speech and communication problems has been closed down although these pupils and those with emotional and behavioural difficulties are the largest groups amongst those with special educational needs. The school has 11 more boys than girls on roll. Some classes have a significant imbalance in the numbers of boys and girls. About 70 per cent of the pupils are from minority ethnic backgrounds, mainly black African, black Caribbean, Bangladeshi, Indian and Pakistani heritages. This is high compared with most schools. About half of the pupils speak English as an additional language. One hundred and thirty eight of these pupils are in the early stages of learning to speak the language. The number of pupils with English as an additional language is very high compared with most schools. The most common first languages of these pupils are Bengali, Sylheti, Yoruba, Somali and French. Around 53 per cent of the pupils are entitled to free school meals, which is well above the national average. During the last school year, 67 pupils entered the school other than at the usual time of first admission and 54 left it at times which were not those of the normal leaving or transfer for most pupils. This is a high rate of mobility. In the last two years, 15 teachers have left the school and 18 have been appointed. This is a high rate of turnover. Pupils enter the school at below average levels of attainment. The school is part of an Education Action Zone and the Excellence in Cities initiative.

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

This is a good school. The pupils enter it at below average standards and leave at average standards in Year 6 having achieved well and made good progress. Last year, the then Department for Education and Employment recognised the school as one of those in which standards in the end of key stage tests had greatly improved. This improvement is due to the very good leadership of the school which has a strong and effective focus on raising standards, monitoring and self evaluation. This, in its turn, has resulted in improvements in the quality of teaching and learning which have directly influenced the raising of standards. The school gives good value for money.

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

- The standards reached by the pupils at the end of Year 6 represent good levels of achievement.
- The consistently high quality of the teaching and learning in Years 5 and 6 and part of Year 2 promotes a good rate of progress for the pupils.
- The very good leadership of the headteacher and the senior staff gives the school a clear focus on improvement.
- The very good provision for the pupils' spiritual, moral, social and cultural development promotes the good attitudes, relationships and mutual respect found in the school.
- The procedures for the induction of staff new to the school are very good which is especially important in view of the high level of staff changes.
- There is a high degree of racial harmony in the school and all pupils are valued and are encouraged to succeed.

#### **What could be improved**

- Standards, particularly at Key Stage 1, which are closely linked with the provision of support for pupils with English as an additional language which does not cater sufficiently well for the needs of all of these children.
- Attendance and punctuality which are at levels which adversely affect the attainment of some pupils.
- The effectiveness of the school's links with parents which do not fully assist the pupils to make progress.
- The quality of teaching and learning in some classes in the middle years of the school which does not promote the maximum rate of progress for the pupils.
- The teaching of religious education which does not have enough time devoted to it.
- The attainment of some boys when compared with that of girls of a similar age and ability.

*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 last inspected in April 1997. Since then, it has made a good improvement. This is most evident in the standards reached by the pupils in Year 6. However, in addition, the quality of teaching, the

breadth of the curriculum and provision for cultural development, all of which were key issues for action following the school's last inspection, have improved significantly. Furthermore, leadership, which was judged to be good in 1997, is now very good and procedures for assessing the pupils' work and attainment have also been improved well. These improvements have been achieved in spite of considerable difficulties created by high levels of mobility amongst staff and pupils. Attendance has improved since 1997 but it is still unsatisfactory. The school's partnership with parents is still not strong enough and weaknesses remain in the pupils' speaking and listening skills. These are closely related to weaknesses in provision for pupils with English as an additional language. The school has a very good capacity to continue to improve.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	E*	D	A
mathematics	E*	E*	E	C
science	E	E*	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5 per cent in country	E*

The table shows that, although standards compared with all schools are mainly very low or well below average over the period shown, the rate of improvement has been upward at a faster rate than the national trend. This trend is particularly marked in English where standards compared with similar schools were well above average in 2000. The school met its targets for the number of pupils attaining Level 4 and above in English and mathematics in 2000 and increased them in mathematics for 2001. The target in English for 2001 was one per cent lower because the pupils in that year group had significant weaknesses in English. The findings of the inspection are that, in Year 6, standards are well above average in art, below average in mathematics, including numeracy, and religious education and average in all other subjects including literacy. Pupils achieve well at this key stage although there is some under achievement by boys compared with girls.

In the end of Key Stage 1 tests in 2000, compared with similar schools, standards in reading, writing and mathematics were well below average. The assessments made by teachers at the end of the key stage in science in 2000 were in the lowest five per cent at Level 2 and above and below average at Level 3 and above. The trend in attainment is generally downwards since 1996. The findings of the inspection are that, in Year 2, standards are above average in science and history, below average in English, including literacy, mathematics, including numeracy, and religious education and average in all other subjects. Achievement at this key stage is satisfactory as the pupils enter it at below average standards. However, boys significantly underachieve compared with girls and pupils with English as an additional language do not achieve the highest standards of which they are capable.

Children in the Foundation Stage are on course to reach below average standards in all areas of learning. This represents satisfactory achievement from a below average starting point except for pupils with English as an additional language whose progress in communication, language and literacy is unsatisfactory.

Throughout the school, pupils with special educational needs make good progress, achieve well and reach good standards relative to their individual needs.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils are enthusiastic about school and enjoy it. Where the teaching is good they are keen to learn. Where the teaching is less good and they are not directly supervised by adults they are easily distracted and their concentration is unsatisfactory.
Behaviour, in and out of classrooms	The behaviour of most pupils is good and much improved in recent years but the behaviour of a significant minority of pupils is unsatisfactory and they often

classrooms	disrupt the class. No oppressive behaviour was seen. The high number of exclusions has been rising since the last inspection and does not reflect the improved overall behaviour.
------------	---

Personal development and relationships	Pupils' personal development is satisfactory. They take more responsibility for their own learning but lack initiative. Other opportunities to accept responsibility are taken maturely. Their relationships with their peers and with adults are good.
Attendance	Attendance and punctuality are unsatisfactory. Levels of attendance have improved but are below the national averages. Unauthorised absences continue to be well above the national average. A significant number of pupils are late for school in the morning. Too many pupils take holidays in term time when they have not been authorised.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The quality of teaching and learning is satisfactory overall. There are, however, significant variations in addition to those shown in the table above. In Years 5 and 6 and part of Year 2, teaching and learning are of a consistently high quality. In these classes, the expectations that the teachers have of the pupils, the way that they teach basic skills and their knowledge of the subjects that they teach are amongst the strengths of the teaching. As a result, the pupils make good progress and work hard. In Years 3 and 4 and part of Year 2, although most of the teaching is at least satisfactory, there are weaknesses in the teaching and learning. These include shortcomings in managing the pupils' behaviour and the failure to use assessment information sufficiently well to match the work to the needs of the pupils. This means that the pupils' progress is not as rapid as possible, that their behaviour is not good enough and that they do not apply themselves to their work sufficiently. Teaching and learning are consistently good in the Foundation Stage and for pupils with special educational needs. The teaching and learning of English as an additional language is unsatisfactory. When these pupils receive specialist support and work that is planned to meet their needs, teaching and learning are good. However, too often, inadequate provision is made and, as a result, the pupils do not achieve high enough standards. At Key Stage 1 and Key Stage 2, the teaching of English, including literacy, is good and the teaching of mathematics, including numeracy, is satisfactory.

Pupils' needs are met well at Key Stage 2 as they are for those with special educational needs. In the Foundation Stage and Key Stage 1, pupils' needs are met satisfactorily. However, there are weaknesses in meeting the needs of boys and of pupils with English as an additional language throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular provision at Key Stage 1 and Key Stage 2 is unsatisfactory as requirements in religious education are not met. In other respects, curricular provision at these key stages is satisfactory. Curricular provision in the Foundation Stage is good although children in the Reception class do not have direct access to the outside play area. Throughout the school, the focus of the curriculum is to raise standards and there is a strong emphasis on the arts. Extra-curricular activities are good. Links with the community and other educational institutions are good. Boys and pupils with English as an additional language do not always receive full equality of opportunity.
Provision for pupils with special educational needs	Good. Pupils with special educational needs make good progress. All pupils with special educational needs have individual education plans that contain appropriate targets and provision for pupils with statements of special educational need meets the requirements. The support for pupils with special educational needs is well managed and is supported by work that is appropriate.
Provision for pupils with English as an additional language	Unsatisfactory. When pupils receive targeted support for English as an additional language through specialised teaching and work that is planned to meet their language needs, they make good progress in their understanding

language	and use of the English language. However, inadequate support for the majority of classes means that a significant number of pupils make insufficient progress.
----------	--

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are strongly encouraged to value themselves and each other and to be aware of the effects of their actions on themselves and other people. These and other factors promote social and moral development very well. Personal and health education is good in lessons. A very wide range of visits to places such as art galleries assists the very good provision for cultural development. Pupils gain a very good appreciation of the influence of the arts in a multicultural community and of understanding Britain as a multicultural society. Good use is made of the cultural diversity within the school. Spiritual development is only satisfactory as it is not promoted sufficiently strongly in all aspects of the curriculum.
How well the school cares for its pupils	Satisfactory. The school takes good care of its pupils providing welfare and support for each individual. Training in, and attention to, child protection procedures are good. The procedures to promote good standards of behaviour are effective and systematically delivered. The high number of exclusions is closely monitored and alternative strategies explored. The satisfactory procedures to monitor attendance are having some impact on the figures but attention to punctuality lacks sufficient rigour. Pupils' personal development is not systematically monitored. Aspects of the management of health and safety do not meet requirements. The school has developed good assessment procedures, for example, in English and mathematics but these have not been extended to all subjects and the information is not always used well to plan the pupils' work.

Many parents give good support to their child's education and the school. However, the school's partnership with parents is unsatisfactory. Information in languages other than English is not readily available and rarely in writing which inhibits many parents being able to help their child and the school as they would wish. The quality of information to parents on the curriculum and their child's progress is improving but lacks depth.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of this school is very good. It has provided a clear and effective focus on improving the school's main priorities and has clear plans for the future. The management of the school is good. Whilst most co-ordinators are effective, in science, geography and religious education, this role is underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. The governors take a keen interest in the school and have its best interests at heart. They have provided good support in helping the school to improve. However, they have not ensured that all statutory and health and safety requirements are met.
The school's evaluation of its performance	Good. The school analyses assessment data thoroughly, monitors the quality of teaching and learning rigorously and takes good steps to use the information gained to improve. It receives good support from the Education Action Zone and the Local Education Authority in this work.
The strategic use of resources	Satisfactory. The school seeks to ensure that it obtains the best value it can when spending funds. For example, the decision to purchase curricular support from the Local Education Authority was preceded by a consideration of its cost effectiveness and the work was carefully evaluated. However, spending is only forecast one year ahead which, as the school has very low financial reserves, is not sufficient.

The school's staffing, accommodation and learning resources support the teaching of the curriculum satisfactorily although there are some weaknesses. For example, the outside play area for children in the Foundation Stage does not have a covered area. The Excellence in Cities initiative has helped the school effectively in the provision and training of learning mentors.

## 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>• That their children like school.</li><li>• The quality of the teaching.</li><li>• The fact that they feel comfortable about approaching the school with problems.</li><li>• The expectations that the school has of their children.</li></ul>	<ul style="list-style-type: none"><li>• The range of extra-curricular activities provided.</li><li>• The closeness with which the school works with them.</li><li>• The information they are given about how their children are getting on.</li><li>• The progress made by their children.</li></ul>

The findings of the inspection agree with the positive views of the parents. In addition, they find that the school provides a good range of extra-curricular activities and that the pupils make good progress by the time that they leave the school at the end of Year 6. However, the inspectors judge that there are weaknesses in the information provided for parents and that this is one of the factors which prevents the school from working sufficiently closely with the parents.

## **PART B: COMMENTARY**

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

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

1. Most children enter the Foundation Stage at below average levels of attainment. However, the initial assessments conducted with these children show a variation from year to year with attainment either well below or below that expected for children of this age. The quality of teaching and the quality of learning are good overall and promote good progress in most areas of development. However, although the children's achievement is satisfactory from a low starting point, they are not on track to achieve average levels of attainment by the end of the Foundation Stage in any aspect of their development. This is because a high proportion of the children have English as an additional language and they make insufficient progress due to inadequate provision to help them learn to speak and understand English. In the school's previous inspection, the attainment of children under five was judged to be in line with expectations for children of this age.

2. In the end of Key Stage 1 tests in 2000, compared with all schools, standards in reading and mathematics were in the lowest five per cent in the country and, in writing, they were well below average. Compared with similar schools, standards in all three subjects were well below average. The assessments made by teachers at the end of the key stage in science in 2000 were in the lowest five per cent at Level 2 and above and below average at Level 3 and above. The data show that boys significantly underachieve compared with girls. The trend is generally downwards since 1996 although there was some improvement in writing and mathematics in 2000 compared with 1998 and 1999.

3. The findings of the inspection are that, in Year 2, pupils reach above average standards in science and history, well below average standards in English, including literacy, below average standards in mathematics, including numeracy, and religious education and average standards in all other subjects. Compared with the findings of the school's last OFSTED inspection, standards have improved in science, information and communication technology and history. They have declined in English, mathematics, geography, and religious education and they are similar in all other subjects. The difference between test scores in 2000 and the findings of this inspection in mathematics is explained largely because the school now has a stable staff and mathematics has a very clear focus in the school improvement plan. The difference between the findings of the inspection and the assessments made by teachers in science at the end of Key Stage 1 in 2000 is explained by the improved quality of teaching seen during the inspection compared with that evident in the analysis of work produced by the pupils in the previous school year.

4. The pupils' achievement is satisfactory at Key Stage 1. In part of Year 2, it is good because of the consistently high quality of teaching and learning. However, there is significant under achievement by boys in the tests in reading, writing and mathematics and by pupils with English as an additional language.

5. Standards in the end of Key Stage 2 tests in 2000, compared with all schools, were below average in English and well below average in mathematics and science. Compared with similar schools, standards were well above average in English and average in mathematics and science. There are no significant differences in the performance of boys and girls except in mathematics. The school met its targets for the number of pupils attaining Level 4 and above in English and in mathematics in 2000. Targets in mathematics were increased for 2001 but those in English were one per cent lower as the year group had significant weaknesses in English.

6. The findings of the inspection are that, in Year 6, the pupils reach well above average standards in art, below average standards in mathematics and religious education and average standards in all other subjects. Compared with the findings of the school's previous inspection, standards have improved in all subjects except mathematics, music and physical education, where they remain the same, and religious education where they have declined. This improvement recognises the school's successful commitment to improving standards at this key stage and the improved quality of teaching in English and science. Standards in religious education have declined largely because the school does not devote enough time to the teaching of the subject. The differences between the findings of the inspection and the 2000 national test results are also explained by this success which is reflected by the fact that, in Key Stage 2, the trend in attainment in the national end of key stage tests has been upward at a faster rate than the national trend.

7. At Key Stage 2, pupils' achieve well because the quality of teaching is consistently high in Years 5 and 6. In Years 4 and 5, the pupils' needs are only met satisfactorily and there are weaknesses in meeting the needs of boys and the needs of pupils with English as an additional language.

8. The number of pupils with English as an additional language is very high compared with most schools. Within the school about half of the pupils speak English as an additional language. Approximately 138 of these pupils are in the early stages of learning to speak English. Although their language and learning needs are identified early, largely due to limited support for most of these pupils, their standards of attainment in oral and written English are low across the school. This means that in the Foundation Stage, part of Year 2 and in Years 3 and 4, the pupils do not achieve well enough. When the pupils receive support through partnership teaching, in-class support and work that is planned to improve their understanding, the standard of their language and written work improves. These factors apply in Year 1, part of Year 2 and Years 5 and 6 where pupils with English as an additional language make good progress and achieve well. In Year 6, some reached standards which are similar to those of pupils whose first language is English in their spoken and written work. During the inspection, no significant differences in the achievement of different ethnic groups was observed.

9. Pupils with special educational needs achieve well in relation to their previous attainment through a detailed programme of support, good teaching and individual help with literacy and reading skills where appropriate. Pupils with statements of special educational need also make good progress and work is well matched to their needs. Pupils' needs are identified at an early stage and targets on individual education plans are clear and specific and are reviewed and modified as necessary every term. Pupils with special educational needs make good progress because of the school's strong commitment towards them.

10. The achievement of gifted and talented pupils is satisfactory. These pupils are meticulously identified by the school and teachers plan suitable provision for them. The Education Action Zone is providing good support for the school in its work with these pupils.

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

11. Pupils' attitudes continue to be good and most enjoy school. Where the teaching is good they are keen to learn and participate in the activities. Girls are more enthusiastic about answering questions than boys. Whilst their ability to listen attentively is developing, most classes need frequent reminders of the need to do so carefully. Where there is close supervision by adults, pupils concentrate and work well taking some responsibility for their own learning but few do so when working independently and most lack initiative. They enjoy sharing their work with their peers and some can make constructive comments.

12. Pupils' behaviour is overall satisfactory. They have responded well to the new strategies of managing behaviour but there are still some pupils whose behaviour is challenging and the need to check it disrupts classes. Pupils generally move about the school and classrooms safely and in an orderly way. They are well mannered, polite and welcoming to visitors. On the playground, many pupils engage in constructive games while others enjoy their freedom, usually in a sensible way. The peer and friendship monitors make a considerable contribution to the harmony at these times. Pupils show respect for property and handle resources carefully, for example, musical instruments in Year 1. Despite the difficult conditions in the dining hall, pupils behave well chatting to their peers while enjoying their lunch. No bullying, racism or sexism was seen during the inspection and there are appropriate procedures for dealing with any incidents.

13. Children in the Foundation Stage settle into school well and enjoy coming to school. They have positive attitudes to their work and play. Behaviour is good. They are learning to interact well with their teachers, Nursery nurses and the teaching assistants. The lack of a common language for many of these children makes it difficult for them to communicate with each other. In the Nursery, they are given many good opportunities to develop their independent learning. However, in the Reception class, their independent learning is limited, due to a lack of an easily accessible outside area and to the over direction of activities and lining up.

14. Relationships in the school are based on mutual respect and the appreciation of the feelings and beliefs of others. Pupils for whom English is an additional language enjoy their work and readily co-operate with the

teacher and with other pupils. They are fully integrated into the school and experience fully all the activities on offer. However there were incidents of poor concentration and misbehaviour when pupils were receiving inadequate support for their language needs.

15. Pupils with special educational needs show interest and sustain concentration. Their attitude to learning is often very good and they are seen to persevere and make progress, when encouraged and supported by teachers and support assistants. Achievable targets and learning objectives within the individual education plan also support pupils with learning and speech and language needs. These are specific targets which help pupils to improve communication, to improve their self-esteem and also encourage good behaviour.

16. The number of exclusions has been rising since the last inspection and does not reflect the improved general behaviour in the school. In the last academic year, there were 50 fixed-term and one permanent exclusions involving 22 pupils who were all boys except for one girl. Over 50 per cent of the pupils were white. The school's careful analysis of these incidents shows that they were all for appropriate behavioural reasons. The level of exclusions is high for a primary school. However, a high proportion of the exclusions were for just six pupils whilst, for several others, just one short exclusion improved their behaviour.

17. Relationships between pupils and adults and with their peers are good and contribute to the quality of work in lessons. Pupils from all backgrounds respect and help each other. They share resources well and work well together in groups in the classroom and during playtime. Pupils' personal development is otherwise satisfactory. Their attitude to taking responsibility for their own learning and life is improving and good numbers attend the extra curricular activities that are provided. Where responsibilities are open to them pupils carry them out in a mature way.

18. Pupils' attendance has improved from 88 per cent at the time of the last inspection to just over 91 per cent but this is still very low compared with other schools and is unsatisfactory. The level of unauthorised absence remains around five per cent which is well above the national average. These figures are affected by a number of pupils who are regular non-attenders and others whose attendance is very erratic. A high number of pupils are not in school for the start of morning registration and a significant number arrive after the registers are closed. Some pupils have responded to the school's and external agencies' hard work and initiatives to improve attendance and punctuality but these have had little or no impact on some pupils. In some cases, several members of a family contribute to the numbers. Many pupils take holidays during term time, including extended holidays, even when they have not been authorised by the school.

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

19. Overall, the quality of teaching and learning is satisfactory. There was no clear judgement about the quality of teaching in the school's last report which read, "Most of the teaching is sound or good in almost equal proportions and some lessons are very well taught, with a few of excellent quality". However, at the time of that inspection, 13 per cent of the teaching was very good or better and 18 per cent was unsatisfactory. This contrasts markedly with the current findings which show 16 per cent as being at least very good and only six per cent unsatisfactory. This shows a good improvement in the quality of teaching, which has been achieved in spite of recruitment difficulties and significant changes in staff. Additionally, the school's last inspection report commented on the lack of sufficient knowledge of the subject which some teachers had in information and communication technology and science. This is no longer the case as the teachers' knowledge and understanding of these subjects now allow them to teach them confidently.

20. The quality of teaching and learning for children in the Foundation Stage is good overall. During the inspection, seven lessons were observed in the Nursery and eleven in the Reception class. Of these, in the Nursery, two were satisfactory, four were good and one was very good. In the Reception class, four were satisfactory, seven were good and one was very good. Teaching and learning of this quality mean that children achieve appropriately for their abilities and make good progress. However, the inadequate provision for the high proportion of children who have English as an additional language is limiting their standards of attainment and they are not making the maximum progress of which they are capable. No comparison with the findings of the last inspection is possible as no judgement was made at that time. The teachers, Nursery nurses and class

assistants know the children very well as individuals and are skilled at developing warm relationships. The teachers' planning is good and is carefully matched to the recommended Early Learning Goals, which links appropriately to the subjects of the National Curriculum. Planning for outdoor play is good in the Nursery. The Reception class does not have direct access to an outside play area and the children have to walk through the Nursery each time they go to the outside area. Although the Reception class teacher attempts to overcome these shortcomings by planning for the children to spend a set amount of 20 minutes for outside play in the morning and afternoon, this limits the children's independent learning. The well-organised routines enable the children to become used to the pattern of the day and to respond quickly to the high expectations for behaviour, attentiveness and following instructions. All adults in the two Foundation Stage classes listen with interest to what the children have to say and, when working with them, demonstrate good skills in helping the children to develop their language for communication. However, the lack of additional support for children who have English as an additional language, unless they are on the special educational needs register, means that the development of their communication skills is limited. Many of these children do not learn sufficient English for them to achieve average attainment on entry to Year 1. A strength of the teaching in the Foundation Stage is the very good teamwork between the teachers and all of the support assistants.

21. In Key Stage 1, the quality of teaching and learning is satisfactory and pupils make satisfactory progress. During the inspection, 30 lessons were observed. Three were very good, 14 good, 12 satisfactory and one unsatisfactory. No judgement of the quality of teaching at Key Stage 1 was made at the time of the school's last inspection. At this key stage, teaching and learning are good in English, including literacy, science and history. They are unsatisfactory in religious education and satisfactory in all other subjects including numeracy. Compared with the findings of the school's 1997 inspection, the quality of teaching has improved in English and information and communication technology. It has remained the same in all other subjects where a comparison can be made except geography where it is now satisfactory rather than good and religious education where it is unsatisfactory rather than satisfactory. The only significant variation in the quality of teaching and learning in this key stage is that teaching and learning in one of the Year 2 classes is consistently of a higher quality than they are the other classes. The difference is particularly noticeable between the two Year 2 classes.

22. A satisfactory Year 1 mathematics lesson about ordering numbers exemplified both the overall satisfactory quality of the teaching and learning and the satisfactory teaching of the National Numeracy Strategy in Key Stages 1 and 2. The teacher's good, lively approach enthused the pupils in the mental activities so that they participated eagerly, made their own contributions to the lesson and demonstrated a clear understanding of the process of subtraction. The teacher made good use of questions to help the pupils grasp the basic ideas of the lesson and made deliberate "mistakes" to keep their interest. However, the transition to the group work was slow and the teacher did not make what they were supposed to do totally clear to all of the pupils some of whom lacked sufficient application during this part of the lesson. Nevertheless, the work presented a good challenge for the pupils who were given a great deal of encouragement and support by both the teacher and the teaching assistant who worked well together throughout the lesson. All pupils made some progress during this lesson and, for most, progress was satisfactory. However, those with English as an additional language did not receive enough help to make the maximum progress of which they were capable.

23. At Key Stage 2, the quality of teaching and learning is satisfactory. During the inspection, 51 lessons were observed at this key stage. Eleven were very good, 16 good, 19 satisfactory, and five unsatisfactory. No comparison with the last inspection can be made as that inspection did not judge the quality of teaching at Key Stage 2. At this key stage, the quality of teaching and learning is good in English, including literacy, science and art and satisfactory in all other subjects, including numeracy, except religious education where it is unsatisfactory. Compared with the findings of the school's last inspection, teaching has improved in English, science and information and communication technology. It is not as good in geography and religious education but is similar in all other subjects where comparisons can be made. There are significant differences between teaching and learning in some year groups in Key Stage 2. The quality of teaching and learning is of a consistently high quality in Years 5 and 6. Of the 26 lessons seen in these year groups, ten

were very good, 12 were good and four were satisfactory. In contrast, in Years 3 and 4, of the 25 lessons seen, one was very good, four good and five unsatisfactory.

24. In Years 5 and 6 and part of Year 2, teaching and learning are of a consistently high quality. In these classes, the expectations that the teachers have of the pupils, the teaching of basic skills, the way that homework is used to support the pupils' learning and the teachers' knowledge of the subjects that they teach are amongst the strengths of the teaching. As a result, the pupils make good progress and work hard. The school's last inspection noted shortcomings in the challenge provided for higher attaining pupils, the understanding that pupils had of the objectives of the lesson and in the teaching of pupils' investigative and research skills. In these classes, these issues have been well addressed. A Year 5 literacy lesson concerned with gaining information from reading illustrated both the high quality of the teaching and learning in these year groups and the good quality of teaching and learning in literacy in both Key Stage 1 and Key Stage 2. The class worked very effectively in an intensive question and answer session designed to identify exactly what the pupils knew. The pupils were then given a very understandable description of what they had to do and, consequently, they were able to start work immediately. The teacher gave the pupils a clear time frame for the completion of their work which indicated her high expectations of the amount and quality of the work that they would produce. The pupils listened carefully, worked hard and produced good work, particularly in the case of the more able. The teacher's very good knowledge of the subject was evident in the way in which she extended the pupils' vocabulary. For example, pupils were well aware of the meaning of terms such as 'dialogue', 'characters' and 'extracts'. The teaching assistant supported a group of pupils with special educational needs and English as an additional language very well so that they made good progress. The pupils were spellbound by the poems that were read to them. They enjoyed this lesson and thought deeply about being a perfect friend. The objectives of the lesson were well met and the pupils extended their understanding of a broad range of literacy skills.

25. In Years 3 and 4 and part of Year 2, although most of the teaching is at least satisfactory, there are weaknesses in the teaching and learning. These include shortcomings in managing the pupils' behaviour which slows down the pace of learning and the failure to use assessment information sufficiently well to match the work to the needs of the pupils. This means that the pupils' progress is not as rapid as possible and that their behaviour is not good enough and they do not apply themselves to their work sufficiently. Failure to use assessment information fully and slow paced lessons were also noted as weaknesses by the school's last inspection. A Year 3 literacy lesson about phonics and the structure of playscripts illustrated the shortcomings in the quality of teaching and learning found in parts of the school. The lesson began well as the teacher kept the lesson moving with quick fire questions which kept the pupils' interest. They also enjoyed a game which helped them to improve their knowledge of the sounds represented by letters, the accuracy of their spelling and the extent of their vocabulary. However, the class became restless as the lesson proceeded. Giving out the playscripts was a noisy and slow process. Once settled, the pupils read their scripts appropriately, if noisily, and received suitable help from the teacher and the teaching assistant. However, throughout much of the lesson, the teaching assistant was not managed well enough to make a full contribution to the pupils' learning in spite of the evident needs of those with special educational needs and those with English as an additional language. Reminding the pupils of their part in the play and of the nature of their characters was a very slow process and very little reading of the play or examining of the structure of a playscript took place. This lesson was unsatisfactory. The pupils did not make enough progress. This was because too much time was wasted. The teacher was too loud, talked over the pupils and did not establish a working atmosphere. The school's strategies for managing the pupils' behaviour were overused which made them ineffective. The pupils did not respond or behave well enough.

26. The quality of teaching and learning for pupils with special educational needs is good which is the same judgement as that made by the school's last inspection. They receive good support from the class teacher, particularly during the literacy hour assisted by learning support staff whose work is directed by the class teacher and efficiently managed by the co-ordinator for special educational needs. Planning generally ensures that pupils with special educational needs have appropriate work, which is challenging but achievable. Class teachers and learning support assistants plan lessons together and afterwards review the lesson together. A good example of this was seen in a

Year 5 lesson when pupils were working on descriptive words to help extend vocabulary. As a result of help from the learning support assistant and good teaching, pupils with special educational needs were able to participate in the whole lesson and felt a sense of achievement.

27. The quality of teaching and learning for pupils with English as an additional language is unsatisfactory. The school's previous inspection also noted weaknesses in the teaching provided for these pupils. There are variations in the quality of teaching that pupils with English as an additional language receive. When they get support from the specialist teacher and where the quality of teaching is good, they make good progress. However, too often, when this support is not available, their needs are not met well enough and they fail to make adequate progress. In some other classes, and particularly Years 5 and 6, teachers model spoken and written language well. In a Year 5 extended writing lesson, pupils with English as an additional language were able to take part in the lesson and, through the use of prepared specialist language worksheets, were able to contribute and learn new vocabulary. The recently appointed specialist support teacher liaises effectively with the year teachers when planning to meet the individual needs of these pupils. The specialist teacher works well with pupils and has established a good ethos for learning. However, in some classes and subjects there is not enough focus on the development of specific language skills. In Year 2 numeracy lesson, pupils did not receive specific support for their language needs which resulted in an inability to maintain concentration. In a Year 4 history lesson, the instructions for the class were too difficult for the pupils with English as additional language to be able to understand. The school recognises that more advanced pupils are not adequately helped to develop their academic vocabulary and that, in this respect, their work is too similar to the specialist subject vocabulary taught to other pupils. In some classes, fluent English speakers within the group are not used effectively as models. Pupils' first language is not always used to support the development of English.

28. Pupils' needs are met satisfactorily in the Foundation Stage and in Key Stage 1 although they are well met in that part of Year 2 where the quality of teaching and learning is consistently high. At Key Stage 2, and for pupils with special educational needs, the school meets the pupils' needs well. At Key Stage 2, this is because the quality of teaching is consistently high in Years 5 and 6. In other years in Key Stage 2, the pupils' needs are only met satisfactorily. There are weaknesses in meeting the needs of boys in some subjects and of pupils with English as an additional language, although these are less marked in Years 5 and 6, Year 1 and part of Year 2. The school is aware of these issues which are, to some extent, related to high levels of mobility amongst the pupils but also reflect the weaknesses in the quality of teaching particularly in Years 3 and 4. The needs of gifted and talented pupils are met satisfactorily. The school identifies these pupils carefully. Class teachers have details of the needs of these pupils who are in their class and plan appropriately to make suitable provision for them.

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

29. The quality and range of learning opportunities provided by the school are unsatisfactory. This is because the time given to religious education is less than that nationally recommended and, therefore, pupils do not have sufficient opportunities to learn about major religions and their importance. The curriculum generally makes an appropriate contribution to the overall aims of the school. All subjects of the National Curriculum are taught and the religious education curriculum is based upon the locally agreed syllabus. Because of the insufficient provision of time for religious education, the breadth, balance and the relevance of the curriculum are unsatisfactory overall. The school has successfully implemented the new National Curriculum 2000 in all subjects and there is a very good emphasis upon the arts. All requirements of the statutory curriculum are met except for religious education. Satisfactory provision is made for gifted and talented pupils. These pupils are carefully identified and teachers plan appropriately to for them.

30. Good progress has been made since the previous inspection in the development of an appropriate curriculum. Schemes of work have been introduced and are in use for all subjects. They give good guidance to teachers so that appropriate learning experiences are planned for pupils. Time allocations for subjects are now largely appropriate except for religious education.

Regular reviews of the curriculum take place to ensure that the school can match the provision it makes to the needs of pupils.

31. Appropriate emphasis is placed upon the teaching of English and mathematics. The National Literacy Strategy has been implemented well. The school has a focus upon all aspects of literacy to improve pupils' reading and writing, but these strategies have not raised standards sufficiently in Key Stage 1. However, overall, the strategy has been effective, because, by Year 6, the attainment of pupils is average for their ages. The National Numeracy Strategy is well-established, but its effectiveness has not been satisfactory in raising standards to an appropriate level in either key stage.

32. The quality and range of the learning opportunities for children in the Foundation Stage is good overall. It is very good in the Nursery and satisfactory in the Reception class. The curriculum provided takes full account of the recommended areas of learning in the Nursery. A strong emphasis is placed on first-hand experiences of quality. This is similar in the Reception class, but there are insufficient child-planned or initiated activities. Appropriate focused teaching, linked to literacy and numeracy, is carefully planned for and introduced effectively to the children in both classes. The lack of a covered outside area for children in the Nursery and the lack of an appropriate outside play and work area, including a covered outside area, for the Reception class children also limits the provision for the full range of the curriculum and learning opportunities. The Reception class teacher attempts to overcome these shortcomings by planning a set amount of time outside each day. However, this does not provide sufficient or frequent enough opportunities for children to move 'spontaneously between indoor and outdoor environments' as stated in the recommended curriculum for children in the Foundation Stage. Resources are good, including a wide range of good quality large wheeled toys and appropriate climbing apparatus for outdoor play.

33. The school provide pupils with English as an additional language with a varied curriculum that reflects positive attitudes to other languages and cultures. However, not all pupils with English as an additional language have full access to the curriculum as their language skills are a barrier to learning. As there is limited support in the Foundation Stage for pupils with English as an additional language, pupils new to school lack understanding of what teachers and adults mean when they give instructions. Induction procedures for new pupils are being developed, as are simplified procedures for pupils if they return after a long absence abroad.

34. Pupils with special educational needs receive their full entitlement to the National Curriculum. The needs of pupils with statements of special educational need are well met. If pupils with significant needs are withdrawn for a programme of basic skills teaching, the work is well planned and assessed. Care is taken to ensure that pupils are given extra support on return to lessons in order to understand the work. There is also additional support for pupils with emotional and behavioural difficulties and learning difficulties from the behaviour support service. There are spelling programmes and reading groups in place, which help to enrich the curriculum for pupils with special educational needs and pupils with communication problems receive detailed programmes to help them to progress. All pupils with special educational needs have equal access to extra-curricular activities.

35. The provision for extra-curricular activities is good. At different times of the year, the school provides a range of activities such as football, netball, games and computer activities. A residential school journey for pupils in Year 6 provides many opportunities for them to broaden their education and there is an impressive range of visits made by pupils to support their learning in subjects such as English, history, science, geography and art and design.

36. Provision for the personal, social and health education of pupils is good. The scheme of work includes citizenship and sex and drugs education, and is being developed in partnership with one of the schools in the Education Action Zone. Topics are covered coherently and progressively. The policies for sex and drugs education are being adapted to the new guidance produced by the Local Education Authority and a system to assess the effectiveness of the policies is under consideration. Substantial emphasis is given to personal, social and health education. There is a very attractive range of appropriate posters displayed throughout the school and teachers use opportunities to pursue related issues when opportunities arise.

37. The school does not provide equality of opportunity for all pupils. This is because provision for pupils with English as an additional language does not enable them to make the fastest progress of which they are capable and because boys, in some subjects, do not progress as well as girls of a similar age and ability.

38. The contribution of the community to pupils' learning is good overall. Many attend the Koran school that is held daily on the premises. The St. John's Ambulance Brigade uses the school for weekly meetings and training sessions. The school is beginning to use the Internet to access information in the wider community. For example, pupils in Year 3 gather information about the local area to put into a simple leaflet. There are links with the parish church of which the school makes good use.

39. Relationships with partner institutions are good. Education Action Zone initiatives and the Education Business Partnership enable the school to have some good links with the community. These are in the form of funding and the trained volunteers who regularly help in the school. A review of the links with the school's consortium has led to an improvement in the procedures for the transfer of pupils and their records to secondary schools. This also helps the development of links between teachers in the school and those to which pupils transfer.

40. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good. Considerable improvements have been made in the provision for the cultural development of pupils since the previous inspection. Improvements have also been made in the choice of subject matter in English, music and art.

41. Provision for pupils to gain insight into values and beliefs, in order to develop their spiritual awareness, is satisfactory. Collective worship and religious education provide too limited a range of experiences for pupils, but this does enable them to reflect on some spiritual issues, for example, the celebration of major religious festivals within a multi-faith community. This is particularly valuable because it allows them develop insight into the values and beliefs of others. The emphasis that the school places upon the arts provides pupils with a positive spiritual dimension to their education. For example, a large display of pupils' artwork in an Aboriginal style provides a striking illustration of the capability of the human creative spirit. Many of the displays of work reflect an ethos that celebrates creativity and the self-worth of pupils. However, not enough is done to plan specific experiences for pupils in the range of school subjects, because much is incidental. Collective worship meets statutory requirements.

42. The provision for the moral development of pupils is very good. The school has a very positive moral ethos with a very strong emphasis upon good behaviour. The school's 'Behaviour Plan,' provides pupils with a good framework of understanding about what is and is not acceptable behaviour. This operates effectively and is understood by all. Collective worship contributes well to the development of pupils' moral understanding because it reflects the ethos of respect, consideration and tolerance that the school promotes. Teachers and adults provide good role models for pupils by their concentration upon the positive reinforcement of good behaviour and attitudes. Through the personal and social education programme, pupils learn the value and importance of self-discipline. This helps them to develop a sense of moral responsibility. Before the inspection, a significant majority of parents expressed no concern about behaviour. This view has been confirmed.

43. Provision for pupils' social development is very good. Adults provide very good role models for pupils and demonstrate respect and courtesy balanced by firmness in their dealings with them. Pupils, particularly at the end of Key Stage 2, have opportunities to exercise responsibility. For example, they can train as 'peer mediators' which means that they help other pupils to solve disputes that occur and thereby help them restore or develop good relationships. They can also help as playground helpers under the supervision of adult learning mentors. In personal, social and health education lessons, pupils learn the importance of being aware of the needs and expectations of others. This provides them with regular opportunities to understand and to put into practice that good relationships are essential for living in a community. The needs of those in the wider community are brought to the attention of pupils when, for example, they collect items for a harvest display that are then given to the local night shelter for the homeless. There are opportunities for pupils to work cooperatively in lessons such as design and technology or information and communication technology. In the latter, most pupils are very keen to share their knowledge and expertise with one another.

44. The provision for pupils' cultural development is very good. The school's main aim is for them to achieve a sense of belonging to the community. This is particularly important because of the very wide diversity of backgrounds from which pupils come. Therefore, pupils make regular visits to museums, galleries and exhibitions in pursuit of their work in different subjects. They have visited the Tate Modern and Tate Britain, National Gallery and the Science museum. Theatre groups and the Stratford Circus have visited the school and pupils took part in 'The Wave,' a large-scale music and art event that was part of National Children's Art Day. Africanbana, the local youth carnival, allowed pupils to participate in another colourful and spectacular event. Pupils have written poetry in the style of some of the cultures represented in the school and during the inspection, in a lesson, a pupil in Year 6 demonstrated to peers how to wear traditional costume from Benin.

45. Pupils with special educational needs and those for whom English is an additional language take an active part in all school activities that are intended to promote spiritual, moral, social and cultural education.

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

46. The school continues to care well for its pupils and to support them as individuals. The environment is safe and staff are attentive to pupils' personal circumstances. The learning mentors and some external agencies provide valuable support for several pupils. Pupils from different ethnic groups are very well integrated but those for whom English is an additional language have insufficient support to enable them to participate fully in the life of the school. Systematic records of pupils' personal development are not kept. Pupils' medical needs are well provided for with good arrangements for first aid treatment. The school attends to the safety of the premises well but other aspects of the management of health and safety do not comply with requirements. These have been drawn to the attention of the school and include subject risk assessments, the storage of hazardous substances and matters within physical education. The toilets, particularly those on the lower floor, are not kept in a satisfactory condition.

47. The school's policy and procedures follow the guidelines of the Local Education Authority for the protection of children. Three senior staff are trained to deal with incidents and all staff are annually trained in their role.

48. Children in the Foundation Stage are cared for well and are very happy to come to school. They share good relationships with their teachers, Nursery nurses, teaching assistants and other adults in the school. Soon after children enter the Nursery, they are informally assessed and, in the Reception class, they are assessed using a procedure designed specifically for this age range. The evidence from this provides a precise insight into the stage of development of each child, which enables the teacher to plan activities to meet their needs.

49. Displays around the school celebrate different cultures and important events such as aboriginal art and colourful festivals. These serve to welcome and value different cultures and give pupils with English as an additional language security and confidence. Assessment procedures are being developed in addition to pupil profiles, which support and record pupils' development of language. The school has plans to monitor its results in national tests to identify achievement by different groups.

50. The school has well established links with outside agencies to ensure that pupils with special educational needs receive any additional support required. These links are supported by a whole school policy which permeates through all aspects of school life. There is an inclusive ethos for pupils with special educational needs. There are good arrangements for diagnosing and assessing the work of pupils with special educational needs, which meet the requirements of the Code of Practice. The special educational needs register is fully up-to-date, and is checked and monitored regularly. The special educational needs co-ordinator administers a range of diagnostic tests which help to pinpoint particular areas of difficulty identified by class teachers. Individual education plans have intended learning outcomes that are clear and precise and easy to measure. This means that teaching is clearly focused. The requirements of statements are implemented well and annual reviews fully meet statutory requirements. Care and support for pupils with special educational needs are good.

51. The procedures for promoting high standards of behaviour are good. Pupils are being taught to understand the impact of their behaviour on themselves and on others. The school, in partnership

with the external agencies, continues to try a range of strategies to help those with persistent behavioural problems. Staff have received considerable external training and support in handling behaviour. Inappropriate behaviour is recorded and dealt with but there is no school system to provide an overall picture of the child's behaviour. Pupils value the rewards they can get and these are given fairly. The graded system of sanctions works very well. The fact that bullying is not acceptable is well promoted to pupils and incidents are appropriately dealt with and monitored. The evident impact of the changed ways of promoting and dealing with issues of behaviour has not reduced the number of exclusions. These are closely monitored for all points. The school has a clear understanding of the negative impact that exclusions can have on pupils who then just play at home or cause further problems. Work is always sent home for them to do. There is a good programme of supervision when pupils return to school but parental involvement in this lacks sufficient rigour.

52. The school does weekly analysis of pupils' attendance and punctuality and meets regularly with the education welfare officer. Attendance targets are set and certificates given. Lateness in the morning is recorded but the importance of punctuality does not receive a high enough profile. Plans are in hand to address this. Holidays during term time are not authorised for pupils whose attendance is below 90 per cent. The school is very careful about not authorising any holidays over the permitted number and marks all days taken over the number authorised as unauthorised absence. In spite of the school's considerable efforts to work with parents, unauthorised holidays and some persistent non-attending and erratically attending pupils have a very negative impact on the figures for attendance and unauthorised absence.

53. Arrangements for the assessment of pupils' attainment and progress are good. Progress has been made in the refinement of assessment procedures since the previous inspection. Because of this, the school now has considerable data, gathered annually, in the subjects of English, mathematics and science. Teachers work together to ensure that their assessments of pupils are consistent and reliable. The assessment of pupils' attainment in other subjects is less advanced, although procedures are in the process of development. The school's senior management team receives regular reports on assessment procedures so that it can evaluate the effectiveness of the systems.

54. The use of assessment information is satisfactory. Procedures established are beginning to influence positively the ways in which teachers plan the curriculum to meet the differing learning needs of pupils although this is still not totally consistent. The assessment of pupils' overall attainment has some influence on the way in which teachers plan the curriculum, for example, when weaknesses are revealed by the analysis of assessment information in English and mathematics.

55. In both key stages, the school makes satisfactory use of data from the end of key stage tests and from the optional tests for Years 3, 4 and 5, to evaluate the attainment of pupils. It also uses this data to analyse the performance of pupils with respect to gender and ethnicity so that teachers are aware of differences in attainment and can plan to overcome this. Data are also collected on pupils who enter the school at times other than normal admission. These 'mid-phase' admissions present a considerable challenge to the school in setting appropriate targets for performance in national tests because large numbers of pupils enter or leave the school at times other than normal. The progress of individual pupils is closely 'tracked' from the time that they enter the school so that teachers are fully aware of how well pupils do and what targets for improvement need to be set.

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

56. Overall, parents have a satisfactory view of the school. The school's partnership with parents, though, is unsatisfactory although it was a key issue for action following the school's last inspection. Information for parents is still only produced in English which provides a barrier for those who are not conversant with the language. Arrangements can be made for verbal translation of material and on parents' information evenings but this does not provide for ongoing reference to the topic. The school's newsletters are informative and some year groups have begun sending information on the curriculum that they will be covering during the academic year.

57. The annual reports to parents are full and satisfactory use is made of computer produced statements. The attendance figures are not all produced in the required percentages and, on the

majority there are no targets. Many include some useful ways for improvement but this is not common to all classes or subjects. Parents' attendance at information evenings is said to be good but those who do not attend are not actively pursued to make alternative arrangements in order to ensure that parents are well briefed on their child's progress. Subject information evenings for literacy and mathematics organised by the school were poorly attended, despite attaching the literacy evening to the usually popular book evening.

58. Parents are invited to an open meeting with the governors each year to learn about the working of the school and this is used as an opportunity to recruit new parent governors. The school has not otherwise sought parents' views about the school or what changes they would like to see. Few parents volunteer to help in school but are normally willing to help when specifically asked.

59. Some parents are very supportive of their child and the school but this is not generally the case. The hardcore who run the Parent Teacher Association are satisfactorily supported for the events that they organise for pupils and families. With some 21 languages spoken by parents, the inability to converse and understand readily is hampering any progress that could be made to improve the school's partnership with parents.

60. Induction procedures for children starting school are satisfactory overall. Usually, before starting in the Nursery, the children and their parents only come into the Nursery for a morning or an afternoon session. However, a good new initiative of a pre-Nursery group is being trialled this term for children who are due to enter the Nursery next January. Eleven children and their parents have been invited to come into school for either of the two one hour sessions each week for six weeks to help the children become familiar with the school and to get to know the Nursery teacher. On entry to the Reception class, parents are invited to come into the school to meet the teacher, headteacher and the Foundation Stage co-ordinator to hear about what their child will experience and to receive the school's documentation.

61. Parents of pupils with English as an additional language do not receive sufficient information to enable them to support their children at home. The school does provide interpreters where this is deemed necessary but induction booklets and newsletters are only provided in English. The school is well aware that communication with parents of pupils with English as an additional language is not sufficiently well-developed.

62. Parents of pupils with special educational needs are involved in annual reviews and are kept well informed about progress, as part of the reporting to parents system. Information regarding individual education plans is sent home regularly and if there are changes to levels. The school is planning to involve parents more regularly when setting targets for pupils with special educational needs.

63. The special educational needs co-ordinator has good working links with the Foundation Stage and the English language teacher. The special educational needs support section of the school links closely with all staff and is a vibrant part of the school. Many pupils benefit from the very good working relationships developed between the teachers, the teams working in the school and links with outside agencies.

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

64. The leadership provided by the headteacher and other senior managers is very good. This is an improvement on the judgement of the school's last inspection which found leadership to be good. The headteacher has successfully gained the commitment of the staff to an effective focus on raising standards. This commitment has manifested itself in the successful implementation of an effective behaviour policy which has created an ethos in which pupils are able to learn. There has been a clear and successful focus on raising the quality of teaching, in which both the Local Education Authority and the Education Action Zone have been usefully involved, through rigorous monitoring and support. These actions have resulted in much improved standards in the national tests at the end of Key Stage 2.

65. The effectiveness of the school's leadership is also shown in the good improvement that it has made since it was last inspected in April 1997. The quality of teaching, the breadth of the curriculum and provision for cultural development, all of which were key issues for action following the school's last inspection, have improved significantly since then. Furthermore, procedures for

assessing the pupils' work and attainment have also been improved well. These improvements have been achieved in spite of considerable difficulties created by high levels of mobility amongst staff and pupils. These factors have, to some extent, been overcome by the school's very good induction procedures. Weaknesses remain, for example, in standards at Key Stage 1, attendance, the school's partnership with parents and in the pupils' speaking and listening skills. However, the school is well aware of these issues and has adopted a systematic approach to their improvement. There is a strong team spirit in the school. Its aims are reflected very well in its daily life, for example, in the quality of relationships. These factors, together with its strong commitment to improvement, give the school a very good capacity to continue to improve.

66. The management of the school is good. Most co-ordinators, for example, in English and mathematics, fulfil their roles well. However, in science, religious education and geography, the roles are not sufficiently developed. Good use is made of new technologies such as information and communication technology both in the curriculum and administration of the school. School development planning is good. Governors and staff are involved appropriately in deciding its priorities and it is suitably related to the school's budget and its aims. The plan has raising standards as its main focus and links this with means to do so, for example, development of the curriculum, provision for various groups, learning styles, behaviour, monitoring of teaching and learning. It has clearly been an effective management tool. Its only real weaknesses is that, although said to cover three years, this time span is not distinctly planned for.

67. The governors have a secure understanding of the school's main strengths and weaknesses and perform their role satisfactorily. They are keen for the school to continue to improve and are eager to continue to help it to do so. The governors do not make regular planned and focused visits to the school. This is one reason why they have not ensured that all health and safety requirements are met or that statutory requirements in relation to the teaching of religious education and information for parents have been fulfilled. Additionally, although governors have designated links with the school, these are not well developed. For example, the designated governor for special educational needs is involved with the school but this involvement does not ensure that the governing body is sufficiently well informed about the provision for, and of successes of, pupils with special educational needs.

68. The school evaluates its performance well. Teaching and learning are monitored and developed rigorously. Assessment data are carefully analysed and the information gained is being used to an increasing degree to raise standards. However, although the school is keen to ensure that money is well spent, and has, for example, carefully costed and evaluated its decision to purchase curricular support from the Local Education Authority, procedures for judging cost effectiveness are not applied to all major spending decisions. For example, although grants such as those available to promote information and communication technology in schools have been well spent, no formal plans exist to judge how effective this spending is in terms of the standards attained by the pupils. Additionally, the views of parents are not considered in terms of how money should be spent and comparisons with the spending patterns and achievements of similar schools are not rigorous enough.

69. Governors keep a careful check on expenditure and are well aware that a deficit of some 2.23 per cent of total income existed at the end of the financial year 2000/01. Forecasts for the end of the current financial year indicate a surplus of less than one per cent. This is well below recommended levels. Budget spending is not forecast beyond the current year. This does not enable governors to plan sufficiently to ensure that adequate reserves are maintained or to link spending sufficiently well with school development in the longer term.

70. The management of the provision for children in the Foundation Stage is good. The teacher responsible for the early years is the Nursery teacher, who has a very clear overview of provision for the children. The quality of relationships within the Foundation Stage department is very good and, together, all the adults form a very effective team. The indoor accommodation in the Nursery is very spacious. The Nursery and the Reception class are bright and well organised. The outdoor area for free play is very good, including a very good range of resources, for the Nursery children, but lacks a covered area for inclement weather. Access to the same outdoor area is limited for the children in

the Reception class as they have to walk through the Nursery and cannot do this without an adult being with them. Learning resources are good to support the children's indoor learning.

71. The teacher with responsibility for English as an additional language was appointed recently and has written plans to improve liaison with teachers. However, limited progress has been made since the last inspection and support and resources are currently insufficient. There is a sound policy, which supports teaching and learning, and the action plan contains appropriate targets. There are training needs for some staff in teaching pupils with English as an additional language.

72. The quality of management of special educational needs is good. The policies and other documentation are detailed and staff employed to support pupils with special educational needs are given clear direction. The record keeping and management by the co-ordinator are effective and informative both for members of the team and for teaching staff. The procedures for auditing and distributing key information about pupils on the special educational needs register are good and statutory provision identified in statements is correctly managed. The special educational needs co-ordinator regularly monitors the provision and talks with teachers about the provision and the use of resources. The qualifications and expertise of the special educational needs co-ordinator, and her team are good and help to improve pupils' progress. Learning support assistants and teaching assistants take part in appropriate training and their personal commitment and involvement is of benefit to the pupils. The special educational needs co-ordinator also promotes new ideas such as behaviour management strategies and is involved in local special educational needs developments. There are good resources including recent provision for information and communication technology. The library also includes resources for pupils with lower reading ages.

73. Equality of opportunity is unsatisfactory. The school has a comprehensive equality of opportunity policy and works hard to implement its principles. Pupils with special educational needs are well supported and the school is developing its procedures for identifying and meeting the needs of gifted and talented pupils. However, pupils who speak English as an additional language are restricted in their access to the curriculum because the school has insufficient resources to meet their diverse language needs and there are inadequacies in the deployment of the teacher responsible for providing them with curricular support. This weakness was also identified in the last inspection. Any incident of racial abuse is taken seriously and appropriate records are kept. No gender imbalance was noted in the curriculum opportunities on offer. However, boys perform less well than girls in English and mathematics at Key Stage 1 and this gap increases in Years 3 and 4, although it narrows again by Year 6. The school is aware of this issue and has suitable plans to address it.

74. The match of teachers and support staff to the needs of the curriculum is satisfactory. The school makes good use of an advanced skills teacher to develop and support good teaching across Key Stages 1 and 2 and this, together with the developing confidence and expertise of subject co-ordinators, is having a positive effect on raising standards. The school employs a support teacher for children who have English as an additional language. However, the deployment of this teacher is not sufficiently effective in meeting the needs of the high percentage of children needing help in acquiring English language skills. Teachers are well motivated and work together as a strong team with the enthusiastic support staff and this contributes significantly to the quality of teaching and learning. The support and direction given by senior staff, together with the school's very good procedures for the induction of new teachers, have been major factors in achieving this. The programme of training and development activities is well linked to the school's development priorities and the school has made good use of the nationally available funding for improving teachers' skills in information and communication technology. Teaching assistants are well managed, are provided with appropriate development activities and make a significant contribution to the teaching and learning. Performance management procedures are fully in place for teaching staff and the school plans to include teaching assistants in the process this year. Administration, caretaking and cleaning staff are conscientious and make a valuable contribution to the school community. Effective use is also made of learning mentors and volunteers from the local community and businesses who provide valuable additional support for the children.

75. Although over a hundred years old, the school building is well maintained, in good decorative order and supports the teaching of the curriculum satisfactorily. Staff have made considerable effort

to capitalize on this with attractive displays of work. The physical arrangement and size of the main entrance make it difficult for visitors to appreciate the welcoming range of displayed work inside the building. Good use is made of the available space to provide adequately sized classrooms and office accommodation, together with a library, computer room, resource rooms and a number of meeting rooms. However, the three narrow halls are barely adequate for physical education and this is not helped by the use of some of the Key Stage 1 hall space for additional teaching areas. The school has no access to a playing field for games but good use is made of the playground, although this is limited. A room is let out on a regular daily basis to a local faith group.

76. Learning resources are generally satisfactory but music has insufficient instruments for a whole class lesson and there are limited artefacts for teaching religious education. There are insufficient resources to meet the needs of children whose first language is not English. The school has made a considerable investment in information and communication technology with a well-equipped computer room, internet access. All classes are connected to the school's computer network. A further room has another interactive white board. Good use is being made of these facilities.

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

In order to raise standards, particularly at Key Stage 1, the headteacher, staff and governors should: (Paragraphs 2,3,94,96,98,107,108)

### **1. \*Further improve pupils' progress in English as an additional language by:**

(Paragraphs

1,8,20,27,28,33,37,71,73,74,76,77,78,79,80,82,86,92,93,103,107,113,123,128,132,137,142,154)

- extending support to all pupils who are at the early stages of speaking English;
- sharing the strategies for effective language teaching with all staff to ensure appropriate teaching is available for pupils with English as an additional language across the curriculum particularly in the Foundation Stage, all of Key Stage 1 and Years 3 and 4;
- training a team of language support assistants to work effectively alongside teachers and pupils;
- providing a range of visual aids that are culturally relevant and of good quality;
- using parents who have appropriate language skills to assist the children.

### **2. \*Further improve pupils' punctuality and attendance by:**

(Paragraphs 18,52)

- more clearly showing parents and pupils that arrival after the start of registration at 9.00 is late;
- continuing to explore all possible ways to get non and poor attenders into school regularly;
- examining further ways of working with parents to improve pupils' attendance;
- making the maximum use of computerised systems for monitoring all aspects of attendance;
- designating a senior member of staff to be responsible for liaising with families.

### **3. Continue to improve the school's partnership with parents by:**

(Paragraphs 56 to 59, 61,68)

- ensuring that all written material is available to parents in the necessary languages;
- investigating parents' views of the school and how they would like to see things improved;
- ensuring that all parents are provided with sufficient information on the curriculum and their child's progress;
- encouraging parents to support their child and to work in partnership with the school;
- improving the quality of information on the pupils' annual reports to parent;
- developing liaison with parents before and during children's time in the Nursery;
- reviewing ways to enable more parents to make use of the parents' room;

### **4. \*Improve the quality of teaching and learning where this report indicates that this is necessary by:**

(Paragraphs 25,102,105,109,110,140)

- raising the teachers' expectations of what the pupils can achieve;
- ensuring that the school's strategies for good behaviour are implemented effectively;
- using assessment information to ensure that pupils always receive work which is challenging but attainable;
- making sure that the pupils' needs, especially in speaking and listening, are always met.

### **5. Ensure that the teaching of religious education is given sufficient time to meet statutory requirements and to improve the pupils' knowledge of the subject. (Paragraphs 21,23,29,30,76,150-156)**

### **6. Take further steps to raise the attainment of boys compared with the standards reached by girls of a similar age and ability. (Paragraphs 4,7,28,37,73,90,93,108)**

\*Issues already identified in school's school development plan.

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Dealing with the healthy and safety and parental information issues identified by this inspection.(Paragraphs 47,67,75)
- Improving the access to the outside play area for the Reception class and providing a covered outside area for children in the Foundation Stage. (Paragraphs 20,32,87)
- Instituting a programme of planned visits to the school by the governors. (Paragraph 67)

- Projecting the budget further ahead to ensure that the possibility of a deficit budget is avoided.(Paragraph 69)
- Enhancing the role of subject co-ordinators in science, religious education, and geography. (Paragraphs 66,117,131,155)
- Developing assessment procedures in subjects where they do not exist. (Paragraphs 53,117,131,137,142, 145,149, 155)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	101
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	41	37	6	0	0
Percentage	0	16	41	37	6	0	0

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

### 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)	39	389
Number of full-time pupils known to be eligible for free school meals		230

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		10
Number of pupils on the school's special educational needs register		111

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	215

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	67
Pupils who left the school other than at the usual time of leaving	54

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	5.0

National comparative data	5.2
---------------------------	-----

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
	2000	21	30	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	18	24	23
	Total	27	35	34
Percentage of pupils at NC level 2 or above	School	53 (57)	69 (57)	67 (55)
	National	[83] (82)	[84] (83)	[90] (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	11
	Girls	20	23	17
	Total	30	36	28
Percentage of pupils at NC level 2 or above	School	59 (57)	71 (62)	55 (63)
	National	84 (82)	88 (86)	88 (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
	2000	32	27	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	14	21
	Girls	23	18	21
	Total	42	32	42
Percentage of pupils at NC level 4 or above	School	71 (34)	54 (36)	71 (29)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	16
	Girls	16	19	18
	Total	29	34	34
Percentage of pupils at National Curriculum level 4 or above	School	49 (25)	58 (22)	58 (24)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	37
Black – African heritage	121
Black – other	4
Indian	22
Pakistani	16
Bangladeshi	34
Chinese	3
White	102
Any other minority ethnic group	50

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

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

	Fixed period	Permanent
Black – Caribbean heritage	8	0
Black – African heritage	12	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	28	0
Other minority ethnic groups	2	1

*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)	17
Number of pupils per qualified teacher	22.9
Average class size	27.8

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

Total number of education support staff	14
Total aggregate hours worked per week	282

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	3
Total aggregate hours worked per week	84
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
----------------	---------

	£
Total income	943427
Total expenditure	964438
Expenditure per pupil	1929
Balance brought forward from previous year	£69858
Balance carried forward to next year	–£21011

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	15
Number of teachers appointed to the school during the last two years	18

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	459
Number of questionnaires returned	48

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	0	0
My child is making good progress in school.	49	40	11	0	0
Behaviour in the school is good.	59	28	0	4	9
My child gets the right amount of work to do at home.	44	44	2	8	2
The teaching is good.	57	33	6	0	4
I am kept well informed about how my child is getting on.	49	35	6	8	2
I would feel comfortable about approaching the school with questions or a problem.	65	25	6	0	4
The school expects my child to work hard and achieve his or her best.	55	35	2	0	8
The school works closely with parents.	45	35	6	6	8
The school is well led and managed.	51	33	4	4	8
The school is helping my child become mature and responsible.	47	35	4	4	10
The school provides an interesting range of activities outside lessons.	36	33	6	10	15

## **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**

77. The school has maintained the good provision for children in the Foundation Stage since the previous inspection. The well-organised day-to-day routines established by the Nursery teacher enable all children to feel secure and safe and to grow in confidence.

78. Children are admitted to the Nursery at the start of the autumn term or the spring term during the year in which they become four years old. They attend on a part-time basis, either for a morning or an afternoon session. Children are admitted to a Reception class at the start of the autumn or spring term during the year they are five years old. They are taught within a warm, caring, supportive environment where they feel safe and secure. Most of the children have attended the school Nursery before starting in the Reception class. Overall, when children enter the school, their attainment is below average for their age. The good teaching and learning in all areas of development promote good progress. By the end of the Reception year, the achievement of most children is satisfactory in all areas of development from their below average starting point, but they are not on course to meet the Early Learning Goals. This is mainly due to the inadequate provision for the high proportion of children who have English as an additional language.

#### **Personal, social and emotional development**

79. Standards are below average in this area of learning. The children are not on track to achieve the Early Learning Goals in this area by the time they leave the Reception class, as many of the children have difficulty understanding English and have problems communicating with the adults and other children in their class. The children are constantly encouraged to feel confident about what they can achieve through praise, smiles and gestures. Their behaviour in and around the school is good with only a few disagreements. They work and play beside each other well, but a language barrier prevents many of them being able to cooperate well with other children. They show a good understanding of classroom procedures and most respond well to them. They are aware of the teachers' high expectations of them and respond well. When given the opportunity to choose activities for themselves, do so in a sensible way and most sustain concentration well for their age. However, opportunities to do this are limited in the Reception class as they are often directed to an activity, which restricts their independent learning. Most settle well to the more structured activities, such as literacy and numeracy, and show ability to concentrate for an appropriate length of time. The children attend to their personal hygiene appropriately and most are able to undress and dress themselves independently before and after movement lessons.

80. Personal, social and emotional development is promoted well in all areas of learning and the planning is thorough. A strength of the teaching is the warm, caring relationships that adults develop with the children, which helps them to feel secure and to grow in confidence. The adults provide very good role models for the children, always treating each of them with courtesy and respect to which they positively respond. There are very good opportunities in the Nursery to develop the children's independent learning. The children enjoy the many moments of fun and time for reflection, which helps to strengthen the bond between them.

#### **Communication, language and literacy**

81. Standards are below average in this area of learning. Most children make good progress in this area of learning, including those who have special educational needs. However, progress is unsatisfactory for children who have English as an additional language, due to inadequate specific provision to help them to learn English, and achievement overall is only satisfactory. All adults make very good attempts to communicate with all children in the Foundation Stage. They talk to the children individually, in groups and as a class to help all children extend their vocabulary and start to use their language and communication skills for a range of purposes. All adults show the children that they value their efforts at communicating. A few children are eager to talk about the things that interest them, such as celebrating their birthday. The children enjoy listening to stories. The teachers have introduced Big Book sessions in preparation for the literacy hour in Key Stage 1. The children

enjoy the story *Mrs Wishy-Washy* and use the illustrations well to extend their understanding of the story. Most children understand the concept that pictures carry meaning. Some children are learning that spoken words and print can have the same meaning and that, in the English culture, text is read from left to right. In the good phonographix sessions, they are correctly learning initial phonic sounds, but most cannot use this skill to attempt to read simple words. Linking the phonic work with correct letter formation is good, as this helps to reinforce the children's understanding of both concepts. Many of the children have difficulty with their pencil control, but there is not always sufficient intervention by an adult to correct these mistakes, so children continue to practise incorrect letter formation. A few children make a good attempt at writing their own name. The acceptance of developmental writing is good as this enables the children to be confident and to feel they are 'writers'. Children are encouraged to take books home to practise their early reading skills. They have good listening skills and listen carefully to instructions.

82. Children are provided with a good range of purposeful activities to develop their use of language for reading, writing, speaking and listening, whatever their stage of development. The children are provided with good role-play areas, such as the 'Doctor's surgery' and the 'baby clinic' in the Nursery and 'Mrs Wishy-Washy's' house in the Reception class. These are used very well, often with an adult involved to extend the children's vocabulary. The children are provided with paper and pencils for a range of activities, including when acting out the role of doctor and writing a prescription. Many of the children have difficulty with their pencil control, and the use of chubby felt pens in the Reception class hinders their fine control so that letter formation is poor. Nursery nurses and teaching assistants are used effectively with small groups, when direct teaching is involved. They are well briefed and assist the teachers in maintaining ongoing assessments of individual children's progress. The programme of work is well structured and is linked to the National Literacy Strategy for young children. Classroom displays are rich in language clues intended to reinforce learning and a good emphasis on language development is evident throughout the whole programme of work.

### **Mathematical development**

83. Most children are not on course to meet the Early Learning Goals for mathematics. Teachers are helping the children to develop their mathematical understanding well by providing a structured programme of practical experiences, which enables them to make good progress. The children are learning to recognise, and some can name, common shapes such as square, triangle and circle. Most can count by rote numbers to ten and some can recognise numbers to five. These skills are practised regularly when singing Nursery rhymes, number jingles and playing sorting and ordering games. Teachers and teaching assistants provide good support by playing board games with the children, which enables them to experience practical counting, early addition and subtraction in a practical way. They experience working with sand and water by filling and emptying differently sized containers.

84. Teachers use every opportunity to extend the children's understanding and reinforcement of basic skills through practical experiences. They ensure that all adults in the Foundation Stage classes use correct mathematical vocabulary and provide many activities, which build upon the children's understanding at that time. Questions are used skilfully to encourage children to organise their thoughts and build on their understanding. In a Reception class lesson, the teacher helped the children to gain in their understanding of early addition and subtraction skills by linking their literacy work on the story *Mrs Wishy-Washy* with items of clothing on a clothes line. By asking questions such as 'How many clothes are there?' and 'How many now?' as she took clothes on and off the line, the children developed an understanding of the idea. Overall, the work is well planned and tasks are appropriate to the recommendations in the National Numeracy Strategy for young children.

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

85. On entry to the school, the children's knowledge and understanding of the world is below average for their age. During the Foundation Stage the teachers effectively build on the children's knowledge, helping them to learn more about the world around them. The teaching and learning are good, but most children are not on course to meet the expected standard by the end of the Reception year, due to many having little understanding of the English language. Many activities are planned and organised well in order that the children can gain in their understanding through

practical experiences. In the Nursery, good practical activities with the interaction of an adult enable the children to learn at first hand about mini beasts, when they find worms, caterpillars and ladybirds, while 'tidying the garden'. Also, when the children plant bulbs in the garden and hyacinths in pots, an adult helps to extend the children's learning about what plants need in order to grow. The making of shortbread biscuits helps them to gain in their understanding of the changes in ingredients when they are cooked. In the Reception class, the good use of a variety of resources helps the children to extend their understanding of man-made and natural materials. A wide range of construction toys and materials is provided for the children to explore and use their skills to make models. They confidently use the computer mouse when moving items on the screen to fill in features on a face.

86. The teaching and learning of skills to use a computer competently are good. Children acquire new learning when the teacher involves them very well by effective questioning and clear explanations of how to create their own patterns on the computer using the program *Dazzle*. The use of correct vocabulary and practical demonstration extends the children's learning well of this form of information and communication technology. Teachers provide a wide range of planned activities, most of which start with what the children already know, and this enables them to extend their understanding and knowledge of the world. There are good ranges of role-play resources in the Nursery that reflect a variety of different cultures. In the Nursery and the Reception class, the teachers provide the children with examples of newspapers written in different languages and a few books are written in dual languages.

### **Physical development**

87. Overall, the children are achieving below average attainment in their physical control, although they make good progress from their below average starting point. Children in the Nursery make good progress in their physical control, mobility and awareness of space outdoors. However, in the Reception class, although a good range of outdoor, large apparatus to balance and climb on, and large wheeled play equipment are available, the children have very limited access to them, which limits their physical development. The accommodation in the hall for all children in the Foundation Stage for their physical development lessons is too small to allow them to move freely. The area is very cramped when all the Nursery children are attempting to move around. Even the smaller numbers of children in the Reception class are restricted in their development of the use of space and awareness of others. After moving in and out of a hoop quickly in different directions, they noticed that their hearts were beating faster.

88. Teachers provide the children with many opportunities to develop their hand control through the use of a range of mark-making tools, and cutting and gluing activities. However, many have weak pencil control and most have difficulty forming their letters correctly. They enjoy using construction kits. Most are able to dress and undress themselves, but some need help with buttons and zips. Teachers give clear instructions during physical education lessons and allow children to demonstrate good examples of their work.

### **Creative development**

89. Overall, the children make good progress in developing their creative skills, but most are not on track to meet the nationally recommended levels of attainment by the end of the Reception year. The quality of teaching and learning is good and activities are well resourced and organised. Children enjoy a good range of practical activities, which enable them to experiment and to explore creatively and imaginatively. For example, in the Nursery, the children took turns to stand on a pair of steps to squeeze paint from plastic bottles to create a large, abstract 'Jackson Pollock' painting. The Nursery teacher discussed the mathematical shapes within a print of Henri Matisse's *The Snail* before they tore coloured tissue paper into various shapes to make a their own collage picture. Most of the children's own paintings are immature for their age. Role-play activities are carefully planned and enable the children to play out imaginary situations well. They enjoy using appropriate resources and dressing up in the good range of clothes from various cultures, which extends their imaginative play. In the Reception class, although most children enjoy their music lessons, some do not take part and sit passively or are easily distracted. Most of the children call out the names of musical instruments as the teacher shows the instruments to them. They close their eyes to listen to various musical instruments and can identify 'drum', but cannot say why they think it is that particular

sound. They can follow a simple rhythm set by the teacher using fingers and lips. When a variety of musical instruments are played, some can identify loud and quiet sounds. Most enjoy singing *I hear thunder* and taking part in action songs, such as *If you're happy and you know it* and *Down in the jungle*.

## ENGLISH

90. The findings of the inspection are that standards in English are well below average in Year 2. This represents a decline in standards since the previous inspection although it is similar to the school's results in the end of Key Stage 1 national tests since 1997. At this key stage, boys significantly under achieve compared with girls and pupils with English as an additional language do not achieve the highest standards of which they are capable. These factors account for the difference between the findings of the current inspection and that of 1997.

91. The findings of the inspection are that standards in English are average in Year 6. At Key Stage 2, standards have risen since the previous inspection when all aspects of English were judged to be below average. This judgement recognises the school's successful commitment to developing pupils' literacy skills. The judgement also reflects the fact that, in Key Stage 2, the trend in attainment in the national end of key stage tests has been upward at a faster rate than the national trend.

92. The school has made the teaching of literacy a priority and, together with specific strategies to support reading such as Reading Recovery and extended writing programmes, is allocating extra time for the improvement in reading and writing. Pupils' achievement in English is generally satisfactory as they move through the school and sometimes good and standards rise as pupils move through Key Stage 2. Pupils with special educational needs make good progress compared with their previous attainment. This is due to the Additional Literacy programme and additional support from teachers and trained teaching assistants.

93. There is evidence of underachievement in both boys' and girls' reading and writing and speaking and listening in some classes in Key Stage 1 and in some classes in Years 3 and 4. In addition, although pupils with English as an additional language who are supported through partnership teaching in Year 1 make good progress, other pupils do not. This was particularly noticeable in Reception and classes in Years 3 and 4.

94. In Key Stage 1, standards in speaking and listening are below average. Many pupils enter the school speaking English at standards which are well below average for their ages. To aid their progress, teachers model speech well and concentrate on improving pupils' speaking and listening skills. Pupils like listening to and talking about stories and make basic but appropriate responses in lessons. Pupils with significant communication difficulties, for example, limited vocabulary or indistinct pronunciation, are well supported.

95. Teachers make sure that they reinforce and extend pupils' language and develop their confidence as speakers. This was evident in a lesson on feelings when pupils were asked to discuss their thoughts about what made them happy and what made them angry. All pupils listened attentively and many were keen to contribute their ideas and thoughts and some chose situations that they described in detail such as when they were lost or hurt. In Key Stage 2, pupils' speaking and listening skills are satisfactory. Some pupils find it difficult to listen to the views of others without reminders about the importance of taking turns in discussion. However, by the age of ten and eleven, they more readily engage in discussions and offer ideas freely. This was observed during a literacy and poetry lesson when pupils listened really well to the teacher reading poems about her favourite subject - travelling. The teacher reminded pupils that it was National Poetry Day and pupils were given opportunities to think about poems they liked. They could then contribute their own ideas about particular poems and their own experiences in a mature and reflective way. However some pupils still have a limited vocabulary and need support to develop their ideas at length. This was observed in a Year 4 literacy lesson, when pupils were analysing a piece of text from a well-known fairy story. The discussion was at a superficial level and opportunities to extend pupils' language skills were limited. As result, pupils' contributions were not always relevant to the topic and often their comments lacked understanding. Throughout Key Stage 1 and 2, opportunities for drama are being developed and teachers are trying to provide opportunities for pupils to speak in more formal contexts, such as plays or short prepared presentations. In a Year 6 lesson pupils read "The Witches" scene from Macbeth with expression and feeling and, consequently, the other pupils in the class were really concentrating and enjoying the performance.

96. Standards in reading are below average in Key Stage 1 but improve to average as pupils' progress through Key Stage 2. At all ages, pupils obviously enjoy reading books and this can support their learning. In Key Stage

1, pupils generally read simple texts with accuracy and receive supported reading sessions with their teachers. Through their work in the literacy hour, they have a sound understanding of how books are organised and can give a simple summary of the contents of a book. Higher achieving pupils confidently tackle relatively difficult words and use appropriate expression. Average and below average pupils draw on their knowledge of sounds to read simple, regular words but often need support. They have a satisfactory understanding of texts that match their attainment. Only the more able express some preferences in their personal reading and know how to locate information from non-fiction books. A number of the pupils in Key Stage 1 use the public library but indicated that they did not use the school library.

97. Pupils' interest in and enthusiasm for, books develop well through Key Stage 2. In Year 6, more able pupils read with fluency, accuracy and relevant expression enjoying sections from *The Lion the Witch and the Wardrobe*. They use a range of techniques to read difficult word and text and to clarify meanings. However, only a few more able pupils can read challenging texts. Average pupils read suitable texts accurately and with a broad understanding of the main points. They can discuss some aspects of the characters and plot of their reading. Lower achieving pupils respond well to reading and attempt to use their understanding of sounds to read unfamiliar words. Although they can briefly discuss the key events they do not always understand the context. The development of research and referencing skills is satisfactory across the key stage and many pupils are members of the public library. Some of the older pupils are familiar with the Dewey system of classification. The reading skills of those pupils with English as an additional language are weak and this causes difficulties when learning in other subjects is dependent on reading. Pupils throughout the school enjoy reading and take their books home regularly to practise their skills.

98. Pupils' writing at Key Stage 1 is well below average. In Year 2, a few more able pupils convey meaning in simple sentences and sequence them correctly to make stories of sufficient length that contain interesting vocabulary. In general, however, the range and forms of pupils' writing are limited although extended writing lessons are supporting opportunities for pupils to focus on writing stories and longer passages of writing for different purposes. Accuracy and spelling and punctuation are variable and the presentation of work often requires support. Writing is now improving in Year 1 and 2 where the analysis of work showed pupils writing for an appropriate range of purposes, such as simple instructions, and developing a suitable sense of style. Handwriting in Year 1 is usually carried out carefully and size and shape are beginning to be consistent. In Key Stage 2, pupils' writing is well below average particularly in Years 3 and 4 but improves as pupils move through the key stage. A number of pupils do not express their ideas in sufficient detail or have the skills and knowledge to tackle extended pieces. This is evident for some pupils with English as an additional language who cannot work well if unsupported. The analysis of work showed the lack of emphasis placed on the importance of pupils planning, drafting, editing and refining their written work. This shortcoming in provision undermines achievement in writing in the school and again was particularly evident in Years 3 and 4. By the age of eleven, pupils' written work is broadly average and the more able pupils have the chance to develop their talents fully. Most pupils make satisfactory progress in spelling and punctuation, but some make numerous spelling errors, which are often related to additional language difficulties.

99. Throughout the school, standards in literacy reflect those found in English. The development of literacy skills across the curriculum is improving particularly in Years 5 and 6 and the school has introduced more opportunities to broaden the range of writing experiences for pupils in the earlier Years in Key Stage 2.

100. The previous inspection reported teaching to be unsatisfactory overall. However, although there are still some variations in teachers' skills, there is distinct improvement in the quality of English teaching. Teaching and learning are now good at both Key Stage 1 and Key Stage 2. This is being supported by the National Literacy Strategy, which provides structure and clear guidance on the teaching of literacy.

101. In one very good lesson in Year 2, the success of the teaching was evident in the teacher's confident presentation, command of the subject and imaginative approach that quickly gained and kept the pupils' attention. Expectations of pupils' response and their use of words were challenging and promoted the pupils' interest in words. The work was well planned with the teaching assistant and, by the end of the lesson, many pupils were able to differentiate between the double "o" sound as in book compared with the double "o" sound as in food and could change the consonants to make different words. The teacher established a warm supportive environment for learning in which pupils felt secure and confident to explore new ideas within clear guidelines for work and behaviour. In a Year 1 class, the teacher developed speaking and turn-taking opportunities using puppets to develop speaking and listening skills. Her expectation that the pupils would work hard was very evident.

102. Most of the evidence in Key Stage 2 indicates that pupils learn well in Years 5 and 6 and parts of Years 3 and 4 when the work is demanding and the work set is differentiated for different groups of pupils and developed in depth. In one lesson seen in Year 5, the strengths in teaching included high expectations, strong management of pupils who were not allowed to dictate their own pace in learning and higher order questions which increased the demands of the lesson. In other lessons seen in Years 3 and 4 the teachers' inability to manage the behaviour of the class and acceptance of the pupils' poorly presented work did not motivate pupils or provide them with a sense of pride in their work. Some teachers do set pupils personal targets to provide a sense of achievement; others set group targets which motivate pupils within the group.

103. Pupils with special educational needs have detailed individual action plans and these contain specific targets to support learning. The school's learning support assistants provide identified pupils with good support and the opportunity to succeed and this support is used well by the class teacher. In general, the management of pupils is good and most teachers use the end of literacy sessions appropriately to encourage pupils to identify what they have learned. Where the support for pupils with English as an additional language is available, pupils make good progress. However, the inadequate amount of support in some classes in Key Stage 2 means that this group of pupils make unsatisfactory progress in English.

104. Overall, the quality of teaching and learning in English is good at Key Stage 1. Within this key stage there is now an extra teacher, the specialist teacher for English as an additional language. The pupils and teaching staff she supports are deriving benefits from her support. In addition, there is some very good teaching in part of Year 2. This shows a marked improvement since the last inspection. The teachers in Key Stage 1 are also well supported by the structure of the National Literacy Strategy and the planning for the teaching of literacy lessons helps them focus their work.

105. Overall, at Key Stage 2, the quality of teaching and learning is also good with some very good teaching in Years 5 and 6 and some mixed practice in Years 3 and 4. The analysis of pupils' work shows clearly that, particularly in the upper years pupils, including pupils with special educational needs and gifted and talented pupils, make good gains in their knowledge, skills and understanding of the subject. Pupils with English as an additional language make less progress in their understanding of the English language and, for some, irregular attendance slows progress down.

106. The quality of marking is improving across the school with teachers making use of positive statements and actions needed to help pupils make progress. The co-ordinator's monitoring role both in classroom observations, planning and sampling pupils' work is sufficiently developed to enable her to have an appropriate overview of the subject. The senior management team also monitors the standard of English and share the results with the governing body. Resources in English are satisfactory and the library and classrooms have an appropriate range of books to support research skills and to enable pupils of all ages to enjoy their reading. Information and communication technology is, in general, used appropriately to support pupils' learning but it is not used to full effect in the literacy hour. In some classrooms, the quality of display showing language structure and reference to literature also supports pupils' learning. The subject is enhanced by events such as visits by theatre groups and book weeks but insufficient use is made of the school library.

## **MATHEMATICS**

107. The findings of this inspection indicate that, in Year 2, most pupils reach standards that are below average in mathematics, including numeracy. In the inspection of 1997, standards were reported to be 'in line with national expectations'. This decline is regarded by the school as the result of specific emphasis upon raising attainment in Key Stage 2. In the test results for the year 2000 for seven year olds, the proportion who attained the national standard was very low when compared with the national average and with similar schools. The proportion of pupils whose attainment was above average was well below the national average. The difference between test scores and the findings of this inspection is partly explained because the pupils were a different year group, but more particularly, because the school now has a stable staff and mathematics has a very clear focus in the school improvement plan. The progress of pupils, including those with special educational needs, is satisfactory if compared with their attainment when they entered the school. There were no observed differences in the achievements of boys and girls, but in the latest

tests, boys' attainment was lower than that of girls. Pupils with English as an additional language do not make sufficient progress because the provision for their needs is not good enough.

108. The standards reached by pupils in Year 6 are below average in mathematics and numeracy. As for Year 2, this judgement is based upon teaching observed, an analysis of pupils' work and discussion with them. In 1997, the inspection's judgement on standards was, 'below national averages'. In the year 2000 national tests for 11 year olds, standards reached were well below average, but the proportion of pupils who reached the higher level was close to the national average. When compared with similar schools, test results showed close to average attainment. The difference between the school's 2000 test results and the findings of the inspection is explained by the school's successful drive to raise standards in this subject. Because of the extent of changes in the school and the mobility of pupils, it is not possible to make a firm judgement about the progress of pupils in Year 6 compared with their attainment at the end of Key Stage 1. Pupils with special educational needs and those for whom English as an additional language make satisfactory progress, particularly when they have close support from learning assistants. There were no observed differences in the achievements of boys and girls, but test results in the year 2000 indicate that boys do less well than girls, but with fluctuations in these differences over time. The school met its target for pupils reaching Level 4 and above in 2000 and set a challenging target for 60 per cent of its pupils to reach the national average this year.

109. The quality of teaching and learning is satisfactory overall in Key Stage 1 and some lessons were good. This judgement is based upon lesson observation, analysis of work and discussion with pupils. The previous inspection described teaching overall as, 'sound in most lessons and sometimes good'. In a good Year 2 lesson, the teacher's lively and imaginative approach and very good use of visual aids held the pupils' attention and they took part enthusiastically in the introduction. Good use was made of questioning, particularly when pupils were asked to explain their mental calculations. Some found this difficult, but this enabled the teacher to assess their knowledge and, as importantly, helped pupils to clarify and extend their own understanding of mathematical processes. The class activity that followed, making patterns from two-dimensional shapes, presented a very good challenge for pupils to identify and consolidate their knowledge. However, in the group work that followed, the pace slowed down because some pupils found concentration without close support difficult. In Year 1, the lively presentation of a lesson was enhanced by very clear demonstration, with a range of visual materials, of 'taking away' and 'equals'. This enabled pupils to develop their understanding of the basic processes. The teacher made good use of discussion to help pupils acquire mathematical ideas and vocabulary, but some pupils were insufficiently involved in this because of their limited grasp of the appropriate language. A weakness in this lesson was that the teacher did not emphasise the vital importance of care in the presentation of work. This was reflected in the analysis of work in both years of Key Stage 1, because teachers' expectations of what pupils should achieve are not high enough. There is a lack of care, of mathematical precision, some slow progress, unfinished work and inaccurate results. There are also weaknesses in pupils' ability to use and apply mathematics effectively. Support for pupils with English as an additional language is not satisfactory, particularly as there are a large number in Key Stage 1.

110. In Key Stage 2, the quality of teaching and learning is satisfactory overall and with some good features in lessons. This judgement is based upon lesson observations, analysis of work and discussion with pupils. In the introduction to a good Year 6 lesson, the teacher held the attention of pupils by clear presentation and a good challenge for them to gain understanding of mathematical ideas related to rounding, percentages and decimal equivalents. Many pupils were not secure in their understanding, so the teacher frequently asked, 'How did you work that out?' This gave them opportunities to refine their thinking and consolidate what they understood, but a number, particularly boys, found difficulty in the oral expression of mathematical ideas and processes. During the practical work that followed, pupils worked with very good attention to the tasks while the teacher gave close support to a small group that were lower attaining. A very good lesson in Year 5 was the result of the teacher's very good knowledge, effectively presented to maintain pupils' attention and draw them into sustained thinking by close questioning. This lesson on decimals and place value was characterised by frequent reference, in different ways, to key ideas and vocabulary. Pupils, therefore, consolidated and extended their understanding and application of it in practical

tasks. The teacher's very good planning and management of pupils ensured good pace to the lesson and pupils were appropriately occupied throughout. In Year 4, teaching was satisfactory overall. Some strengths were seen in discussion of mathematical ideas and support given to individual pupils. However, progress was not consistent because pupils did not always listen well to teachers or one another. Introductory sessions were too long, pupils became restless and the pace of practical work was too slow. Teaching was satisfactory in Year 3. Where it was effective, pupils responded well to direct teaching, were challenged to think, when, for example, they developed basic ideas about symmetry and when their learning was reinforced by further explanations. However, where it was less successful, pupils took too long to settle to practical activities, teachers did not explain technical language effectively or sufficiently and too little emphasis was placed upon the careful and accurate presentation of work. In Key Stage 2, analysis of work from the year 2000-01 shows that marking was not always carried out regularly and pupils were given little guidance on how to improve their work. In most classes, there is insufficient emphasis upon the need to record work in a clear, logical and organized manner. This often results in wasted space, muddle and inaccuracy.

111. The school has implemented the National Numeracy Strategy, but this has not been fully effective in raising standards. Teachers plan and teach lessons according to the strategy, but sometimes introductions to lessons are too long. There is too little use of information and communication technology in the subject and not enough use is made of the available resources.

112. The mathematics curriculum is broad and balanced overall. In both key stages, there is some emphasis on using and applying mathematics in other subjects. For example, in Year 3, a class produced graphs showing types of employment in the local area and, in Year 6, pupils created charts and line graphs in their science work on friction. The co-ordinator regularly monitors teachers' planning with regard to the requirements of the National Curriculum and the National Numeracy Strategy. Pupils have some homework in both key stages to help them develop their skills and understanding. The school is aware of the differences in attainment between boys and girls and has begun a rigorous analysis to determine the causes. Assessment procedures are good and provide teachers with valuable information about the progress of pupils. Satisfactory progress has been made in the use of assessment to help teachers plan the mathematics curriculum to meet the particular needs of pupils. The subject co-ordinator was appointed recently, is very enthusiastic and has a very good understanding of appropriate priorities for development. These ideas have been incorporated into the school improvement plan. Teaching is regularly monitored, as is the work of pupils. This is a significant improvement since the previous inspection. Resources are adequate and are used effectively to contribute to pupils' knowledge and understanding.

## **SCIENCE**

113. In Year 2, in science, pupils reach above average standards and, in Year 6, they reach average standards. This represents an improvement on the findings of the school's last inspection which judged standards at Key Stage 1 to be average and standards at Key Stage 2 to be below average. This substantial improvement in attainment since the last inspection is confirmed by the end of Key Stage 2 national test results. In 1996 only 33 per cent of pupils achieved Level 4 or above whereas 73 per cent achieved this level in 2001. The improvement in standards at Key Stage 2 since the last inspection reflects the fact that teaching is now good when it was sound at the time of the 1997 inspection. However, at Key Stage 1, the assessments made by teachers at the end of the key stage in science in 2000 were in the lowest five per cent at Level 2 and above and below average at Level 3 and above. The difference between the findings of the inspection and these results is explained by the improved quality of teaching seen during the inspection compared with that evident at Key Stage 1 from the analysis of work produced by the pupils in the previous school year. There was no significant difference in the achievement of boys and girls in the tests at Key Stage 1 or Key Stage 2 and none was noted in the seven lessons observed during this inspection. Although they are disadvantaged by their literacy skills, pupils with special educational needs make satisfactory progress when additional support by adults is provided to help them to understand the topic being taught. Good use is made of the teacher for pupils with English as an additional language, but she has insufficient time to work with all pupils who need her and their achievement is, therefore, unsatisfactory as a result. Teaching and learning in Key Stage 1 and Key Stage 2 are good and pupils make good progress and achieve well. This is an improvement on the last inspection when teaching in Key Stage 2 and pupils' progress throughout the school was judged to be satisfactory.

114. The improvements in learning since the last inspection have been achieved by ensuring that pupils have carefully planned opportunities for active learning through first-hand experience and investigation. In Key Stage 1, for example, pupils discover the different qualities of wood and metal by close examination. They consider the appearance, feel and the sound produced when struck of the different materials and then use this information to categorise objects from a wide selection provided for the purpose. Life processes are studied and pupils learn about the different parts of a plant and make first hand observations and drawings of slices of fruit to underpin their understanding, along with diaries tracing the development of a growing bean. In Key Stage 2, pupils learn about physical processes when studying the evaporation and condensation of water and they begin to develop an understanding of forces through the study of friction, gravity and the different ways that force is applied when carrying out simple tasks such as handwriting, stretching an elastic band or modelling play dough. However, in some cases, the pace of lessons does not allow all pupils sufficient time to develop a secure understanding of the concept involved. In a Year 6 lesson, some pupils were confusing force with mass and moved on to drawing conclusions from the experiment before this confusion had been resolved. Opportunities are provided for them to collect, organize and interpret data from practical experimentation when the force needed to move a heavy object over different surfaces is measured. The results are carefully recorded, displayed as a graph and conclusions are drawn. A whole school project during a recent 'science week' focused on the skills needed to construct and carry out a scientific investigation, for example, how a parachute can be made to descend more slowly, emphasizing prediction, controlling variables, and drawing conclusions. Appropriate use is also made of information and communication technology. In a Year 2 class, for example, pupils use a computer to research information on seeds, while in a Year 4 class they enter the information from an investigation into foot size onto a data base in order to produce simple graphs.

115. Teaching and learning are good at both Key Stage 1 and Key Stage 2. This is an improvement on the last inspection when teachers' insecure knowledge of the subject was a contributory factor in unsatisfactory teaching. In the lessons seen, teachers had at least a sound working knowledge of the science being taught. In both key stages teachers plan their work with clear objectives and use questioning to good effect, ensuring pupils understand the principles being taught, use the correct scientific vocabulary and express their thoughts concisely. Teachers have a good knowledge of the subject matter being taught and secure pupils' attention by clear explanations, a brisk pace and high expectations. Work is generally well matched to the abilities of the pupils. The oldest pupils were carefully supported through their practical investigations by their teachers but were not provided with enough opportunities to become more independent in devising and carrying out their own investigations.

116. The subject is satisfactorily resourced and equipment is properly and safely stored. The school makes good use of external support, such as staff from the local Education Action Zone and Local Education Authority who have worked alongside teachers to achieve the significant improvement seen during the inspection. A science investigation club for pupils and their parents is planned. This represents a good opportunity for parents to become more closely involved in their children's learning in the subject.

117. As good use has been made of the Local Education Authority's science adviser to put a comprehensive scheme of work and policy in place, the management of the subject is satisfactory. Improvement since the last inspection has been good because standards have risen so sharply at Key Stage 2. The co-ordinator has recently returned to full-time teaching and is suitably qualified to lead the subject. However, she has not been trained in her role, particularly in the analysis and evaluation of standards or in monitoring the quality of teaching. The school has not, therefore, ensured that the scheme of work is fully embedded or closely monitored. In addition, the analysis of progress, in the form of assessment results at Key Stages 1 and 2, has not been sufficiently carefully evaluated and acted upon to identify work for the more able pupils and to provide better support for pupils with English as an additional language.

## **ART AND DESIGN**

118. Pupils in Year 2 attain average standards and pupils in Year 6 attain well above average standards in art and design. This judgement is similar to that made by the school's previous

inspection at Key Stage 1, but shows that there has been a very good improvement in standards in Key Stage 2, where the quality of teaching is now significantly higher. There are no significant differences in the attainment of boys and girls. Pupils, including those with special educational needs, gifted and talented pupils and those who have English as an additional language make good progress in art and design.

119. The quality of teaching and learning is satisfactory overall at Key Stage 1, although good teaching was observed in a Year 2 class, where examples of pupils' work were also of a high standard. All teaching and learning was at least satisfactory. Teachers are confident in their knowledge of art and design and this ensures that pupils learn the basic skills of drawing, designing and painting well. Teachers' high expectations mean that pupils move on quickly from basic art techniques. In Year 1, where no teaching was observed, pupils' work is of a sound standard. Their self-portrait paintings are of a standard, which is typical for pupils of this age and show effective links with the work of famous artists, such as Van Gogh. In the observed lessons in Year 2, a very good feature was the emphasis on pupils' designs being their own and that everyone's work was valued. Teachers share the learning objectives for the lesson with pupils so that they know what they are expected to learn. They use effective, open-ended questioning, which challenges pupils to find ways of improving their work. At the start of a good lesson, pupils' reactions of 'Wow' and 'Ooh' to the teacher's stimulus of some prints of Georgia O' Keefe's paintings, 'Peach and glass' and 'White orchid', and Henri Matisse's 'Algue Blanche', which immediately grasped their interest. The teacher's skilful questioning of 'Can you see the images are very simple, not a lot of detail, a circle, an ellipse?' as she pointed to the paintings, helped pupils to gain in their understanding of how to simplify their previous work of small, detailed observational drawings of leaves into relatively simple, large designs for a class collage.

120. The quality of teaching and learning at Key Stage 2 is good overall, with some very good teaching and learning in Year 6. Teachers provide stimulating materials, which pupils enjoy experimenting with, such as in the Year 3 lesson where pupils used wire and art straws for their sculptures that reflected aspects of the school, such as 'learning' or the diversity of cultures. Pupils refine their skills well as they progress through the school and show increasing confidence in using various media and techniques. Year 4 pupils' study of the work of famous artists, Paul Klee and Naum Gabo, and their visit to The Tate Modern, inspired them to create their above average paintings and sculptures, using line and tone. Their good quality, large collage of 'journeys' was based on Aboriginal artwork. Year 5 pupils develop their skills well in observational drawing with suitable attention to line, detail, proportion and expression. Their designs for their 'container' sculptures show the influence of, and relevant links with, their history work on the Ancient Greeks. In Year 6, the very high expectations and very good teaching of specific skills are enabling pupils to produce artwork of a very high standard. Year 6 pupils produce very high quality charcoal and pastel drawings of 'people in action'. As part of their study on life in Africa, especially in Benin, pupils visited the British Museum and, for their artwork, created very high quality mod-roc 'bronze' relief sculptures. Sketchbooks are used well throughout the school to record observations and to develop ideas.

121. The co-ordinator provides very good leadership in the subject. She is enthusiastic, has very good subject knowledge and an imaginative approach to the subject. On her appointment as art co-ordinator three years ago, she set up the 'Trees project'. Every pupil was involved in producing an inspirational piece of artwork, which helped to build a sense of community in the school and enabled pupils to think of themselves as artists. The 'trees' were exhibited in the local shopping centre and at the Borough art exhibition. She has introduced the Qualifications and Curriculum Authority guidelines for art and design, which has broadened the art curriculum and provides a good structure to support pupils' learning. The co-ordinator monitors pupils' work informally by talking to teachers and looking at work on display. She gives informal advice to colleagues, but does not monitor classroom practice. Resources are good and artwork from a range of cultures is displayed well around the school. Assessment procedures for art are not in place, but there are broad terms for what is expected of pupils. Throughout the school, pupils' artwork is displayed very effectively to enliven classrooms and enhance communal areas. Pupils visit a very good range of art galleries each year, such as the National Gallery, the Tate Modern, the Tate Britain and the Estoric Gallery in Islington, which makes a very good contribution to pupils' learning. Art is valued and enjoys a high

profile within the school. It has a great impact on the ethos of the school creating a feeling of a community with everyone working together to the same ideals. Art makes a very good contribution to pupils' spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY**

122. The standard of work achieved in design and technology is average in both Year 2 and Year 6. This is an improvement on the last inspection when standards at Key Stage 2 were unsatisfactory. The reason for this improvement is that the subject now benefits from a coherent scheme of work which systematically develops skills, knowledge and understanding, and teachers are being provided with the necessary support and training to teach the subject. From the evidence of the six lessons observed, pupils make satisfactory progress overall and good progress is made in Year 1 and Year 5. Progress in the last inspection was judged to be unsatisfactory in Key Stage 2. Where progress is good, the pupils have a clear purpose for the lesson. In Year 1, they know, for example, that they are creating their own moving picture similar to those they have seen previously in a pop-up book. They quickly learn that levers and sliding mechanisms can be used to create movement. In Year 5, they develop the principle of levers further to include cams and other simple devices to create different forms of movement and, by the end of the key stage, are able to construct complete working models such as an Archimedes screw. Pupils enjoy discussing their work but find explaining their designs in writing, and illustrating them in plan and elevation rather than a simple picture, more challenging and a significant number of pupils have difficulty in this area. In general, their concentration and perseverance, which were criticised in the last inspection, are good. Examples of design projects seen during the inspection include creating a shelter for a specific purpose, making an electrically powered vehicle, building bridges and making containers for food. Whilst pupils worked enthusiastically at these and achieved satisfying results, there was a lack of written evaluation and subsequent development of ideas. Although teachers frequently encourage pupils to give oral evaluations in their lessons, they do not extend this sufficiently to communicating and evaluating ideas in writing with the use of appropriate computer programs.

123. Pupils with special educational needs are well supported by teaching assistants and, although they are not always sufficiently well met, the needs of pupils whose first language is not English are identified in the planning. Increased challenge for the most able pupils, however, is too often limited to their completing the same task to a better standard, rather than a more challenging task. A good example of additional challenge set in a Year 5 class was to make cams of different shapes to produce more frequent changes in movement on a shaft. From information gathered in the inspection, there is little significant difference in the performance of boys and girls in the subject.

124. Teachers' planning is sound and teaching and learning are satisfactory overall in both key stages, with examples of good practice in both Key Stages 1 and 2. Where the best teaching is observed, there is a brisk pace set for the lesson, clear time limits to which the pupils are expected to conform and strong emphasis on the use of correct vocabulary that the pupils use to discuss and explain their work. Materials are carefully prepared beforehand to minimise wasted time during the lesson, and large examples of the expected end product are available for discussion at the beginning of the lesson. Where teaching has weaknesses, pupils are expected to design models based on pictures they have been shown, rather than three dimensional examples, or the activity has insufficient opportunities for them to handle a range of materials and they are required to make decisions based on discussion of the materials' properties rather than first hand knowledge.

125. The subject is well managed by an experienced co-ordinator who has introduced a new scheme of work and has provided support to individuals and groups of teachers. There are plans to extend this training to cover the whole staff in the coming year. The school has made good use of support from the Education Action Zone. A week of activities has been provided for gifted and talented pupils in Year 2, a day of which was devoted to design and technology. Resources for the subject are not satisfactory. They include sufficient materials and tools and large construction kits but there are too few examples of the machines that pupils are expected to design and make. These include a variety of 'pop-up' books and scale models of vehicles and machines designed for different purposes.

## **GEOGRAPHY**

126. During the inspection, the teaching of geography was observed in Years 2 and 3, due to timetabling arrangements. Judgements are based on these observations and on the analysis of pupils' work throughout the school, teachers' planning and discussions with pupils. The evidence indicates that pupils achieve average standards and that their progress and attainment are generally satisfactory. This judgement represents a decline in standards compared with that made by the school's previous inspection, when standards were judged to be good. The decline is due to the school's focus for the past two years on improving pupils' standards of attainment in English, mathematics and science.

127. To improve pupils' standards in geography, the school has introduced a new scheme of work based on the Qualifications and Curriculum Authority guidelines for geography, which provides a good structure to support pupils' learning and is being implemented satisfactorily. There are no significant differences in the attainment of boys and girls in geography. Pupils with special educational needs and gifted and talented pupils make satisfactory progress relative to their previous attainment. Pupils who have English as an additional language make unsatisfactory progress, due to the lack of appropriate support to help them to understand English.

128. The evidence indicates that the quality of teaching and learning is at least satisfactory at both key stages. Teachers use the school surroundings well to extend pupils' understanding of the geographical features of the area. Year 1 pupils have a basic understanding about the natural features around the school and that people, such as the caretaker and the school cleaners, help to care for the school environment. Year 2 pupils have a satisfactory understanding of the natural features in their local area and the need to care for the environment at a level that is typical for their age. However, their attainment is often limited due to the barely average language and weak literacy skills of many of the pupils and the lack of sufficient support. When teaching is good, pupils achieve satisfactory attainment due to the clarity of teaching and appropriate support for all pupils.

129. In a good Year 2 lesson, the teacher set challenging tasks for different groups of pupils and ensured that pupils received appropriate support so that they could gain in their understanding of a contrasting locality to their local area. She used the 'Katy Morag' stories of life on the Isle of Struay well to stimulate pupils' interest in the use of transport to and from and around an island. A small group of more able pupils have limited dexterity, but they confidently used a computer desktop publishing program to produce 'a tourist brochure for a visit to an island'. They showed good understanding of appropriate modes of transport to travel around the island. They built on their existing knowledge well, as they eagerly discussed how to move from place to place around the island and suggested using bicycles to get somewhere 'because it is quicker for short journeys' and 'a tractor to move across rough ground'. The teacher's effective questioning encouraged the middle group to discuss and write about the purpose of a journey. The teacher assistant provided good support for a small group who used a roamer to navigate a map of an island, helping them to begin to understand orientation.

130. Pupils in Key Stage 2, use a range of geographical skills to help them to investigate a variety of places and environments. Year 3 pupils are learning to use and interpret maps of their local area. Older pupils have a satisfactory understanding of the functions of a key to interpret maps, can use an atlas to locate major areas in the world, can compare different climatic regions and have some knowledge of the effects of weather on the environment. Good links are made with history, such as the life of Ancient Egyptians and geographical work on the journey of the River Nile. Year 6 pupils undertake research projects and make good use of secondary sources of evidence, including the Internet, to download information on different regions in the world, such as China and South Africa. They have a satisfactory understanding of the local area, the use of the land, transport and caring for the environment.

131. The school has not had a geography co-ordinator for some time and the deputy headteacher has taken over the role temporarily along with the responsibility for a number of other subjects. She has introduced the new scheme of work and has started to monitor the teaching of geography. Although she has made a good start by improving the geography curriculum and monitoring teaching and learning, she realises that the temporary co-ordination for the subject is unsatisfactory, as it affects the development of the subject and the standards that the pupils attain. At present, the school does not have any procedures for assessing the pupils' attainment in geography. Resources

are good. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development through the study of the environment and other cultures.

## **HISTORY**

132. On evidence from observation of four lessons, analysis of pupils' work and discussions with pupils, the attainment of pupils in Year 2 is judged to be above average and average in Year 6. At the last inspection, attainment was average in Key Stage 1 and below average in Key Stage 2. At that time, pupils' work showed a lack of historical language and terminology, and the school needed to focus on higher order skills, particularly enquiry skills for the most able. The school has worked hard to address these weaknesses and standards have improved as a result. However, support in both key stages for pupils with special educational needs, and those with English as an additional language, is not sufficient to allow them to acquire a good standard of historical vocabulary. No significant difference was observed in the achievement of boys and girls, except when there was an over dependence on writing when boys' less well developed skills hindered their participation in the lesson.

133. The quality of learning in Key Stage 1 is good. In Year 1, pupils use toys to begin to understand how to identify old and new artefacts. They compare the materials from which they are made and the condition the toys are in. They understand that plastic toys are comparatively new, whilst a wooden one may be old. They make simple observations but are able to make relatively complex statements about an object's age. For example, because a plastic toy is scuffed and dirty, it is not necessarily as old as a wooden object in a similar condition. The written work of some pupils shows independent writing which enables pupils to organise ideas and demonstrate the beginnings of historical knowledge, for example, when comparing toys that they played with, with those of their grandparents. However, a substantial number of pupils are hindered by their inability to express themselves orally and particularly in writing. The quality of learning in Key Stage 2 is satisfactory overall but good learning was observed when the teaching had a clear focus on extending the pupils' enquiry skills using first-hand experience. Work in the previous year's books was poorly presented and limited to simple statements of fact. There is already a considerable improvement in this year's books, both in the quantity of work and the use of tasks which require pupils to interpret rather than simply record information. As they progress through the key stage, pupils develop enquiry skills by making comparisons between the living conditions of rich and poor people in Tudor times. They begin to develop an understanding of how historical information can be gathered, such as contemporary written sources in the form of sailors' diaries and entries in ships' logs as part of a study of the voyages of Sir Francis Drake. Pupils also learn the value of information and communication technology by gathering information from the Internet and CD ROMs. By Year 6, some pupils can apply previously acquired knowledge when they draw conclusions about an ancient statuette, suggesting that it must have represented a rich person because its hair had been coiled and this would have needed the services of a servant or slave. They also confidently prepare questions about it to be put to a museum curator as part of their study of the ancient civilisation of Benin. A substantial number, however, are restrained by their lack of language skills and have difficulty in comprehending what is required of them.

134. The teaching seen was good at Key Stage 1 and satisfactory at Key Stage 2 although good teaching was seen in both Key Stages 1 and 2. In the best teaching pupils are presented with stimulating first hand experiences, for example, sorting a variety of old and new toys in Year 1 and handling original West African artefacts in Year 6. A clear idea of what they expect pupils to learn enables teachers to make good use of these experiences. Using carefully prepared questions, they are able to direct pupils' thinking and to probe their understanding. As a result, the most able pupils are able to make relatively detailed and complex statements as when, for example, a five year old boy explained that a metal tennis racquet is probably new, but a wooden one could be new or old so more information is needed before a decision could be made. The quality of teaching and learning was unsatisfactory, however, when the pupils were asked to extract and record information from an Internet page projected onto a screen. Pupils with limited reading and writing ability found this task too difficult and became restless, making little progress as a result. Good use is made of local museums and pupils speak enthusiastically of what they have learned on their visits to them. In the previous inspection, there was a lack of study in depth and a lack of focus on enquiry skills. These were significant strengths in the best lessons observed in this inspection.

135. Teaching is very carefully planned and opportunities to link history with other subjects are exploited. Pupils are taught to make notes and summarise information using bullet points, to use mental arithmetic skills in calculating the relative cost of Tudor and modern housing and to use computers for research. A particularly good example of design technology was seen in a working model of an Archimedes screw made by a Year 6 girl in connection with work on Egypt. The decision to include studies of Mary Secole in Year 2 and the ancient civilisation of Benin in Year 6 is an excellent way to make the subject more relevant to, and to make use of, the varied cultural backgrounds of the pupils.

136. There has been a good improvement in the subject since the school's last inspection. Its management is good. The recently appointed co-ordinator has rightly focused on planning for the acquisition of key skills and there is clear evidence in comparisons of pupils' work from previous years that this is responsible for the rise in standards since the last inspection. She has an action plan which for the development of the subject through the monitoring of planning and pupils' work and observation of teaching. She intends to work with the literacy co-ordinator in order to develop the improved literacy skills needed for some pupils to make satisfactory progress in the subject. Procedures for assessment do not inform planning sufficiently to meet the differing needs of all pupils. Although resources for the subject are generally satisfactory, there is insufficient written material in different languages for pupils for whom English is not their mother tongue.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137. Pupils' attainment in information and communication technology is average in Year 2. In the previous inspection, standards were reported to be 'below national expectations'. Therefore, good progress has been made. This improvement is due to the improved quality of teaching and developments in the teachers' expertise in the subject compared with the school's last inspection. Pupils retrieve files, work with text, recognise that devices respond to commands and have sufficient skills, but some work too slowly and, therefore, progress is sometimes limited. Displays of work indicate that pupils import images into text, control a device such as a 'Roamer', and have made some use of the Internet by selecting images and pasting them into text. They use tools such as edit, spell check and font selection. Pupils use the technology in other subjects. For example, a desktop publishing program to make a tourist guide in geography or plot directions around an imaginary village in mathematics. Satisfactory progress is generally made, but pupils with English as an additional language do not have sufficient support to achieve as well as they should. Those with special educational needs make better progress when supported by learning support assistants. No differences were observed in the attainments of boys and girls.

138. The overall attainment of pupils in Year 6 is average. This is also a good improvement upon the previous inspection when standards were described as 'below national expectations'. Pupils add to information, amend it where necessary and combine text and images, for example, to make an informative leaflet on Benin. They know how to present information in different forms and know that different readers must understand it. Pupils use a mouse or keyboard, access menus and use buttons, all with satisfactory and, in some instances, good levels of competence. They capably word-process play scripts and have use information and communication technology in their science work. Overall, pupils with English as an additional language and special educational needs, make satisfactory progress, sometimes because of the way in which they work with partners and share knowledge and skills. No differences were observed in the attainments of boys and girls.

139. On the evidence of lessons observed and analysis of pupils' work, the quality of teaching and learning is satisfactory in Key Stage 1. In the previous inspection, teaching was described as unsatisfactory in both key stages. In Year 2, teachers have appropriate subject knowledge that is well presented. Good use is made of an interactive whiteboard to show large groups of pupils specific operations, for example, how to open programs and access files. This feature is particularly effective when teachers provide a clear commentary on what they do as they do it. When teachers ask pupils questions, the response is mostly good and this helps them to develop their understanding of essential skills and knowledge. Activities provide a satisfactory challenge for pupils to learn and use the technology. However, for some, progress is slow because they do not always have the necessary skills to operate equipment with confidence. No direct teaching was

seen in Year 1, but some pupils were seen to competently use a simple reading program and displayed work indicates that they have skills appropriate to their ages.

140. In Key Stage 2, the quality of teaching and learning is satisfactory overall, and there are some examples where it is good. In Year 6, teachers' subject knowledge is well presented and demonstrated. In one lesson, the teacher carefully questioned pupils to assess their understanding and stimulate their thinking. They responded well to this and sustained interest in learning how to use the equipment to produce a leaflet for their work in geography. Pupils use the skills they have acquired effectively so that progress is made. However, this is slower when teachers are not sufficiently aware of difficulties that pupils encounter. A good lesson in Year 5, in which pupils continued a multimedia presentation of science work, enabled them to make good progress because the teacher had very good knowledge and demonstrated this effectively with the use of the interactive whiteboard. She asked appropriate questions to assess pupils' understanding and helped them to clarify this where necessary. This ensured that pupils knew what to do and how to use the equipment. Their concentration was good and they made consistent efforts, but for some, progress was restricted because their basic competence was limited. In a Year 4 lesson, pupils showed enthusiasm for the task to design wrapping paper. The teacher's knowledge was very good and clearly presented, but progress was erratic because the pupils had a very wide range of skills and some had to wait too long for help. However, where pupils shared their knowledge and skills, this problem was overcome to some extent. In Year 3, a lesson in which pupils accessed the Intranet for local information was generally successful, but some did not have a good grasp of appropriate skills and this made progress slow. The teacher made good use of the whiteboard to help pupils consolidate their knowledge when appropriate.

141. A scheme of work is established and the co-ordinator now monitors teachers' planning regularly to ensure that the curriculum is properly covered. The school runs a family computer club and parents are able to borrow computers because of Education Action Zone initiatives. This improves access to information and communication technology for a number of pupils. Assessment is in the early stages of development and, therefore, does not significantly influence curricular planning. However, the school intends to use New Opportunities Funding to develop assessment and improve the access to computers in classrooms. Very good use of specific funding has been made to establish a well-equipped computer suite. The co-ordinator is able and enthusiastic and provides clear direction for subject development because she has identified what needs to be improved. However, she has no opportunities to monitor teaching, but has examined some pupils' work to assess their attainment. Pupils are protected from undesirable material because the school has access to the Internet through a specific Local Education Authority link. Overall, good improvements have been made in the curricular provision and management of the subject.

## **MUSIC**

142. Pupils throughout the school attain average standards for their age and enjoy their music making activities. During the inspection, the teaching of music was observed in Years 1, 2, and 6. Judgements are based on the observed lessons, teachers' planning, and music making in assemblies. This judgement is similar to that made in the school's previous inspection. There are no significant differences in the attainment of boys and girls. Pupils with special educational needs make good progress relative to their previous attainment. Gifted and talented pupils make satisfactory progress. Pupils who have English as an additional language make unsatisfactory progress, due to the lack of appropriate support to help them to understand English.

143. At Key Stage 1, the quality of teaching and learning is satisfactory and promotes similar achievement. Younger pupils enjoy playing percussion instruments, such as drums, bongos, triangles, maracas and Indian bells. Although most can clap to a steady beat, some pupils, who are at the early stages of learning English, have difficulty trying to follow what they are supposed to do and cannot fully participate in the lessons. In a good Year 2 lesson, the teacher made learning fun and clearly explained what the pupils were going to learn in that lesson. They 'warmed up their voices' by singing 'Pass the ball around' with appropriate actions, which pupils could follow even if they could not understand English. Whilst singing, the teacher's clear modelling by the use of her arms stretched wide and rubbing her hands together helped pupils to gain in their understanding of 'long' and 'short' sounds. Pupils made good progress during the lesson in identifying long and short

sounds, by clapping the rhythms, listening to the music 'The long and short blues' and playing percussion instruments. The teacher's use of gestures corresponding to the spoken language helped the pupils who are at the early stages of learning English to take part in the lesson and to make good progress.

144. Overall, the evidence indicates that the quality of teaching and learning at Key Stage 2 is satisfactory and promotes similar achievement. However, in the observed Year 6 lesson, the quality of teaching and learning was good. The teacher shared her aims for the pupils' learning with them, before asking them to listen to several short excerpts from Gustav Holst's *'The Planets'* suite. This good introduction, coupled with sensitive questioning about the mood of the music, engaged the pupils' interest and was a good stimulus to inspire pupils to compose their own 'space' music, which they were to perform in a future lesson. The teacher's encouraging remarks, and good use of praise, enabled pupils to evaluate the music and enriched their musical vocabulary and their listening and speaking skills. This was particularly helpful to those who are learning to speak English as an additional language and to pupils who have special educational needs. The quality of learning was increased because the pupils' good behaviour and their interest in music enabled them to make the best use of the opportunities provided by the teacher.

145. The relatively new co-ordinator has made a good start. She has monitored the teaching and planning of music throughout the school. This is good as she is able to evaluate the strengths and weaknesses of teaching and learning in the school and to provide appropriate support. The policy is a general one for most subjects and the co-ordinator plans to write a music policy appropriate to current curricular developments. The school uses a published scheme combined with the Qualifications and Curriculum Authority guidelines for music, which provides good support for all staff. The expertise of staff is variable although some members of staff have a good level of competence in the subject. There has been recent staff development training and further training is planned to build up staff confidence and expertise to teach music. No formal assessment of music is in place, and there is no whole school format to track the development of individual skills, which is unsatisfactory. The school has a satisfactory range of resources, but insufficient quantity to allow every pupil to play one at the same time during lessons, which sometimes leads to behaviour problems. Extra-curricular musical activities take place during school time and individual pupils miss parts of lessons in order to participate. Music plays an important part in the celebration of various cultures and festivals. Music from a wide range of cultures is played as pupils enter the school each morning and for assemblies. This extends their learning and helps them to value and appreciate music from across the world. Visiting musicians, such as the Asian trio, guitarists and the 'Sousafun' group extend pupils' learning and enjoyment of music. Overall, music makes a sound contribution to pupils' spiritual, moral, social and cultural development, when they listen to, and take part, in music making activities.

## **PHYSICAL EDUCATION**

146. Because of timetable constraints, it was not possible to see any physical education in Year 2. Therefore, no judgement can be made about attainment. In Year 6, attainment is average. This is the same judgement that was made by the previous inspection. In the one lesson seen, pupils showed a growing understanding of ball skills appropriate to team tactics and displayed good co-ordination and control. In both key stages, where lessons were seen, pupils, including those with English as an additional language and special educational needs, made satisfactory progress. No differences in the attainment or progress of boys and girls were observed in lessons. In the previous inspection, progress was judged to be inconsistent throughout the school.

147. At Key Stage 1, the quality of teaching and learning, based upon the evidence of one lesson, is satisfactory. This judgment is similar to that in the previous report. In the lesson seen in Year 1, there was clear presentation of the objectives to pupils with appropriate emphasis on safety. This was important because of limited space in the hall. The pupils were enthusiastic and energetic, for example in a 'warm up' hopping activity. They worked with a satisfactory level of control and co-ordination, but there was too little emphasis upon the use of available space by the teacher. The changeover to ball skills was too slow. The teacher explained well what was to be done, but did not teach appropriate skills thoroughly. However, pupils responded with good effort to the challenges presented to them for physical activity.

148. At Key Stage 2, the quality of teaching and learning is satisfactory. This judgement indicates an improvement since the previous inspection when about a quarter of lessons were judged unsatisfactory. In a Year 6 lesson, the teacher presented the tasks so that pupils knew what to do to improve their ball throwing skills. The lesson developed well and pupils took part enthusiastically and with good concentration. The teacher reinforced key points and gave individual help where this was necessary for pupils to consolidate their learning. The challenge was progressively increased so pupils had greater demands placed upon their physical capabilities. Although they demonstrated their expertise when asked, they had insufficient opportunities to comment upon their own performance or that of others. A lesson judged good in Year 5, was characterised by a good 'warm up' followed by an effective demonstration by the teacher of passing and marking. Pupils were particularly attentive and, because of this, took part in the small group competitive games with a good level of skill in passing, catching, marking, and travelling. Although pupils did not develop evaluation of performance, this lesson was successful because of the teacher's clear explanations and high expectations. A lesson in Year 4 had a well-structured development of skills followed by good evaluation of performance by pupils. However, the teacher did not sufficiently probe the pupils' understanding of the objectives for the lesson. They were also restricted in what they could do because of the limited space in which they worked. Pupils in Year 3 worked hard to develop sequences of movement with small apparatus and with help, gradually improved. The teacher used pupils to demonstrate their different interpretations of the task and some showed a reasonable level of imagination. Pupils did not have the option to evaluate and comment upon performance, although they became aware of the effects of exercise during the 'warm up'.

149. The school has a scheme of work, developed to suit its own particular needs. Pupils in Years 5 and 6 learn to swim and those in Year 6 have a residential visit that includes outdoor and adventurous activities. The co-ordinator does not monitor curricular planning and this is a weakness in the management of the subject. A number of extra-curricular activities take place such as football, cricket and netball, but only in Key Stage 2. There are no assessment procedures to monitor the progress of pupils and, therefore, curricular planning cannot be developed from analysis of pupils' needs. The co-ordinator's appointment is temporary. There is no formal action plan to ensure development of the subject, but priorities are known and a review of the curriculum is included in the school improvement plan. The co-ordinator has no opportunities to monitor teaching. Space for physical education in the lower hall is small and a number of hazards exist that have the potential to affect the safety of pupils.

## **RELIGIOUS EDUCATION**

150. In Year 2 and Year 6, limited evidence from previous work and observations of three lessons show that pupils do not achieve the standards expected by the locally agreed syllabus. The school is not following the local agreed syllabus. The teaching of religious education does not have enough time allowed for it and this is adversely influencing the standards achieved by the pupils. The findings of the previous inspection show that pupils' attainment was in line with the expectation according to the local agreed syllabus for religious education. This shows a decline in standards since the previous inspection. Judgements in this inspection are based on classroom observations, analysis of pupils' work, which is limited, scrutiny of teachers' planning and displays and discussions with the headteacher, teachers and pupils. There is a caring ethos in the school overall but generally the teaching of religious education does not make a good contribution to pupils' personal development. In Key Stage 1, there is some evidence to suggest that pupils are developing an appropriate knowledge and understanding of the beliefs, symbols and traditions of the world's faiths. However, their progress in this element of the subject is too slow due to the limited amount of time given to the subject. In Key Stage 2, although the work is planned there is insufficient time for pupils to explore issues and really develop an awareness of the importance of faith in the lives of others. Consequently, there is unsatisfactory progress and achievement.

151. Due to the timetable arrangements, religious education is taught every other half term. Consequently only one lesson in religious education was seen in Key Stage 1 during the inspection. In this lesson, pupils had good understanding of why the Torah is important to Jewish people and the significance of special books. They also have some knowledge of Judaism. Only a few pupils know the story of Noah's ark and the main events in the life of Jesus, from Nativity to the crucifixion. They are aware of some of the main Christian festivals, such as Christmas. Shortcomings in the provision and attainment are attributable to lack of time to cover the subject

adequately and pupils' work lacks a range and depth of religious experiences. The quality of teaching and learning is, therefore, unsatisfactory.

152. Again in Key Stage 2, the time allowance for religious education is limited. Pupils in Year 6 do not have any religious education lessons until the second half of the term. Discussion with pupils indicated that they had some knowledge of the Bible and are developing understanding of the moral code of the Ten Commandments. Some know about aspects of the practices of Islam through their own religious practices and about Judaism, such as the keeping of the Shabbat or Sabbath and develop an understanding of the traditions associated with it. However, their ability to express their religious ideas and talk about their own beliefs is at a superficial level. Overall, there is insufficient direct teaching about the relevant religions due to the time available

153. At the lower end of Key Stage 2, in Year 4, the pupils are developing some knowledge and understanding of different places of worship available in their community and the number of churches compared to synagogues for example. However, in the lesson observed, pupils were not clear about places of worship for Christians and had confused the work on symbols and places of worship. In addition as there was limited support for pupils with English as an additional language, these pupils had difficulty understanding the task. The teacher applied the strategies for maintaining control but these were not always effective and this led to a loss of teaching time during the lesson. In another lesson in Year 3, pupils were developing an understanding of symbols and signs but there were missed opportunities to develop pupils' understanding and little was achieved in this lesson. In addition, there appeared to be little progression between the learning in these two years. Year 5 pupils are currently studying the Islamic faith and the comparisons with other faiths and planning shows progression through the teachings of Mohammed to religious and spiritual journeys.

154. In the lessons seen, teachers made appropriate links with literacy, by encouraging pupils to communicate their thoughts and ideas. However, the speaking and listening skills of many pupils in the lower end of Key Stage 2 are of an unsatisfactory standard, and, consequently, undermine the quality of their learning. Overall, the quality of teaching and learning is unsatisfactory at Key Stage 2.

155. The curriculum is satisfactorily planned with the main focus being on Christianity and a sufficient breadth of teaching related to Judaism, Hinduism, Islam and Sikhism. The policy and scheme of work have recently been updated and there is a curricular map that provides a good framework for the subject. Opportunities for religious education are provided for in assemblies and personal, social and health education. The headteacher is currently taking responsibility for the subject as a new coordinator for religious education has yet to be identified. Resources for the subject are not adequate and a review of resources is due to take place later in the term. Assessment is under developed and does not identify progress made. There are plans to develop the monitoring of religious education. There are few visits or visitors to enrich the curriculum although a local group of pupils receive some teaching about Islam after school and use the school as a base. In general, there are limited displays to provide a focus for pupils' learning. Again, there are plans to develop visits and speakers to enrich the teaching of religious education. The contribution of religious education to the pupils' spiritual, moral, social and cultural development is insufficiently developed to provide opportunities for reflection and discussion on a range of issues.