

# INSPECTION REPORT

## **ST LAWRENCE RC PRIMARY SCHOOL**

Feltham

LEA area: Hounslow

Unique reference number: 102527

Headteacher: Mr R McCormack

Reporting inspector: Mr J G F Parsons  
22546

Dates of inspection: 4<sup>th</sup> - 7<sup>th</sup> March 2002

Inspection number: 197568

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

© 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 SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Victoria Road Feltham Middlesex
Postcode:	TW13 4FF
Telephone number:	0208 890 3878
Fax number:	0208 893 1885
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Ross
Date of previous inspection:	22 <sup>nd</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22546	Mr J G F Parsons	Registered inspector	Art and design Physical education	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
9092	Mr R Elam	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?
20063	Mr G Slamon	Team inspector	Science Design and technology	School's results and pupils' achievements
23080	Mr R Isaac	Team inspector	Mathematics Information and communication technology Geography Equal opportunities	
11901	Dr D P Lowe	Team inspector	English Music Areas of learning for children in the Foundation Stage	How well are pupils taught?

22180	Mrs S L Mistry	Team inspector	History Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils?
-------	----------------	----------------	---	--

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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>7</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>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>26</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Lawrence is a large urban primary school situated in Middlesex near London. The school is Catholic aided and serves a large area, the whole of Feltham. The great majority of pupils are of the Catholic faith. Employment in the area is high and parents work in a variety of jobs, including service industries, skilled and professional occupations. The school is larger than it was during the previous inspection. There are 450 pupils on roll aged between 4 and 11 years including a Nursery, which 52 children attend part-time. The attainment on entry is broadly average. There are 14.6 per cent of pupils who are eligible for free school meals, which is similar to the national average. In recent years the number of pupils who are from minority ethnic groups mostly of black African heritage has increased and at 20.2 per cent is high. Those pupils who have English as an additional language at 18.1 per cent is also high, approximately half of these pupils are at the early stages of language acquisition. There are 20.3 per cent of pupils on the register for special educational needs very few of whom have statements of special educational needs, similar to the national average.

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

This is a good school; standards have risen since the previous inspection. Major factors in the school's development are:

- improved quality of teaching and learning;
- improved management procedures and very good leadership;
- effective implementation of the National Literacy and Numeracy Strategies;
- re-organisation of management responsibilities.

The school offers good value for money.

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

- The school has improved significantly since the previous inspection and standards are rising.
- The leadership by the headteacher is very good, guiding a committed staff to fulfil the school's aims. The management systems of the school are good and well supported by key staff.
- The quality of teaching is very good overall, classroom organisation, use of time and support staff, subject knowledge and very effective planning are strong features.
- The school offers a very rich and varied curriculum, which includes a wide range of extra-curricular activities. The arrangements for pupils with special educational needs and English as an additional language are effective.
- Pupils' very good behaviour and relationships combined with very good personal development supported by a strong Catholic ethos enhance their learning.
- The school values and builds upon the very good relationship it has established with parents and this has made a significant contribution to pupils' learning.

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

- Assessment procedures are not in place for all subjects and the extensive pupil data available is not analysed effectively to raise standards.
- The roles of subject co-ordinators do not include monitoring of teaching and learning.

*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 on 22<sup>nd</sup> September 1997. Since the previous inspection pupils' standards have risen in the national tests of English, mathematics and science by the end of Year 2 and Year 6. A factor in this improvement is the successful implementation of the National Literacy and Numeracy Strategies. The quality of teaching and learning has improved very significantly and is good across the school.

**Improvements in areas identified as weaknesses in the previous inspection are as follows:**

- the appointment of a new and effective deputy headteacher has strengthened the senior management team;
- re-organising the management of school to better distribute responsibilities has had a major impact on the quality of education offered;
- the school has developed information and communication technology resources and this has had a positive impact on standards;
- assessment procedures have been implemented but are not yet fully effective;
- teachers' lesson planning and the curriculum have been significantly improved;
- teachers' marking is evaluative and takes pupils' learning forward;
- the role of the co-ordinators has been developed since the previous inspection: they monitor the curriculum and planning but not yet teaching and learning.

**STANDARDS**

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	B	B
mathematics	C	D	E	E
science	C	D	D	D

**Key**

Well above average    A

above average        B

average                C

below average        D

well below average    E

Similar schools are those that have a similar number of pupils eligible for free school meals.

Children enter school with skills that are broadly similar to those expected for their age. By the end of the Foundation Stage (the stage of learning for children in Nursery and Reception), children achieve and frequently exceed the early learning goals (the curriculum for Nursery and Reception). In the 2001 national tests for Year 2, pupils' standards were in line with the national average in reading and writing and below in mathematics and identical standards were achieved when compared with similar schools. In the 2001 national tests for Year 6: pupils' standards were above average in English, well below in mathematics and below in science and identical standards were achieved when compared with similar schools.

The inspection found that these results were not fully representative of the standards in the school as there have been improvements since the national tests. The majority of pupils achieve standards in English that are above the national average by the end of Year 2 and Year 6, due to the successful adoption and refinement of the National Literacy Strategy, better assessment procedures and target setting. Pupils of all levels of attainment are challenged to achieve more. The majority of pupils achieve standards that are at least in line with the national average in mathematics and science by the end of Year 2 and Year 6. The successful adoption and refinement of the National Numeracy Strategy and the organisation of lessons to raise pupils' attainment through appropriate grouping are factors in improving standards in mathematics. In science, the adoption of a more practical approach to the subject and systematic teaching of skills has been effective in raising standards. Standards are in line with those expected for pupils' age by the end of Year 2 and Year 6, in information and communication technology. There has been a significant development in the subject due to better resources and improved teaching. In physical education, pupils' standards are above expectations by the end of Years 2 and 6 due to the progressive teaching of skills. In geography, pupils have a good understanding of their local surroundings

and learn through a series of practical experiences and standards are above those expected for their age. In all other subjects standards are in line with those expected for pupils' age, by the end of Years 2 and 6 (art and design, design and technology, history and music). (Religious education was inspected separately under Section 23 provision for aided schools). Pupils with special educational needs and those with English as an additional language achieve well and make good progress. Standards are continuing to rise in the school due to very good teaching and a rich curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school, pay close attention in lessons and concentrate for significant periods.
Behaviour, in and out of classrooms	Very good. Pupils show maturity and are polite and courteous both in class and around the school.
Personal development and relationships	Very good. Pupils relate very strongly both to each other and to adults. They co-operate well, appreciate the contribution of others and are keen to take the initiative.
Attendance	Satisfactory. Pupils are punctual, attendance has improved significantly this year.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Very good	Very good	Very good

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

The quality of teaching is very good across the school and sometimes excellent. It is never less than satisfactory. Teachers' enthusiasm, inspiration, good subject knowledge and high quality planning ensure that pupils in all classes concentrate for extended periods and enjoy their work. The high quality teaching in Nursery and Reception ensures that children get a good start in school. The National Literacy and Numeracy Strategies have been carefully adopted and refined by teachers to suit pupils' needs across the school. This approach has been effective in raising standards especially in English. The effective use of ongoing teacher assessment and target setting is an important factor in improving teaching and learning in English. Teachers integrate well pupils with special educational needs and those with English as an additional language and good planning and teaching ensures that they progress well. The efficient use of one-to-one tuition by teachers, their Nursery nurses and assistants are other factors that ensure the good progress of these pupils. The effective use of Nursery nurses and teaching assistants who are well briefed and deployed is another element in the good teaching and learning that takes place. Teachers know their pupils well, assessing them informally and through the use of testing procedures.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a rich range of learning experiences for pupils. The curriculum meets all statutory requirements.

Provision for pupils with special educational needs	Good. These pupils are well supported in class and during withdrawal sessions for additional work.
Provision for pupils with English as an additional language	Good. The increasing numbers of these pupils are well supported and teachers carefully plan their inclusion in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school has a very positive effect on pupils' social development and promotes very good moral and social development. The enthusiastic teaching has a positive impact on pupils' spiritual development by providing opportunities for them to reflect on their lives and those of others.
How well the school cares for its pupils	Satisfactory overall. The school has sound procedures for child protection. Teachers know their pupils well but the use of ongoing assessment to track pupils' progress is underdeveloped.
How well the school works in partnership with parents	Very good. The school communicates regularly with parents and gives them detailed information about their children. Annual reports are informative and evaluative and parents actively support the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The very good leadership qualities of the headteacher and the good management procedures supported by key staff, ensure effective management of the school.
How well the governors fulfil their responsibilities	Good overall. The governing body supports the school effectively and holds both the headteacher and the school to account.
The school's evaluation of its performance	Good. The school monitors teaching and learning effectively and this enables it to provide suitable staff training to improve the quality of teaching and learning.
The strategic use of resources	Good. The careful husbandry of resources and prioritisation of expenditure enable the school to spend wisely. The school is aware of some of the main principles of best value and satisfactorily applies them.
The adequacy of staffing, accommodation and learning resources	Satisfactory overall. The staff have been selected to provide a good range of expertise. The lack of a library is a major drawback of the cramped accommodation. The school has a good range of resources.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 424 questionnaires sent out and 149 returned (35.1 per cent). There were 17 parents or carers at the meeting held by the Registered inspector.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Most parents agree that their children like school, are making good progress and behave well.</li> <li>• They also agree that teaching is good, they are kept well informed and feel comfortable approaching the school.</li> <li>• The majority of parents consider that the school expects their children to work hard and works closely with parents.</li> <li>• They consider the school is well led and managed and helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents do not agree that their children get the right amount of work to do at home and do not agree that the school provides an interesting range of activities out of school.</li> </ul>

The inspectors agree with parents' positive views and found that the school offered a very good range of extra-curricular activities. The range and quality of homework are satisfactory.

## **PART B: COMMENTARY**

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

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

1. Children enter the Nursery with a wide range of abilities but most achieve standards similar to those expected for their age. They make very good progress in their learning in the Nursery and Reception classes due to the very good quality and breadth of the curriculum and very good teaching. By the time they leave the Reception classes, the majority of children attain the early learning goals and are frequently above the standard expected for children of their age.
2. Attainment the 2001 national tests for Year 2 show that:
  - when compared to all schools nationally and to similar schools, pupils attained average standards in reading and writing, and below average standards in mathematics;
  - results in teacher assessment in science indicate that the number of pupils reaching the expected level for their age (Level 2) is above average;
  - data shows a decline in Year 2 standards in 2000 but they improved again in 2001.

The inspection found that pupils' standards by the end of Year 2 in English were above those expected nationally due to good teaching and the concentration on improving the quality of writing. The school has done well to improve standards by the end of Year 2. This is taking into account the significant increase in the number of pupils with English as an additional language.

3. Attainment in the 2001 national tests for Year 6 show that:
  - pupils' standards were above the national average for schools in English and when compared to similar schools (that is schools with a similar number of free school meals);
  - standards were below average in science and well below average in mathematics both nationally and when compared to similar schools.

As in Year 2, standards are adversely affected by the increasing number of pupils who have English as an additional language. The school has worked hard to improve pupils' skills in English and has been successful in this. There is a strong commitment to raising standards in all subjects and the school has the capacity to succeed, given the very good quality of teaching and systems in place.

4. The inspection found that pupils are making good progress across the school in English, mathematics and science, and that standards are rising. Parents agree that their children are making good progress because of the quality of teaching they receive. The school has identified the need to raise its expectations of higher-attaining pupils and is working effectively towards this target and the inspection confirms that this remains a weaker area of the school's provision.
5. The school has focused on raising standards in English and has improved teaching through the effective use of the National Literacy Strategy, and this has resulted in

improved standards since the previous inspection and in recent years. Pupils make good gains in their learning as they move through the school and become more skilled in developing their use and breadth of vocabulary. They are provided with many opportunities to develop their literacy skills systematically across the curriculum and to write extended pieces of work.

6. The inspection found that standards in mathematics are in line with those expected for pupils' age by the end of Year 2 and Year 6. This improvement in standards reflects the good teaching and the successful use of the National Numeracy Strategy. The school is now closely analysing its results in mathematics, as well as in English and science, so as to identify areas for development. Two main areas not fully developed are pupils' independent learning skills and numeracy skills in other subjects.
7. Standards in science for most pupils currently in Year 2 and Year 6 are in line with what is expected for their age. This represents a very significant improvement since the previous inspection. Key areas for improvement have been identified for the current year. The main priority being considered by the school is to raise the attainment of higher-attaining pupils by expecting them to take greater responsibility for their own investigative work.
8. Standards in information and communication technology have improved since the previous inspection when they were unsatisfactory. They are now in line with those expected for pupils' age. However, the school has identified the need to increase the use of information and communication technology across other areas of the curriculum. Pupils in Years 2 and 6 are currently reaching standards above those expected for their age in physical education and geography. Skills are progressively developed in physical education and in geography pupils have a good practical knowledge of the local area. As a result, pupils make good progress in their learning and standards have very significantly improved since the previous inspection. Learning in physical education is well supported by a good range of extra-curricular sports activities. Pupils by the end of Year 2 and Year 6 attain standards in line with those expected in all other subjects (art and design, design and technology, history and music). (Religious education was inspected separately under Section 23 provision for aided schools). These standards have been at least maintained since the previous inspection.
9. Pupils with special educational needs are well supported in their learning and make good progress towards their individual targets. A measure of the schools' success is the number of these pupils, including those with statements of special educational needs, who reach the standards expected for their age by the end of Year 6. Pupils who have English as an additional language and those from minority ethnic groups make progress similar to that of their peers. Although girls outperform boys in national tests in English and mathematics, there was no evidence during the inspection of a significant difference between the attainment of boys and girls.

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

10. Pupils' behaviour, personal development and relationships with each other and adults are strengths of the school and make a very good contribution towards promoting their attainment and progress. Their attitudes overall are good. These

conclusions are an improvement on the findings at the time of the previous inspection and reflect the widespread views of parents. Parents state that their children enjoy school. The attendance of the pupils is satisfactory.

11. Throughout the school the pupils' attitudes towards learning are good. This includes those pupils with special educational needs. They concentrate well and show interest in what they are doing. In a Year 4 English lesson, for example, that was reinforcing the use of the possessive apostrophe, pupils show a keen interest in the punctuation of written language. Pupils have the confidence to readily contribute their ideas. In a Year 6 discussion on presenting effective arguments in debates, for example, pupils are enthusiastic and animated in this lesson. They obviously enjoy being at school and become involved in what they are doing as, for example, when Year 5 pupils were singing expressively during a music lesson. In most classes pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. However, in those lessons which are less well-structured or where the teacher's expectations are too low, pupils sometimes lose interest and concentration.
12. Pupils behave very well in the classroom, at play and lunch times and this leads to very good learning. They are open, well-mannered, polite to adults and to each other, courteous and welcoming to visitors. They move around the school in an orderly way when supervised, though occasionally run if there is no adult present. They wait patiently for other classes when going to and from their rooms for assemblies. They show respect for property, for example, when using the computers and take care using and putting away equipment and materials during lessons. Many pupils are self-disciplined. They may chat briefly when in groups but return to work quickly without being reminded by the teacher. Nevertheless in one or two of the lessons a few pupils were noisy, took time to settle and teachers had to repeat requests for them to settle. Discussion with pupils shows that they could not recall any instances of bullying or racism. There were two exclusions in the last school year of pupils showing extremely poor behaviour.
13. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom the youngest pupils respect each other when sitting close together on the carpet and follow the rules of *circle time* (part of the programme for personal, social and health education). Good co-operation was seen in a Year 5 mathematics lesson when pupils compared each other's answers to problems relating to time. During a science lesson Year 2 pupils discussed sensibly with a partner what seeds need in order to grow, leading to considerable eagerness to answer the teacher's questions afterwards. Even the youngest children share equipment, as seen in a Reception class where there was no squabbling as pupils shared pens when drawing a garden during some number work. Year 1 pupils listened respectfully to the ideas and contributions of others when discussing the characters in a fairy story. The high quality relationships with the adults around them successfully encourage contributions from pupils with English as an additional language. Boys and girls and pupils from different ethnic and cultural backgrounds work together very well in the classroom and when playing at break and lunch times.
14. The pupils' personal development is also very good. Year 3 pupils showed they are starting to understand the feelings of others from their discussions on right and wrong behaviour during a personal, social and health education lesson. Pupils in

Year 5 used their initiative during a literacy lesson in which they were developing the way they performed some poems. Those in the Reception classes appreciate the efforts of their classmates and can often be heard applauding their contributions. Pupils are also starting to develop their research skills when using CD-ROM's during information and communication technology lessons. Nevertheless such opportunities are limited in other lessons and pupils are often provided with worksheets or a single book rather than being asked to search for relevant books themselves. Pupils act responsibly when undertaking many tasks both within the classroom and outside. For example, the older pupils help to supervise the younger during lunchtimes. The pupils also benefit from collecting for charities during the year and meeting others in sports matches against other schools.

15. Overall, attendance and punctuality are satisfactory and show significant improvement since the last inspection. In the last school year, the attendance level was well below the national average. However, because of the effort put in by the school, in the current school year to date it has improved to over 95 per cent. Absence is usually due to the inevitable childhood illnesses, though a number of parents insist on taking their children on holiday in term time. Unauthorised levels of absence have improved since last year but is still higher than many schools reflecting the difficulty the school has in obtaining explanations from some parents. Pupils are generally keen to come to school and the great majority are waiting in the playground at the start of the day. Nevertheless there are usually five or six pupils arriving late each morning though normally only by a few minutes. Registration takes place commendably promptly in the morning.

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

16. Overall, teaching and learning are very good and has improved since the previous inspection. The following are strong features:
- teachers' subject knowledge and understanding are very good;
  - they teach the basic skills, particularly phonics, reading, handwriting and spelling very well;
  - planning is very good;
  - time and resources are used very well;
  - teachers, Nursery nurses and teaching assistants work very well together as a team and promote good learning;
  - the provision for pupils with special educational needs and pupils in the early stages of learning English as an additional language is good.
17. The quality of teaching and learning in the Foundation Stage is very good overall. Very good planning, and carefully structured activities help pupils to make very good progress in the development of skills and in their attitudes to learning. Staff work together as a highly effective team, and time and resources are used well to support learning. Good assessment procedures enable work to be matched to children's differing abilities and rates of learning. Relationships between staff and children are very good and promote learning. Teachers have high expectations of good behaviour and children are motivated to learn and encouraged to persevere with activities. There is good support for pupils with special educational needs and pupils in the early stages of learning English as an additional language.

18. Teachers' place strong emphasis on the development of skills, in all areas of the curriculum. Other effective features are their questioning skills and their use of subject specific vocabulary. The strong team spirit that prevails amongst all staff ensures a common understanding of expectations for pupils' work and behaviour. Pupils know what is expected of them; as a result, their behaviour is very good and they show respect for the values, feelings and beliefs of others. Most pupils show interest and involvement in activities and are developing initiative and personal responsibility.
19. At the time of the previous inspection, lesson planning was an area for improvement. Planning is now very good. Teachers clearly identify what they want pupils to learn and ensure that pupils understand what is expected of them. In the best lessons, the learning intentions are reviewed at the end of the lesson and pupils are encouraged to assess the extent of their learning within the lesson. Planning is very detailed for classroom assistants. This ensures that they are very clear about what they have to teach, the questions that it may be necessary to ask and how they should assess pupils' progress. Thorough planning is a significant factor in the good progress made by all pupils, including pupils with special educational needs and pupils in the early stages of learning English as an additional language. Work is well matched to the needs of pupils of all abilities. The school is aware of the need to provide more specific and challenging activities for higher-attaining pupils who show a particular gift or talent in any area of the curriculum.
20. The strategies for teaching literacy and numeracy are very good. Lessons are structured well and the teaching of basic skills is very good. Literacy and numeracy are areas of high priority and a key feature is the planned opportunities for the development of literacy skills across the curriculum. Relevant opportunities are provided for pupils to practise speaking and listening, reading and writing skills in subjects such as mathematics, science, history, art and physical education. Similar opportunities to use and develop mathematical skills, in other subject areas, are largely missed. An area for improvement in numeracy, and to a lesser extent in literacy, is to provide more challenging activities for the most able pupils. The school recognises that the use of information and communication technology in literacy and numeracy and in all other areas of the curriculum is underdeveloped. It has plans to address this omission.
21. The deputy headteacher, in her role as the co-ordinator of special educational needs, works closely with teachers and classroom assistants in helping these pupils. Together with class teachers, she effectively draws up individual education plans for pupils on the register of special educational needs. Teachers, Nursery nurses and teaching assistants have a very good understanding of the needs of individual pupils and tasks are matched well to pupils' abilities. The support for small groups of pupils is particularly valuable in literacy and numeracy lessons, enabling pupils with special educational needs to make good progress towards their individual targets and for pupils at the early stages of learning English as an additional language to access the curriculum. There is a good balance of whole class, group and individual work and of different activities, for all pupils. Work is carefully matched to their abilities and they are challenged to do their best. Nevertheless, higher-attaining pupils, in particular, have insufficient opportunities for independent research and the opportunity to develop independent learning and their own particular strengths. In mathematics and science, there are insufficient opportunities for higher-attainers to develop their independent enquiry skills.

22. Teachers use methods that aid effective learning; they build on prior learning, draw on pupils' ideas and experiences and use appropriate methods of pitching work of different standards to suit a range of pupils. Teachers expect high standards of effort, accuracy and presentation and, as a result, most pupils apply intellectual and creative effort to their work.
23. Pupils are generally managed very well. The quality of relationships is high and the positive working atmosphere encourages self-discipline and mutual respect. Teachers engage pupils' attention and encourage concentration and completion of tasks.
24. The use of time, support staff and resources is very good. Pupils are clear about what they are doing, why they are doing it and for how long. The pace is brisk, in the best lessons, but there is also time for reflection and consolidation.
25. The quality and use of assessment is satisfactory, overall. In English, assessment is good. The careful assessment of pupils' work, the setting of targets and the taking of appropriate action to address any weaknesses disclosed, as in reading and writing, have been major factors in the improvement of standards. An area for development is the use of assessment in other subjects and the greater involvement of pupils in the monitoring and progress of their own learning.
26. The quality of teachers' marking of work in books is good. It includes comments that clearly show pupils the strengths and weaknesses of their work and how further improvement can be made.
27. Homework is set regularly and reinforces and extends the work in lessons. It makes a useful contribution to the improvement of standards and involves parents in their children's education.
28. The acquisition of knowledge, skills and understanding by pupils throughout the school is very good. Pupils apply a good level of intellectual and creative effort to their work and physical effort in all aspects of physical education. They play an active part in oral discussions, remain on task and maintain concentration. They work well, both collaboratively and independently. Their productivity and pace of working is good. They have a good knowledge of their own learning. Pupils with special educational needs make very good gains in their learning across the school. They learn well due to well planned work, matched to their needs and well organised adult support. Pupils at the early stages of learning English as an additional language are given immediate support in the Foundation Stage and make very good progress in their learning across the school.

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

29. All pupils have full access to a very good curriculum, which is broad and balanced, and meets the requirements of the National Curriculum. Sex education is taught appropriately and effectively. There is an appropriate drug awareness programme. Provision for pupils' personal, social and health education is good. The planned programme is in the early stages of development. Issues such as good and evil and '*My Best Day*' are discussed through *circle time*. It is well supported by the positive Catholic ethos, which permeates the whole school.

30. The literacy and numeracy strategies have been implemented very successfully. The school's allocation of time for teaching enables all National Curriculum subjects to be covered effectively, and there is evidence of good quality work throughout the curriculum. The school has taken positive steps to link work in many subjects to literacy and numeracy, in order to reinforce pupils' basic skills. This has resulted in good teaching and learning where numeracy and literacy skills are reinforced through other areas of the curriculum, for example, in history, art and design.
31. Long and medium term planning show effective links between the school's teaching programme and the National Curriculum attainment targets. There has been good improvement in the curriculum for information and communication technology, although its use in other subjects is underdeveloped. All pupils have equal access to all subjects of the curriculum and to extra curricular activities, and they enjoy equal opportunities in their learning.
32. Curricular provision for the teaching of pupils with special educational needs and English as a second language is good. Statutory requirements are met. The curriculum takes account of pupils with special educational needs and when they are withdrawn from lessons teachers help them to catch up on what they have missed. The pace of lessons is brisk, and the time is used extremely well, when pupils are withdrawn for short breaks (15 minutes) by the special educational needs co-ordinator and teaching assistants. Pupils enjoy short and focused lessons and benefit from them greatly. Pupils with physical difficulties take a full and active part in all lessons. Planning and assessment for pupils with special educational needs are good. Detailed individual education plans are in place and are reviewed and updated regularly. Pupils' work and their progress are assessed, and future work is modified to their individual requirements.
33. Provision for extra-curricular activities is very good. This contributes significantly to pupils' personal, social and intellectual development. The school provides a wide range of during and after school clubs, including sports. Visits and visitors provide added enrichment to the school's curriculum.
34. The school has developed good links with the local community. This is a result of the hard work and commitment of all staff involved. Close links exist with the secondary school attended by most pupils when they leave this school. The pupils raise money for charity and links with the community are made via harvest festivals, concerts, carol singing and sports events. Grandparents and senior members of the community are invited to share their experiences with the pupils. Parents and other members of the community contribute to the life of the school by taking part in trips and by helping, for example, with reading and cooking. The combination of extensive extra curricular activities, visits and visitors and community links has a very positive impact on the quality of pupils' learning and social development.
35. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. There is a good provision for spiritual development, which chiefly occurs through assemblies. The school's assemblies have a strong Catholic ethos and make a good contribution to pupils' spiritual development. Teachers use assemblies to offer pupils insight into values and beliefs and provide periods of reflection. For example, in one assembly, pupils were asked to reflect on the actions of Jesus talking and accepting water from a Samaritan, a race of people who were pariahs in society at that time. Assemblies and prayers said before and after morning

and afternoon sessions are effective at developing spirituality and give good opportunities for reflection. However, there are insufficient planned opportunities in lessons for development of pupils' spirituality and periods of reflection.

36. A sense of strong moral values pervades the school. Teachers set positive role models, which reinforces pupils' moral development. Pupils have a clear understanding of what is right and wrong and use this understanding to develop school rules for behaviour, which are displayed throughout the school, and adhered to by all. This contributes to the very good behaviour of pupils throughout the school. Issues such as sex education are handled with sensitivity. They are set in a moral framework of self-respect, responsibility to oneself and others, and in the development of stable relationships. Pupils are encouraged to behave, be responsible, and work hard by a system of team points and super stickers. In physical education, they learn respect for rules and the notion of fair play.
37. Provision for pupil's social development is very good. The school operates as a very warm and social community. Pupils are polite, friendly and helpful and conform well to the school's code of conduct and show good self-discipline. Their social skills are developed in lessons by the many opportunities to work in pairs and groups and by taking part in extra-curricular activities. Visits to places of educational interest help pupils to learn to get on together and develop their social confidence. Opportunities for pupils to take responsibility as monitors and tidying away after the lessons are good. The school has won the London Borough of Hounslow Citizenship Award and Feltham Athletics trophies for 2001.
38. The provision for pupils' cultural development is satisfactory. There are some opportunities for pupils to develop an understanding of Western music and culture via artists such as Claude Monet. However, pupils do not gain sufficient insight into the works of composers and artists around the world. Pupils study a variety of literature during lessons and learn much about British heritage through lessons in history about the Victorians and on visits to museums and art galleries and other places of interest. The school offers its pupils some opportunities to appreciate the richness and diversity of ancient cultures through lessons in history, on the Greeks and by having special days such as a Greek picnic. However, the richness and diversity of backgrounds of pupils at the school and in the local community are not reflected as strongly as it might be, in displays around the school or pupils' work in their books. Similarly, the contributions of different world cultures to modern civilisation are not emphasised sufficiently across the curriculum. There are missed opportunities for preparing pupils to live in a multicultural British society.

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

39. As at the time of the previous inspection, staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community, where staff are approachable if there are any problems. The procedures for monitoring pupils' academic performance and personal development and for providing educational and personal support and guidance are sound.
40. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. The teaching staff have received

guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The school is ensuring that all other staff receive similar training. The provision for first aid is appropriate with a full-time welfare assistant and other trained staff. Records are kept of any treatment pupils receive and letters are sent home to parents as appropriate. The school is reviewing these arrangements so that appropriate staff provide first aid in the absence of the welfare assistant. A good health and safety policy is in place and is currently being reviewed to ensure it remains relevant. The headteacher reports to governors at meetings of the health and safety committee. Outside contractors regularly check the fire extinguishers, electrical items and physical education equipment. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. The school regularly reminds parents to exercise care when bringing and collecting their children. Most parents were seen to drive their cars sensibly, but a few insist on waiting on the marked 'no parking' areas or using the school car park causing a potential hazard.

41. The procedures for promoting discipline and good behaviour are very good. At the beginning of each school year the pupils devise the class rules which are on display. Teachers refer to them as necessary during lessons and other times and positive behaviour is also promoted in assemblies. Staff usually follow the rewards and sanctions in the behaviour policy though some successfully adopt other approaches. The school encourages pupils to recognise the value of good work with house points and by awards made each week and reported in the newsletters to parents. The inspectors saw good instances in lessons of teachers ensuring that the pupils understood how to behave. Though any instances of bullying or racism are rare, if they occur at all, the school takes appropriate action. The pupils who show any sustained difficulty with behaviour are monitored effectively through the school's special needs system.
42. Overall the procedures for monitoring and promoting good attendance and punctuality are good and help to raise the attainment and progress of the great majority of pupils. The keenness of the pupils to come to school and the good relationships with parents result in little absence. Pupils with full attendance are presented with a certificate and praised in the newsletter. The school also uses the newsletter to regularly remind parents of the need for good attendance and the importance of arriving on time. Any unexplained absence results in a letter home. The headteacher and his office staff make good use of the computerised recording system to monitor attendance patterns and to highlight those families with unacceptable levels of absence. The school is well supported by the education welfare service. The school has recently stopped authorising holiday absences but some parents still do not fully appreciate the need to avoid keeping their children away from school in term time.
43. The monitoring of progress of pupils' personal development in the Nursery and Reception classes is very good with the teachers recording detailed assessments each week of the pupils' personal and social skills. In the rest of the school the procedures are less structured and monitoring relies mainly on the teachers' knowledge of individual pupils. Pupils' personal qualities are developed by the various tasks they have both in the classroom and around the school. *Circle time* helps pupils to learn to listen to others and to be tolerant of other points of view.

Positive attitudes are also encouraged during religious education and personal and social education lessons. However, there are limited opportunities for pupils to develop their initiative.

44. Procedures for assessing pupils' attainment and progress are very good in English but are only satisfactory for most other subjects and they are insufficiently developed in information and communication technology. The process begins with assessment of children's attainment when they enter the school. Progress is recorded against national criteria and used appropriately to plan for improvement. Assessments made at the end of each key stage conform to statutory requirements. The school carries out additional testing at regular intervals, such as in Year 4, to identify pupils' strengths and weaknesses in English and mathematics. Teachers analyse the results of these tests and set realistic targets for individual pupils. For the past four terms these targets have been reviewed regularly. This target setting effectively informs the planning of what to teach next. Many teachers and pupils examine how well they and their peers have done in plenary sessions held at the end of lessons. Pupils also evaluate their progress in personal social and health sessions. In general, pupils have less opportunity to formally record their self-evaluations in reports to parents.
45. Ongoing assessment in English is good, where teachers maintain good records of what pupils have understood and the skills they have developed. In other subjects it is less well developed. Sometimes teachers keep too few records of attainment. This has a negative impact on their knowledge of pupils' prior attainment in subjects such as history, geography, art and design and technology where in some classes the subjects are not taught every term. The school is preparing to extend the setting of targets for groups of pupils to include numeracy and other skills as well as literacy. Teachers identify targets for pupils' individual academic development and this helps them make progress from day-to-day. The headteacher and assessment co-ordinator use assessment data well to check pupils' progress. The school has analysed the attainments of different groups of pupils including those with special educational needs, pupils from different ethnic groups, of different gender and who use English as an additional language. This is a recent initiative. Pupils with special educational needs who require different forms of support are identified early and their progress is monitored closely.
46. Homework and schoolwork are marked regularly and pointers for improvements are given in the pupils' books. Annual reports on pupils' progress clearly indicate what they have studied in each area and give appropriate detail on how well they have achieved. All teachers evaluate their lessons in writing and the headteacher monitors this.
47. Pupils with special educational needs make good progress towards the targets in their individual education plans. They also develop self-esteem and confidence, because of the very good teaching they receive and the suitability of their targets. The school makes good use of assessment information for target setting in individual educational plans and to inform the planning for group work. The result is that pupils who need additional support are identified as soon as possible.

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

48. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are very pleased with all that the school does. The inspection team supports all of their positive comments. Parents say that the school is well led and the teaching is good. Their children like coming to school, behave well and make progress because of the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. The school works closely with parents and they feel comfortable approaching the school with any questions; they are kept well informed about how their child is getting on. These reactions are similar to the comments made at the time of the previous inspection. Some parents are concerned about the range of activities outside lessons but the inspection team considers that the provision of clubs and activities at lunchtime and at other times is very good. Some doubts were also expressed about the amount of homework but the inspectors concluded that the work the pupils are encouraged to do at home is appropriate.
49. The school has established very effective links with the parents, showing an improvement since the previous inspection. The headteacher sends newsletters home each week outlining the various activities that the pupils are involved in, including praising the award winners in each class and, for example, encouraging good attendance. At the beginning of the autumn term teachers in each year group send details of what they will be teaching their pupils in the different subjects and provide a timetable for homework. Other letters refer to more specific matters. The prospectus and annual report to parents are informative but omit a few of the details required by law. Every afternoon provides a very good opportunity for parents in the lower school to see the staff. The teachers come to the door at the end of the day when parents are collecting their children. The inspectors saw several informal conversations taking place and, as was highlighted by the parents, it is very apparent that they feel very welcome to come into the school. Almost all parents come to the formal meetings with teachers in the autumn and spring terms to find out what their children will be doing and to discuss their progress. The annual report on progress is sent home in the summer term. This report provides a good summary of what the pupils know and can do in each subject area. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans. Where necessary, the school arranges interpreters for parents with a limited understanding of English.
50. Parents' involvement makes a very good contribution to the work of the school and helps to develop pupils' learning. Discussion with pupils and the comments made by parents in the reading records show that their parents actively encourage and help them at home. Pupils are happy in school, work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. Parents are keen to come into school to see what their children are doing. Meetings on the curriculum and other matters, class led assemblies and masses are very well attended. The parent/staff association is very supportive arranging both fund raising and social events including ones for the benefit of the pupils. Some twenty or thirty parents come to help in the classroom on a regular basis and more are willing to help on school excursions.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher has shown very good leadership of this large school since the previous inspection and has successfully introduced many initiatives to raise standards. He has been well supported by a committed senior management team and governing body. The school works very much as a team and a significant amount of the day to day management is delegated to members of this team. The re-organisation of the management structure of the school has successfully addressed the criticisms of the previous inspection.
52. The headteacher has a clear vision for the future of the school and is fully committed to raising standards. A senior management team made up of a deputy and two co-ordinators responsible for Years 1 to 2 and Years 3 to 6 respectively, ably support him. The Foundation Stage has its own co-ordinator who is responsible for the implementation of the early learning goals. Each subject has a co-ordinator who is responsible for the management of his or her subject across the school. In some instances co-ordination of a subject is shadowed by another teacher as part of professional development, for example in mathematics. The headteacher and the senior management team have successfully taken responsibility for monitoring lessons by checking teachers' planning and observing lessons to improve teaching and learning. Subject co-ordinators also satisfactorily monitor their subject by working with teachers on their planning and analysing pupils' work. Most staff are given time during the day to monitor the curriculum and teaching and learning. However, the responsibility for observing teaching and learning in order to monitor subject development has not been delegated to subject co-ordinators, as some are relatively new to their posts. This lack of first-hand knowledge of how well subjects are being taught significantly limits the overall effectiveness of the subject co-ordinators.
53. There has been considerable development of the resources for information and communication technology addressing a major weakness identified in the previous inspection. A centralised suite of computers together with much new software has been introduced and this effectively services the whole school. Improved resources have been instrumental in significantly raising pupils' standards in this subject. However, the school still has a number of computers that are old, not fully serviceable and the range of software is still somewhat limited. The school is cramped for the number of pupils and the new computer suite has replaced the school library, which was criticised in the previous inspection as being in an unsuitable position and poorly stocked. Although books from the library have been placed in the classrooms, the lack of a central library limits pupils' library and research opportunities. There has been significant expenditure on resources since the previous inspection especially in literacy and numeracy and provision is good overall. The school has improved the quality and quantity of its resources since the previous inspection and the whole curriculum is now fully supported.
54. The previous inspection took place in September 1997. There were a number of issues related to the management of the curriculum, teachers' planning and the effectiveness of the deputy headteacher's role. These issues have all been addressed. A new deputy headteacher was appointed and the headteacher has been dynamic and receptive to new ideas in his approach to raising standards in the school. For example, the headteacher and his deputy are checking on teachers'

expectations especially in literacy and numeracy by lesson observations. The quality of teachers' lesson planning has been significantly improved and is monitored by the headteacher who checks this on a regular basis. Assessment procedures have been introduced and the information gathered about pupils is analysed to determine their rate of progress. These procedures have been particularly well developed in English. Ongoing assessment and target setting ensure that teachers are aware of pupils' prior attainment. This enables teachers to pitch work effectively to challenge all pupils, as well as enabling them to set individual targets for pupils to achieve. This has been an important factor in the good improvement in English across the school. In other subjects, assessment is less well developed. The school realises that it needs to bring the quality of assessment in these subjects up to a similar level as in English in order to improve standards.

55. The governing body supports the headteacher. The strong relationship between the headteacher and chair of governors provides the headteacher with much support. The governors hold both the headteacher and the school to account. They have a good understanding of how the school functions from visits and the feedback from the headteacher. Other senior staff also effectively report to the various committees and to the whole governing body. The school development plan is an effective document for keeping the governors informed and enabling them to judge the school's progress against the targets set out in it.
56. The school has been particularly effective at integrating an increasing number of pupils with English as an additional language and pupils from minority ethnic groups. It was noticeable in lessons that work is especially planned for these pupils enabling them to progress well. Similarly good arrangements are made for the management of pupils with special educational needs. It is good because of the caring and supportive atmosphere in the school and the way in which pupils are fully included in all aspects of the school life. The provision for special educational needs has been improved since the previous inspection. Pupils are treated as individuals because teachers, Nursery nurses and teaching assistants know their pupils well and they make sure that their individual needs are met. Teachers and support staff are effectively involved in the preparation and review of individual education plans. However, the school has not yet identified those pupils who are higher-attaining or have special gifts or talents. The school is aware of this issue and is addressing it. A nominated governor works closely with the special educational needs co-ordinator and the individual education plans are closely monitored. Teaching assistants work closely with class teachers and play a very important role in extending the teacher's role, in some instances helping teachers effectively with pupil management. These assistants are well briefed and fully aware of teachers' detailed planning. The school fully complies with the Code of Practice and liaises very effectively with outside agencies. Parents are kept fully informed and have opportunities to discuss targets and reviews with the co-ordinator.
57. The school accommodation has benefited from recent remodelling and improvement. The buildings are well cared for and present an attractive environment. However, it is cramped for the present number of pupils and lacks a central library, unusual for a school of this size. Support work with groups of pupils and storage of equipment in many instances is in the corridors. Any further increase in the number of pupils would pose serious accommodation difficulties. The school playgrounds are also small, necessitating staggered playtimes to ensure pupils have sufficient space to

play. The playgrounds are imaginatively marked out with games and the main one benefits from extensive outside climbing and balancing apparatus set out in a course, on which pupils develop their physical skills.

58. There have been considerable changes in personnel since the previous inspection. However the school has been able to recruit a team of teachers with a good range of expertise. They are dedicated and committed to the school and supported by well-trained Nursery nurses and teaching assistants.
59. The school manages its finances efficiently and effectively. The school uses new technology effectively to manage its budget and has immediate access to its financial data electronically from the local education authority. The deficit budget that has been planned deliberately by the school is a cause for concern. It is based on the premise that insufficient funds for a school of this size are released by the local education authority and is an attempt by the school to force this issue into resolution. During the inspection the school received some additional funding due to extensive staffing costs, which may at least partially address the deficit budget. In other respects the school is taking care to spend its money wisely. It uses some of the principles of best value to ensure that the school obtains best value for money. However, there is a lack of awareness of the need to consult widely about expenditure. For example, discussing with the parent body and pupils about initiatives and projects it is considering implementing and making cost comparisons with other local schools. The school offers good value for money despite the planned deficit budget. The improving quality of education and standards together with strong leadership and management and average pupil costs account for this.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The governing body, headteacher and staff should continue to raise standards by:

- introducing ongoing assessment procedures for all subjects; (paragraphs: 43, 44, 54, 91, 93, 133)
- analysing all available data to enable teachers to determine pupils' progress; (paragraphs: 6, 19, 114)
- ensuring that pupils of all abilities but especially those who are higher-attaining have a greater awareness of their own progress and what they need to do in order to improve; (paragraphs: 4, 7, 56, 65, 72, 76, 83, 93, 96, 100, 111, 113, 127)
- strengthening the role of subject co-ordinators to include monitoring of teaching and learning through lesson observations. (paragraphs: 52, 82, 100, 105, 106, 109)

In addition, the governing body may wish to include the following for possible inclusion in the action plan:

- provide further opportunities across the curriculum to celebrate the traditions of all within the school and for pupils to recognise the ethnic and cultural diversity of British society. (paragraph: 38).
- ensure the prospectus and governor's annual report contain all required information. (paragraph: 49).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	106
Number of discussions with staff, governors, other adults and pupils	50

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	50	32	17	0	0	0
Percentage	7	47	30	16	0	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)	26	424
Number of full-time pupils known to be eligible for free school meals	-	58

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	12	89

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	77

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.3
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	26	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	31	30
	Girls	25	25	25
	Total	50	56	55
Percentage of pupils at NC level 2 or above	School	83 (74)	98 (75)	92 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	30	30
	Girls	25	25	26
	Total	50	55	56
Percentage of pupils at NC level 2 or above	School	83 (77)	92 (81)	93 (82)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	24	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	13	19
	Girls	21	12	23
	Total	38	25	42
Percentage of pupils at NC level 4 or above	School	86 (74)	57 (69)	95 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	17
	Girls	22	18	21
	Total	38	33	38
Percentage of pupils at NC level 4 or above	School	86 (68)	75 (68)	86 (73)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	24
Black – other	14
Indian	4
Pakistani	5
Bangladeshi	0
Chinese	0
White	272
Any other minority ethnic group	19

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	24.9
Average class size	28.4

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

Total number of education support staff	7.0
Total aggregate hours worked per week	64

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26.0
Total number of education support staff	1.0
Total aggregate hours worked per week	32
Number of pupils per FTE adult	13.0

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6.0
Number of teachers appointed to the school during the last two years	8.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	832,732
Total expenditure	842,437
Expenditure per pupil	2,075
Balance brought forward from previous year	-23,317
Balance carried forward to next year	-33,022

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	424
Number of questionnaires returned	149

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	37	1	0	0
My child is making good progress in school.	58	40	2	0	0
Behaviour in the school is good.	51	44	3	1	1
My child gets the right amount of work to do at home.	46	38	10	2	4
The teaching is good.	65	33	1	0	1
I am kept well informed about how my child is getting on.	51	44	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	26	1	0	0
The school expects my child to work hard and achieve his or her best.	66	29	1	0	3
The school works closely with parents.	49	43	5	0	3
The school is well led and managed.	66	30	4	0	1
The school is helping my child become mature and responsible.	62	35	3	0	1
The school provides an interesting range of activities outside lessons.	28	40	15	1	17

### Other issues raised by parents

Some concerns about the future funding of the school as their understanding is that local education authority budget to schools is to be cut.

## **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**

61. Provision for children in the Foundation Stage is very good. The accommodation is arranged with great care and provides a high quality learning environment. Very good quality displays celebrate and support children's work. These displays include paintings and models in the Nursery classes and drawings of teddy bears, simple sentences, jack-in-the-boxes and moving robots in the Reception classes. Pupils make a very good start to their education in the morning or afternoon Nursery classes. Their attainment generally matches the standards expected for their age in the Foundation Stage curriculum called the early learning goals. The attainment of children improves steadily throughout their time in the Nursery and Reception classes. By the time that they leave the Reception classes, the majority of children reach all the early learning goals. A significant number of pupils exceed them and are working in the early stages of the National Curriculum, particularly in social development, communication, language and literacy, knowledge and understanding of the world and physical development. Children are well aware of their own learning as, for example, when a group of children using clay to make flower pots in a Reception class, explain how they planted beans and describe the parts of the resulting plant. They know that you can find such information in a book.
62. The quality and range of learning opportunities are very good. The new curriculum for children in the Foundation Stage has been introduced and implemented well, due to very good leadership. All staff work very well together in planning a consistent and progressive approach to teaching and learning. Very good links between different aspects of children's learning ensure a rounded education, at this early stage. Care is taken to ensure that children who attend the Nursery in the morning or the afternoon have equality of access to the curriculum. The staff have a very good understanding of the needs of young children, and the needs of individual children. As a result, all children achieve well. Children with special educational needs, and children for whom English is an additional language, make good progress in relation to their individual targets, because of the very good support that they receive.
63. Teaching is very good and leads to very good learning. Basic skills, such as phonics, reading and handwriting are taught very well. Very detailed planning, closely linked to the early learning goals, ensures that all activities have a clear focus. Parents are kept fully informed about what children will learn each half-term. Assessments take place on entry to the Reception classes and at the end of their time in the Foundation Stage. Staff keep good records of pupils' academic progress and personal development, which are used to inform the planning of future work and are shared with parents and the teachers of the classes to which pupils progress. The management of children is very good and time, support staff and resources are used very effectively. Staff expectations are high and children apply considerable effort to their work. They are very interested in all activities and develop concentration and independence.

## Personal, social and emotional development

64. On entry to the Foundation Stage, the attainment of children is in line with that expected for their age in this early learning goal. They make good progress and achieve well in relation to their potential. Children settle very well into the routines of school and they soon begin to feel confident and secure. They are familiar with the classrooms from their visits to the school prior to entry and have met with some of the staff through home visits. Very good relationships develop between staff and children. Children for whom English is an additional language and children with special educational needs are helped to interact with other children. All children learn to work together and play co-operatively, for example in role play, in sharing the wheeled vehicles in the outdoor play area and in taking turns on the computer. They gradually gain confidence in trying out new activities. Activities are carefully planned and structured so that children are enabled to work well individually and in groups. Children are encouraged to carry out small tasks throughout the day. They gain increasing self-control and begin to understand the difference between right and wrong and the need to show consideration towards others. Resources are readily accessible and adults insist that children put them away after use. This helps them to develop respect for their environment and the property of others. Children gain confidence in expressing their feelings, as they talk about their families and tell their daily news. Adults provide good examples of how children should work and play together. They use every opportunity to reinforce appropriate language and behaviour. High priority is given to children's social development. At drink and fruit time, in the Nursery classes, adults ensure that children say *'please'* and *'thank you'*. In the Reception classes, children listen respectfully when others are speaking and celebrate the achievements of others, as when they applaud the learning of a new word, *'green'*, by a child for whom English is an additional language.

## Communication, language and literacy

65. On entry to the Foundation Stage, the attainment of children is in line with that expected for their age in this early learning goal. They make good progress and achieve well in relation to their potential. There are many formal and informal opportunities to develop language skills as, for example, when children talk about what they have done at the week-end. Very effective teaching methods successfully promote learning. Children in the Nursery classes discuss their feelings with adults. They talk about feelings of sadness, happiness, fright and anger, helped by the use of pictures and short stories. They are provided with pictures of heads, on which they place an expressive face to describe the particular feeling expressed. When talking about feelings with children, adults use effective questions to test children's listening skills and their understanding of different feelings. There is a very good balance between direct teaching and practical activities to introduce and consolidate the key skills of language. Writing on their Mother's Day cards helps children in the Nursery classes to understand the significance of making marks on paper, to form recognisable letters and to use a pencil with increasing confidence. Progress made is illustrated by the confident composition of sentences about the sowing of bean seeds by children in the Reception classes. Children are encouraged to ask questions and give full and reasoned answers. In the Nursery classes, they learn to concentrate when listening to stories, such as *'The Ugly Duckling'*; they contribute to discussions and learn that cygnets are baby swans and baby ducks are known as ducklings. Adults help children to develop their listening skills, by insisting on full

attention when they are talking and ensuring that children listen carefully to each other. They speak clearly, thus setting a good example. As they circulate during activities, adults listen well to children and extend discussions so that children become increasingly confident speakers. Children become familiar with a range of traditional rhymes. They begin to blend sounds together to form words and higher-attaining pupils read simple books with repetitive texts. Children benefit from the school's early introduction of phonics and the teaching of letter sounds and shapes. Most children write their names and simple sentences by the end of their time in the Reception classes. Children take home their reading schemes books on a regular basis and other books to share with adults at home. Parents receive helpful Nursery and Reception class booklets, which contain useful advice on ways in which they can support their children's learning. The majority of parents support the school in this way, thus helping pupils to make steady progress in their learning, particularly towards early reading skills.

### **Mathematical development**

66. On entry to the Foundation Stage, the attainment of children is in line with that expected for their age in this early learning goal. They make good progress and achieve well in relation to their potential. Children gain confidence in counting as they join in number rhymes and songs. Children in the Reception classes count forwards and backwards from a given number. In connection with their work on growing beans, higher-attaining children throw dice, pick up the right number of seeds and put them in pots. Most children can add two numbers together. They make beanstalks and write numbers, up to ten, on the leaves. There is a strong emphasis on appropriate terminology, such as: *'next', 'after', 'before', 'add', 'one more'* and *'how many?'* Children gain an understanding of money as they *'buy'* and *'sell'*, with adult support, in the *'Garden Centre Shop'*. They can tell the price and recognise 1p, 2p and 5p coins. They learn to sort, match and order items. Most children confidently count to 20 and order numbers accurately to ten. Opportunities for practical activities are suitably planned and children begin to develop an appropriate vocabulary to describe colour, size and shape, in the Nursery Classes. Most children recognise flat shapes, such as a square, rectangle, triangle and circle. They gain some knowledge of capacity and weight through practical experiences with sand and water. Mathematical vocabulary is emphasised and classroom resources reinforce mathematical concepts well. There are displays, books and resources related to number, shapes, games, puzzles, weighing activities and computer programs. Work is matched well to children's prior learning and, at the end of each lesson, as in all areas of learning, teachers help children to explain what they have learned.

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

67. On entry to the Foundation Stage, the attainment of children is in line with those expected for their age in this early learning goal. They make good progress and achieve well in relation to their potential. Children develop early investigative skills as they learn about the layout of the school and people who work in it. They identify features of the natural world in the school grounds. They examine seeds, plant them in pots and the garden, and monitor their growth. They show a keen interest in the weather and the changing seasons. Stimulating activities are linked well to the early learning goals and teachers ensure that children gain knowledge, skills and

understanding in practical contexts. Children explore and investigate the environment, and talk about the features that they like and dislike. They learn about people in the community who help them, road safety and safety in the home and school. A sense of time and relationships develops, as children talk about themselves and their families and gain a sense of the past as they study old toys, such as teddy bears. They learn about belonging to different groups and show a developing respect for people of different cultures and beliefs. Many of their stories come from far away countries. Children develop their scientific knowledge through the study of materials. They learn about healthy living, good food and the importance of hygiene. Computer skills are progressively developed and children follow programs on number, spelling, rhyming words and patterns. Most children write their names on the computer, using appropriate upper and lower case letters, and print them out. They are becoming familiar with the keyboard; they use the backspace to delete and perform simple functions independently. Programmable toys are used to support learning. Children build and construct with an increasingly wide range of objects, selecting appropriate resources.

### **Physical development**

68. On entry to the Foundation Stage, the attainment of children is in line with those expected for their age in this early learning goal. They make good progress and achieve well in relation to their potential. Regular daily use is made of the large, secure, attractive outdoor area, which is very well resourced. The school hall is used for physical education and children progressively develop their ability to move with confidence, imagination, control and co-ordination, in safety. Children in the Reception classes demonstrate a developing awareness of space and others. They learn to jump, and land appropriately. They develop their skills further on low apparatus and travel around, under and over balancing and climbing apparatus. They put out the apparatus in groups and replace it carefully, under strict supervision. They are taught the importance of keeping healthy and the things that contribute to a healthy lifestyle. They recognise changes that happen to their bodies, when they are active during the *'warm up'* and *'warm down'* sessions. Physical skills in the classroom are taught well. Children are taught to use a pencil and to cut out with scissors, and they develop their ability to handle tools, objects, construction and malleable materials safely and with increasing control. A few children demonstrate weak hand and eye co-ordination when engaged in cutting and gluing. With careful teaching, however, all pupils make good progress.

### **Creative development**

69. On entry to the Foundation Stage, the attainment of children is in line with that expected for their age in this early learning goal. They make good progress and achieve well in relation to their potential. Their creativity is developed within a supportive learning environment. Children explore and experiment, as for example, when they make Mother's Day cards in the Nursery classes and choose how to decorate them. They learn how to use lines to enclose a space. Their confidence develops as they try out new ideas, with adults working alongside them, talking to them about their work and introducing appropriate vocabulary. They explore colour and texture through a range of resources and sensory experiences and talk about their observations. Children are taught to mix colours and they begin to understand the terms *'darker/lighter'*, and *'thicker/thinner'*. They experiment with different media

to draw themselves and others. Form and shape are explored in two and three dimensions, as they create models of cars, lighthouses and spaceships and extend their knowledge of joining techniques. They contribute to collages and explore printing techniques. Their knowledge of symmetry develops, as they paint symmetrical patterns. Children gain some experience with clay, as they make flower pots for their seeds. All children enjoy music. They are encouraged to use their imaginations and communicate their ideas through music. Familiar Nursery rhymes and songs are sung with enthusiasm and children attempt to tap out repeated rhythms and compose their own music. They are developing their ability to sing tunefully, in unison. They explore a range of musical instruments and develop their understanding of pitch as they experiment with high and low sounds. Social skills and imagination are developed as they dramatise stories and participate in role play in the home corner and in the outdoor play area.

## ENGLISH

70. Inspection findings confirm that standards have risen and are now above those expected nationally, in speaking and listening, reading and writing, across the school. This represents good overall improvement since the previous inspection. Particularly noteworthy is the significant improvement in standards by Year 2. All pupils, including pupils with special educational needs and pupils in the early stages of learning English as an additional language make good progress and achieve well.
71. The regular use of the reading scheme, the class libraries and the study of texts in the literacy hour help pupils to achieve above the expected standards, by the end of Year 2 and Year 6. Pupils follow a structured reading programme, which aids the progressive development of skills. Year 1 has a supplementary reading scheme to help to support any child who is reading at a lower level than expected for his/her age. Pupils read to teachers and teaching assistants on a regular basis. They take their books home and keep a reading diary. Most pupils enjoy reading and are self-motivated and confident readers. Due to the school's early introduction of phonics, pupils confidently use phonic cues to read new words and establish meaning.
72. By Year 6, pupils show understanding of significant ideas, themes, events and characters. They are taught to retrieve and collate information from a range of sources, including the class library, topic books borrowed from the local library and the Internet. Teachers do their best to overcome the lack of a school library and the fact that some of the books in the class libraries are due for replacement. Fortunately, many pupils are members of local libraries and understand library classification and number systems. Teachers ensure that children understand the use of indexes, tables of contents and glossaries. For example, during the inspection, pupils in Year 2 studied the characteristics of dictionaries and glossaries and wrote glossaries about pets. Older pupils are proficient in taking notes and in skimming and scanning for information. Many pupils have computers at home and search the Internet for information, in addition to doing so at school. Higher-attaining pupils in Years 5 and 6 use inference and deduction and summarise a range of information from different sources. Average attaining pupils select essential points and relevant information to support their views. Lower attaining pupils show understanding of the main points in a text and locate and use ideas and information. Pupils of all ages are expected to read at home each night. This practice is well supported by parents, enabling pupils to make good progress. The *'Reading is*

*Fundamental'* initiative has been introduced into school. At the present time, each child in Year 1 and Year 4, receives a free book each term through the initiative. *Book Week* has been developed into a major annual event and displays throughout the school show pupils' interest in poetry. Pupils' ability to write their own poems has been greatly enhanced through workshops conducted by two visiting poets, during the recent *Book Week*. A poem from a child in Year 2, entitled '*The Magic Box*' encapsulates colours, thus:

*I will put in the box,  
The blue sky and the white clouds,  
The yellow, bright sun  
Rising in the morning.*

73. A poem entitled '*Harry Potter in Trouble Again*' by two pupils makes good use of rhyme:

*Sure, he's cool,  
He does magic in the swimming pool.  
Ron is good at dancing and prancing,  
Hermione is good at spells and ringing bells.*

74. The attainment of pupils in writing is above standards expected nationally by Years 2 and 6. Following the decline in attainment in the national tests, the improvement of writing became a priority of the school. Teachers were given additional training, and extended writing lessons were introduced throughout the school. This initiative, together with the shared commitment of all staff to raising standards, has been instrumental in raising standards in writing. Similarly, standards of handwriting have been improved through the introduction of a new scheme of work and a daily handwriting session in every class. A commercial homework scheme has been successfully introduced and, with parental support, is beginning to raise standards further.
75. Progress in writing is good throughout the school and pupils achieve well. Pupils with special educational needs and pupils in the early stages of learning English as an additional language, make good progress towards their individual learning targets, when they receive additional support in the literacy hour. The Additional Literacy Support programme is used in Year 3 and the Early Literacy Support programme is provided in Year 1. Regular monitoring is carried out to ensure that all pupils are working at the right level and are receiving appropriate support as necessary. There are planned opportunities for writing in all curriculum areas. Appropriate emphasis is placed on handwriting, phonics, spelling skills and presentation of work. Writing objectives are shared with pupils each lesson and an evaluation session takes place at the end. Pupils' increasing success in writing is evident in the displays around the school. Work sampling and lesson observations during the inspection indicate an improvement in writing in all classes.
76. By Year 6, higher-attaining pupils convey meaning clearly in a variety of forms, for example, through effective arguments and debates. During the inspection, pupils in Year 5 developed their ability to construct more complex sentences, using a range of connecting words. In Year 6, simple and complex sentences are organised into paragraphs and pupils choose vocabulary imaginatively. Average attaining pupils

develop and sustain ideas to reflect the purpose of the writing. There is evidence of them using more complex sentences and effective words and phrases. Lower attaining pupils develop their ideas in a series of sentences which are fairly organised and clear. Some ideas are extended and more interesting vocabulary is beginning to be used.

77. The attainment of pupils in speaking and listening is above the standard expected for their age by Years 2 and 6. Pupils are friendly, and converse well with adults in the classroom, corridors, dining room and playground. In the shared reading sessions, they listen well. They respond well to questions and discussions. There are carefully planned opportunities to promote speaking and listening skills across the curriculum. Pupils are encouraged to express their ideas and explain their views in a variety of situations.
78. The strategies for teaching literacy are very good. Planning is in line with the National Literacy Strategy and the structure of the literacy hour is helpful in ensuring continuity in pupils' learning. Investment in good quality resources has helped teachers in their delivery of the literacy hour. In the best lessons, there is a strong emphasis on the use of subject-specific vocabulary, thus extending pupils' subject knowledge and general vocabulary. All pupils become progressively proficient in selecting and combining information from a range of sources.
79. The quality of teaching is good overall in Years 1 to 6. Much of the teaching seen was very good and it was never less than satisfactory. Good teaching is characterised by very detailed planning which sets clear objectives that are understood by pupils and are reviewed at the end of the lesson. As a result, pupils are interested, and work with concentration and independence. Teachers have high expectations and pupils apply intellectual and creative effort to their work. Teachers show very good subject knowledge and understanding and teach the basic skills of phonics, reading, handwriting and spelling very well. Pupils' acquisition of knowledge, skills and understanding is very good, as a result. Good pupil management and very good relationships lead to very good behaviour and promote good learning. Pupils with special educational needs, and pupils in the early stages of learning English as an additional language, make good progress, as a result of very good support. The co-ordinator for special educational needs and classroom assistants play a valuable role in working with groups of pupils during the literacy hour. Time and resources are used very well and pupils' productivity and pace of working is good. The quality and use of ongoing assessment is good and is instrumental in pupils' progress. Most pupils have a good knowledge of their own learning. Teaching methods are effective in promoting good learning. Links are made with other subject areas. During the inspection, pupils in Year 4 studied festivals in the literacy hour and extended their knowledge of Hinduism, Judaism and Sikhism as well as extending their literacy skills effectively. Marking helps pupils to know how to make further progress. Homework is used effectively to consolidate and extend the work in the lesson.
80. The quality and range of learning opportunities are very good. The curriculum is highly relevant and of rich quality. The provision for pupils with special educational needs and pupils in the early stages of learning English as an additional language is very good. There is equality of access and opportunity for all pupils. Regular visitors, such as authors and poets, enrich the curriculum. There is a strong emphasis on

poetry throughout the school. Opportunities are provided for pupils to consider moral issues in relation to the shared texts. Pupils' social development is enhanced through class groupings and discussions. Information and communication technology is used to a limited extent for word processing and research. This helps pupils to access information for literacy topics and in some instances present their work in an attractive way, although this is resource that is not fully utilised.

81. The monitoring of pupils' subject performance is good. There are effective procedures for assessing pupils' attainment and progress. The results of assessments are used well to guide curriculum planning. The use made of analysed data, to set targets for improvement and to put appropriate measures in place to address weaknesses, is good.
82. Leadership and management of the subject is good and ensures clear educational direction. The subject leader and shadow leader have a good overview of teachers' planning and pupils' work. The monitoring of teaching and learning has not yet been devolved to co-ordinators, but there are plans to do so. The monitoring and evaluation of the subject's performance and the taking of effective action is good. Resources are adequate. The lack of a school library inhibits the teaching of library skills and the lack of centralised non-fiction books, particularly encyclopaedias, makes research difficult. Some classroom library books are due for renewal. There is a good match of teachers and support staff to the demands of the curriculum. All staff share their commitment to improvement and the school's capacity to succeed is very good.

## **MATHEMATICS**

83. Inspection findings show that pupils' standards by the end of Years 2 and 6 are in line with those expected for their age and improving. However, teachers do not expect enough of higher-attaining pupils, who underachieve as a result. In most instances, boys have performed better than have girls in national tests. Standards have been below average in the national tests because of a combination of factors. There is an increasingly high percentage of pupils with special educational needs. A significant minority of pupils have not studied at the school for the full term. A few classes have been taught by a number of teachers and this has affected the continuity of pupils' learning.
84. In Year 1, pupils achieve good standards in mental mathematics because they receive good teaching. This enables them to make good progress. They quickly add and subtract numbers to 20. Many are able to count on from zero to 20 in multiples of two, and a few can reverse this process. They explain their reasoning to each other and use this knowledge well to solve money problems. By Year 2, most pupils are beginning to understand the place value of each digit in tens and unit numbers and to recognise number sequences. Pupils have a sound knowledge of the basics of addition and subtraction. Their knowledge of shape, space and measures is good and the more able write well about their work. Most pupils know the mathematical names of three and two-dimensional shapes such as spheres, cylinders, pyramids, rectangles and squares. They are confident in describing properties such as the number of faces and edges. Pupils have worked on metric measure as well as multiplication and division. They are building their understanding of symmetry and sequencing. Their teachers help them to develop skill in estimating and predicting.

85. By Year 6, most pupils have a sound knowledge of number. They have reasonably quick mental recall of multiplication and division facts and can handle some larger numbers up to 3,000. They are developing an understanding of fractions, equivalent fractions and decimals. Pupils have worked on simple algebraic equations and Venn diagrams. With support they are developing strategies to solve mathematical problems. The setting of work involving real-life problem solving is a fairly regular feature of lessons. Throughout Years 3 to 6 pupils improve their knowledge of data handling and construct a range of different graphs and charts. Pupils with special educational needs make good progress as they are well supported. They have plenty of practical experience enabling them to attain levels appropriate to their abilities. Teachers plan work carefully so that it is suitably matched to the needs of pupils of different ability. Pupils who speak English as an additional language also receive suitable additional support and make good progress. The school has not identified any gifted pupils in mathematics.
86. Most pupils enjoy mathematics and are very well-behaved in lessons. They cooperate with their teachers and work well with other pupils when asked to. All pupils, including the significant minority with special educational needs, those for whom English is an additional language, and those from a minority ethnic background, are fully included in classroom activities. This is primarily because teachers place a high priority on creating a purposeful, open atmosphere in their classrooms.
87. The overall quality of teaching is good across Years 1 to 6, but ranges from sound to excellent. Teaching in a significant proportion of lessons was very good or better, no teaching was unsatisfactory. All teachers have good relationships with their pupils. They are friendly, encouraging and manage pupils well, so lessons are productive and enjoyable. Teachers and pupils have a good understanding of the numeracy lesson structure. Teachers plan thoroughly with clear learning objectives made known to the pupils. They have displays of mathematical vocabulary to improve pupils' knowledge and reinforce well its correct use so that pupils improve their levels of literacy and understand of mathematics better.
88. Features of very good teaching and learning include when teachers use their good knowledge and understanding of mathematics to set interesting, challenging activities. They encourage pupils to solve problems in their own way and use questions skilfully. By sharing methods pupils learn from each other and develop confidence to tackle new work successfully. For example, in one excellent lesson in Year 1 the teaching had high challenge and skilled organisation to which the pupils responded well. Teachers effectively build on pupils' previous learning and maintain a brisk pace moving from one activity to the next in a well-organised way. In a very good Year 3 lesson, time is well used and the structure of the lesson helps the pace of learning to be maintained. Teachers encourage pupils to complete homework to develop their skills and promote independent learning. Marking includes helpful comments to help pupils improve further. Less effective teaching happens when work is not matched closely enough to pupils' needs, for example, those who are more able. Few teachers seize the opportunity to further pupils' spiritual development in mathematics lessons through, for example, studies of very large numbers.
89. Recent changes introduced by the school to raise standards have been effective. The most important change has been to increase teachers' skills in implementing the

National Numeracy Strategy through additional training and guidance. Pupils' ability to use information and communication technology to support mathematics is underdeveloped throughout the school due to a lack of resources until recently. Pupils use their mathematical knowledge satisfactorily to help learning in other subjects. For example, they measure temperature accurately and draw graphs to record results of investigations in science.

90. The mathematics curriculum is broad and well-balanced and the National Numeracy Strategy has been implemented very effectively. However, teachers do not identify sufficient opportunities for the use of information and communication technology in a range of class work. Although classes are organised or set according to pupils' mathematical attainments in Years 5 and 6, this strategy has been discontinued in Years 3 and 4. Reverting to mixed ability class lessons for these age groups is less effective than the previous strategy.
91. Assessment procedures by the end of Years 2 and 6 and at the end of each year group are sound and being developed well but are not yet as effective as in English. The school has started to analyse how well pupils have performed in national tests in a detailed and helpful way. Analysis is used to identify areas of the mathematics curriculum that need to be improved. Regular, ongoing assessment is good in some, but not all, classes. New assessment procedures are, though, being developed.
92. The co-ordinator and shadow co-ordinator for mathematics provide good, clear leadership. They monitor pupils' standards and teachers' planning and provide guidance for colleagues through demonstration lessons wherever possible. Individual targets were set for last year and matched against pupils' results. The school has not set targets for groups of pupils in numeracy as they have in literacy. Inspection findings indicate that these initiatives are starting to have a good impact upon improving standards but more remains to be done.

## **SCIENCE**

93. The inspection found that pupils attain standards that are in line with those expected for their age by the end of Years 2 and 6. The school has worked hard to improve standards in science, and, as a result, pupils' attainment in the subject has improved significantly since the previous inspection. This is particularly commendable in light of the significant increase in the number of pupils who speak English as an additional language. The main reason for the higher standards is the improvement in the high quality of teaching. The school carefully analyses its test results to identify weaknesses in provision and to guide its curricular planning. Although not as strong as in English assessment procedures are sound and are improving. There now is a proper emphasis on teaching the important skills of scientific enquiry, which are central to learning in the subject. This was an underdeveloped area of the curriculum and a major reason for standards in the subject being below average. The inspection found that higher-attaining pupils are provided with too few opportunities to conduct the whole process of independently planning and carrying out experiments to their conclusion. There is a need for teachers to increase their confidence in teaching to the higher levels.

94. Girls did not achieve as well as boys in the most recent tests for pupils in Year 6. Although some girls do not readily offer to answer questions, there was no evidence during the inspection of a difference in the attainment of boys and girls. In most lessons, teachers ensure that groups are mixed, with girls and boys working together at all levels of attainment. In the most effective lessons, teachers are careful to encourage all pupils to answer questions. This is not common practice, however, and teachers need to expect more in this respect, as a significant number of pupils in some classes do not readily volunteer to answer.
95. The quality of teaching and learning seen in lessons was good overall and no unsatisfactory teaching was observed. Teaching was very good in some lessons. Teachers plan their lessons carefully in year group teams and prepare resources well so that no time is wasted. Pupils are taught to use correct scientific vocabulary and are given an understanding of the need for fair tests. They are taught the importance of making predictions before carrying out experiments in groups. Teachers have very good relationships with their pupils and most motivate them to work carefully and with interest. Pupils in a Year 2 lesson, for example, were well motivated to investigate what happens to seeds when they are deprived of sunlight or water. The quality and pace of learning were very good in this lesson because the teacher continued to challenge pupils' thinking as they worked. In consequence, by the end of the lesson, most pupils were able to describe conditions needed for plant growth, using correct scientific vocabulary.
96. Teaching assistants are used well to support the learning of pupils with special educational needs and those who have English as an additional language, so that in lessons they make similar progress to that of other pupils. The school's commitment to ensuring all pupils are fully included in lessons is evident. The main weakness in teaching is that there is too little use made of assessment to identify the needs of higher-attaining pupils. These pupils, in particular, need to be challenged to conduct a series of observations independently, to choose apparatus for a range of purposes, planning its effective use, and to draw conclusions consistent with evidence.
97. In less effective lessons, there is not a good enough balance between direct teaching and independent learning. Too much time is spent in whole class teaching and, as a result, teachers do not rigorously challenge pupils at different levels as they work on tasks. Some lessons last the whole afternoon, and are not always structured well enough to ensure that the pace of pupils' learning is maintained during the whole session. In lessons where pupils are challenged by the teaching, they behave very well, concentrate on what they are doing and work hard to overcome difficulties. These good attitudes make a significant contribution to pupils' learning. In lessons where pupils spend too much time sitting listening to the teacher rather than finding things out for themselves, many lose interest and the pace of their learning is slow.
98. Analysis of pupils' work shows that all aspects of the subject are given due attention. The school's analysis of test results has identified areas of the curriculum such as *interpreting graphs* and work on *materials* as weaknesses and there is now an increased emphasis on these aspects. Pupils generally have a good understanding of life processes and living things because this aspect is well taught. By the end of Year 6, most pupils appreciate the feeding relationships between plants and animals in a habitat, describing them in scientific terms such as *food chains*, *predator* and

*prey*. In Year 6 lessons seen, pupils gained a good understanding that micro-organisms can be helpful or harmful, and knowledge of the conditions in which these live and grow. In their work on materials and their properties, pupils are taught to identify various situations in which changes such as evaporation and condensation will occur. In work on physical processes, they are taught to build circuits, using batteries and other power supplies, and to use switches to make electrical devices function. By the end of Year 6, pupils have been taught to use abstract ideas in describing known phenomena, for example, a stationary object revealing a balance of forces that cancel each other out so that it does not move.

99. Most teachers expect work to be neatly presented, and the quality of their marking is good, with comments that challenge pupils to think about how their work can be improved. Opportunities for pupils to record their work, and the teaching of correct scientific vocabulary, means that the subject makes an effective contribution to pupils' literacy skills. The development of pupils' numeracy skills is also well supported, as pupils measure temperature, mass and capacity, and record their findings graphically. There is an increasing use of information and communication technology to support pupils' learning. Opportunities to visit the local environment, the Science Museum, the National History Museum, and other places of scientific interest, enhance the curriculum as well as pupils' spiritual and social development.
100. The co-ordinator provides good leadership and has a clear understanding of strengths and weaknesses in provision. There is a clear action plan to improve learning opportunities for higher-attaining pupils and this is included in the school's improvement plan. The subject co-ordinator offers good advice to teachers and monitors teachers' planning and pupils' work. There is a need for her role to be further developed to include monitoring of teaching and learning to help ensure consistent good practice. Pupils' understanding and knowledge is regularly tested, but this information is not always used effectively by teachers to plan work for individual groups of pupils. When practical investigations are planned, for example, teachers rarely fully consider the needs of the higher-attaining pupils or those with a special gift or talent. There is a good range of resources to support teaching and learning, but these will need to be increased as standards continue to rise.

## **ART AND DESIGN**

101. The standards achieved by the time pupils reach the end of Years 2 and 6 at least meet those expected for their age and are similar to those found during the previous inspection. Pupils with special educational needs and those with English as an additional language achieve a similar standard to their peers.
102. Pupils have the opportunity to experience a wide range of artistic techniques. For example they curl, fringe, twist, weave and concertina strips of paper skilfully to produce good quality paper sculptures in Year 2. Good quality discussion about their work makes a valuable contribution to pupils' literacy skills. In a Year 3 lesson, pupils used pastels effectively to draw pictures in the style of the famous French artist Claude Monet, and were encouraged to observe the style of his famous painting '*Water Lilies*'. Pupils appreciate each other's work and discuss sensibly, thereby developing their speaking skills. In a Year 5 lesson pupils were painting in the style of the English artist William Turner. Good discussion took place about his '*swirling*' style of painting and pupils emulated this whilst painting landscape scenes

from travel brochures. Work in Year 6 shows pupils weaving using coloured and textured wool and some good drawings in the styles of Vincent Van Gogh, Florence Camille Pissaro and Claude Monet. Other media used includes collage, such as those of the River Seine in Year 6 and the cutting and pasting coloured torn strips in the style of Oskar Kokoschka also by Year 6. Pupils also use their artistic skills effectively in other subjects such as the portraits of Tudor royalty produced by Year 5 pupils in history.

103. The displays in the school are bright and colourful and frequently extend pupils' learning. However, the range of displays of artwork are somewhat limited. Some classes keep a portfolio of pupils' work to informally assess their progress but this is not consistent. The use of information and communication technology in art is being developed effectively using graphics programs.
104. The limited amount of teaching seen ranges from very good to satisfactory and it is good overall. In the best lessons teachers were well prepared with a suitable range of resources to enable pupils to be productive. Very good discussion takes place and the teacher works carefully developing pupils' skills systematically. For example, in a Year 2 lesson the teacher actively taught each of the skills involved in curling paper around a pencil, carefully cutting a fringe and weaving two coloured strips together to make a pattern. This very effective development of skills ensured pupils learned very well. In another very good Year 3 lesson the teacher circulated the class effectively intervening in a timely fashion to help pupils evaluate the quality of their own work. Where teaching was less effective, a teacher used pictures that were too small for pupils to copy in the style of a famous artist. They were presented to the class in such a way that the reflection on the laminated surface made it difficult for pupils to see clearly when working. There were insufficient water pots for pupils to clean their brushes, the water became muddied quickly and dulled the colours of pupils' paintings.
105. The co-ordinator is enthusiastic and has good subject knowledge. In line with all subjects the school has effectively revised the art and design curriculum to comply with national guidelines. Assessment is mostly by outcome and the co-ordinator keeps an annotated portfolio of pupils' work although not for all classes. Whilst the co-ordinator is effective, she does not have the opportunity to monitor the teaching and learning in her subject and this aspect of her role is underdeveloped. The co-ordinator bids for resources each year and funds are made available depending on the school's priorities for the year. The school is well-resourced and resources have been improved since the previous inspection, although the cramped accommodation makes storage difficult. Overall provision for art and design has improved significantly since the previous inspection.

## **DESIGN AND TECHNOLOGY**

106. Pupils in Years 2 and 6 attain standards that are broadly in line with those expected for their age. These standards have been maintained since the previous inspection. The quality of teaching in the three lessons seen was very good in two and good in one. These lessons, together with other evidence, indicate that the quality of teaching supports good progress in pupils' learning and has improved since the previous inspection. These significant improvements in provision are being achieved through the enthusiastic and well-informed leadership of the subject co-ordinator

who is introducing the national guidance for the subject. This is helping teachers to accurately identify the skills to be taught and is developing their confidence in teaching the subject. Where teaching assistants or parents have particular expertise in the subject, such as in food technology, this is used well by class teachers.

107. The recently introduced planning arrangements are rapidly becoming established. They help teachers to plan tasks that offer interest and challenge at the right level. Discussions with pupils, work on display and photographic evidence, show that teachers place appropriate emphasis on developing pupils' designing, making and evaluating skills. For example, when Year 2 pupils design and make vehicles with moving parts, they are expected to evaluate their work as it develops, identifying possible improvements. Food technology is appropriately represented in the school's planning. Pupils design healthy diets, linked to their work on health and growth in science, and bake cakes from recipes. Although design and technology is increasingly being taught as a discrete subject, teachers effectively identify links between this and other subjects. For example, pupils in Year 6 design and make Victorian clothes, and use wood to make frames for their crocheted pictures to support history topics. Pupils in Year 3 are challenged to use their knowledge of electrical circuits to design and make their own torches.
108. Lessons and completed work show that boys and girls, including those with special educational needs and those who have English as an additional language, are fully included in lessons and have full and equal access to the curriculum. Pupils enjoy the subject and work hard to produce good quality work. Their good behaviour and their ability to work constructively together, make a strong contribution to their learning.
109. There is an adequate range of resources to support teaching and learning. These are well managed and are readily available to teachers. The co-ordinator has identified the need to improve the range to support the new scheme of work. The recent training teachers have had in information and communication technology leaves the school well placed to make greater use of this to support pupils' learning in design and technology. The co-ordinator has a clear plan for the future development of the subject, which includes the rigorous use of assessment to ensure that pupils' skills, knowledge and understanding are progressively developed year-on-year. The subject makes a good contribution to pupils' literacy and numeracy skills as teachers ensure that they teach the correct vocabulary and expect pupils to measure and assemble precisely. The subject co-ordinator is insufficiently involved in monitoring teaching and learning to ensure that teachers are well supported and to help achieve consistency of practice.

## **GEOGRAPHY**

110. Overall standards are above average. Most pupils attain standards that are above national expectations by the end of Year 2. Those pupils with special educational needs and who speak English as an additional language achieve well in relation to their prior attainments. Pupils have a good understanding of their local surroundings and learn through a series of practical experiences. They understand the meaning of the points of the compass. Pupils draw aerial maps of their locality and identify key landmarks accurately. Their knowledge of localities beyond their own is less well developed, but with help, most can locate and label England, Scotland, Northern

Ireland and Wales accurately on a map of the British Isles, as well as the capital cities of each nation. Pupils improve their maps with colour-coded keys or legends. Year 2 pupils work regularly with information and communication technology partners on the computer and this gives them access to much information for research. They know that maps can be found in atlas-books. They read phrases such as *Northern Ireland* fluently.

111. Year 6 pupils continue to attain levels that are above expectations. They identify some basic characteristics of different countries, such as variations in temperature or rainfall. They develop knowledge of human activities in these countries. Higher-attaining pupils use correct terminology to describe mountain landscapes and explain the principles of the water cycle by using expressions such as *evaporation*, *condensation* and *transpiration*. Even the lower-attaining pupils know that it tends to rain more in mountainous regions. Year 4 pupils have developed their understanding of the creatures of the South American rain-forests and their habitat. Year 5 pupils have assembled some excellent projects on India, showing a good understanding about the religions, foods, fashions, architecture and geography of the sub-continent. The higher-attaining pupils extend their understanding and knowledge through independent research. Pupils have obtained maps of India from the Internet and printed and displayed them. Their written work is developed well with a very good emphasis on literacy. Most written explanations include technical vocabulary and enhance pupils' literacy skills. Many pupils are confident in obtaining more detailed written information from maps. All pupils, including those from minority ethnic backgrounds, take a full part in lessons and quickly make good progress. Pupils' map-drawing skills, for example of the River Thames from source to estuary, are good. There is less evidence of pupils' knowledge about conservation issues. Pupils are very well behaved and have very good attitudes to their learning.
112. The majority of teaching is very good. Teachers' planning is consistently good. Planned activities are based upon topics from national guidance. A deliberate emphasis is placed on understanding the local area. Teachers are skilled at encouraging pupils to develop their powers of observation and relate these to map work. Pupils' knowledge of more distant countries and other cultures is covered effectively and, as a result, pupils' understanding is developed further.
113. Introductions to lessons are clear and teachers make good use of maps and wall displays to provide a point reference for pupils. This helps them to illuminate learning during whole class discussions. Teachers use questions effectively to help pupils demonstrate their understanding. Teachers and teaching assistants are keen to encourage contributions from pupils for whom English is an additional language and those with special educational needs. Their reinforcement of key words helps these pupils to be fully involved in lessons. Less attention is paid to the needs of higher-attaining pupils, who in some classes work on tasks that are the same as the rest of the class. Extension work is sometimes based on more work at a similar level, rather than encouraging pupils to develop more advanced levels of understanding. However, higher-attaining pupils are very willing to help others and the good arrangements for group work encourage a co-operative atmosphere. Pupils are patient, wait their turn and share resources. Staff are enthusiastic and good humoured. This conveys itself to pupils, who usually enjoy lessons and respond well to prompting from teachers.

114. The geography curriculum is broad, rich and comprehensive. It is enhanced very effectively by the use of multi-media encyclopaedias and the Internet for research, and word-processing for the presentation of project work. Teachers make good use of the final part of lessons to review what has been learned and to assess pupils' progress. At present staff do not always record progress towards specific geography targets; some assessment is too vague and pupils' strengths and weaknesses are left unidentified.
115. Geography benefits from good, strong, knowledgeable leadership. The co-ordinator has reviewed the curriculum and adopted national guidance for the school's scheme of work. Although the co-ordinator has monitored the planning for geography in all classes, there have been too few opportunities to monitor or evaluate the quality of teaching and learning.

## **HISTORY**

116. Judgements on attainment have been based on evidence from the analysis of pupils' work, from displays around the school, from discussions with teachers and the co-ordinators and one lesson observed. Based on this, pupils' attainments are at least in line with national expectations by the end of Years 2 and 6. Pupils' progress is sound in Years 1 and 2, and good in Years 3 to 6. All pupils including those who have English as an additional language and those who have special educational needs make good progress throughout the school. The standards have been maintained well since the previous inspection.
117. In Year 1, pupils learn about their family. They stick photographs of themselves in order of age see the difference in how they look now and how they looked before and how they have developed physically. Year 2 pupils learn about famous people in history, for example Budicca, Harold and William. Their written work clearly shows their understanding of these people and their times. In Year 6, pupils study Victorians and show increasing factual knowledge about life at that time. They produce more independent work and research from a range of sources. History work is well presented with beautiful illustrations – for example the wives of Henry VIII and different servants working at rich Victorian homes. In Year 4, pupils show great interest and enthusiasm in their response to history when listening and speaking. They work well with each other while preparing for a debate on the Second World War, for and against spending the money collected by the allies on new buildings rather than protecting the country against war.
118. The sample of teaching was very limited and too small to make an overall judgement. In the teaching seen there was sound use of discussion, which enabled pupils to develop their listening and speaking skills. Instructions to pupils were clear, and sufficient time was given to pupils to share their knowledge and understanding through discussion and collaborative work. However, some pupils became very noisy during discussion time and had to be reminded several times to settle down. Teachers have appropriate subject knowledge and lessons are planned well. The topics are carefully planned, so that pupils make satisfactory progress.
119. Progress in the subject throughout the school is enriched by visits to places of historical interest such as Gunnersbury Park Museum and Hampton Court. Literacy strategies are used well in history to develop skills in both subjects.

120. The headteacher has just taken up the co-ordination of the subject. He is very knowledgeable, and subject co-ordination is good. He monitors long and medium term plans, samples of work and keeps records of main events. Resources are adequate and used effectively. The co-ordinator has identified the need to use information and communication resources more effectively in history.

## INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards are in line with those expected for pupils' age by the end of Years 2 and 6. This represents good progress since the previous inspection when standards were below average throughout the school. Most pupils, including those with special educational needs, for whom English is an additional language, and with a minority ethnic background, make good progress. There has been a good improvement in standards since the previous inspection. Pupils with advanced skills make only satisfactory progress in their learning because there are too few opportunities for them to experience an appropriate level of challenge in information and communication technology work.
122. Pupils in Year 1 can use to good effect the graphics tools available in art software programs. Many use the *line tool*, and a few experiment with the *fill tool*, which are part of the program. Most pupils have experience of using this software at home as well as at school. They gain a good idea of how to choose the best tool for the job by experimenting and also by sharing their ideas with classmates. Pupils in Year 2 use computers effectively. When they work with a programmable toy, they know that instructions need to be sequenced, enter short sequences that work, and they control the robot, by making it go forwards and back, left and right.
123. Pupils find and use appropriate information from multi-media encyclopaedias, following straightforward lines of enquiry. Many pupils use information and communication technology to generate and develop their work and happily share their ideas with others. Year 6 pupils operate a good range of software competently, including that which uses *windows*, *icons*, *menu bars* and *a pointer*. They use an appropriate Internet website to obtain research information about rivers and this opportunity helps them improve their standards in geography as well as their skills in information and communication technology. Pupils use control software that teaches them how a switch can cause an event to occur. They go on to learn more about how devices with sensors can be used to monitor or measure external events. Most pupils understand the need for precision in framing questions when using Internet search facilities. Good teaching ensures that pupils have good opportunities to develop further their levels of literacy. There is a good mix of text and graphics in projects to create *storyboards*, which visually tell a story. Pupils have used *spreadsheet* and *database software* to collect and store information. They have also compiled Nursery rhyme books for Nursery children.
124. There has, however, been insufficient time allocated for pupils to acquire skills in other aspects, such as in projects involving electronic mail on the Internet or which include pupils in designing web pages. The school has started to address this issue and a governor is helping to construct a school website upon which pupils' work will eventually be displayed.
125. In the lessons seen, the teaching was invariably good, and on one occasion, very good. Lessons are well planned and the learning teachers expect pupils to acquire

is clearly identified. Teachers use their knowledge of the pupils' current attainment in the aspect of information and communication technology they are teaching, to plan lessons well. Pupils are managed well and their behaviour is very good. This creates an atmosphere in which they learn effectively. In the best lessons, the teachers provide clear instructions and sensitive support, but allow pupils to work independently to discover what computers can do. Pupils are actively engaged in lessons, their confidence is increased and their knowledge is improved.

126. Pupils' attitudes to information and communication technology are very good. They are interested in work on the computer and are aware that computers are important in life outside school. Those pupils who have greater skill, acquired because they have computers at home, are willing to help others. All this helps pupils develop skills more quickly and contributes well to rising standards. Teachers usually have the required subject knowledge to teach the work in hand, but their overall subject knowledge is underdeveloped. The school has identified this and all teachers are undergoing or have undergone a comprehensive programme of in-service training to improve their knowledge and confidence.
127. The information and communication technology curriculum is broad and balanced but information and communication technology is not used often enough in other subjects. The timetable is well organised, so that each class receives regular teaching of information and communication technology each week. Work in information and communication technology is clearly linked to some subjects, such as mathematics and geography, and information and communication technology is taught well in the school's computer room. Computers are not used in the full range of other subjects in many classrooms. There are also too few opportunities for the higher-attaining pupils or those with a gift or talent for the subject to fulfil their potential. Assessment systems are insufficiently developed in that there are no formal arrangements to assess pupils' attainments or the progress they make. Until autumn 2001, this subject lacked a clear, strategic plan, and effective co-ordination. An information and communication technology action plan has been written and much has been done to improve provision. However, much remains to be done. Crucially, the subject is well led by a skilled practitioner. The school has a clear vision of the way in which standards need to be improved.
128. Resources are satisfactory. Teaching and learning are enhanced by use of the information and communication technology room but computers are variable in quality. As a result, faults in hardware and software absorb too much of the co-ordinator's time each week. Although the school has the use of an information and communication technology technician for one day every two weeks this is not enough. The frequent use of the information and communication technology co-ordinator to remedy technical problems is an ineffective use of time. Accommodation is satisfactory. Although the school has a dedicated computer room, it has limited space for a full class and no resources for demonstration. The school is well placed to improve provision further.

## **MUSIC**

129. The attainment of pupils in music by the end of Year 2 matches the standards expected for their age, thus maintaining the position at the last inspection. Pupils make good progress in lessons and achieve well. Standards are rising, due to good teaching and the introduction of a new scheme of work. Pupils use sounds and

respond to music individually, in pairs, in groups and as a class. They sing songs from memory, developing control of breathing, dynamics, rhythm and pitch. Pupils select and explore musical instruments, use sounds to create musical effects and sustain a simple repeated rhythm. They increase their awareness of pulse and pitch, and recognise changes in dynamics. They make sounds of different duration on pitched and un-pitched percussion instruments and create simple melodic patterns. They learn to perform with others and develop an awareness of audience. They listen to music from different times and places and respond to music through movement and dance.

130. The attainment of pupils in music by the end of Year 6 matches the standards expected for pupils of this age, thus maintaining the position at the last inspection. Standards are rising and pupils make good progress and achieve well. They show a developing ability to use sound expressively to achieve an intended effect. They sing with clear diction and good phrasing. Pupils in Year 3 developed their understanding of tempo as they listened to music from France, *'Ton-Moulin'*, and sang and played a variety of instruments. Pupils in Year 4 listened and responded to music from north-east England, *'Geordie's Penker'* and distinguished between the different instruments. They demonstrated a developing understanding of notation, pitch, duration and timbre. Year 5 pupils sang *'Ode to Joy'* with good expression. On pitched instruments, they successfully played the melody and added the sounds of unpitched instruments to the rhythm of the music. They understood the musical terms used, and the structure of the song. Pupils in Year 6 gained an understanding of thirteenth century music, *'Sumer is icumen in'*, learnt about texture and maintained a part in a round. In a dance lesson, they performed group dances to music, showing clarity in the shapes that they made and exploring gestures using different body parts and levels. All pupils show appreciation for the contribution of others. During the weekly hymn practice, pupils sing reverently, in unison. Effective teamwork on the part of three teachers leads to improvement in singing.
131. The quality of teaching and learning is good overall, ranging from good to very good. Teachers' knowledge and understanding is very good, as is the teaching of basic skills. As a result, pupils' acquisition of knowledge, skills and understanding is very good. Teachers' expectations are high and most pupils show interest, concentration and apply creative effort to their work. Their knowledge of their own learning is good. Teachers' planning is very good. The teaching methods used enable most pupils to achieve well including those with special educational needs. Those pupils who are in the early stages of learning English as an additional language, or are from minority ethnic groups also make good progress and achieve well. The management of pupils is good and pupils' very good behaviour and relationships promote learning. Time and resources are used very well and pupils' productivity and pace of working is good. The quality and use of ongoing assessment is satisfactory. Homework is used, where appropriate, to support learning.
132. The quality and range of learning opportunities is good and an enriched curriculum is in place. The breadth, relevance and time spent on the music curriculum is good. There is good provision for pupils with special educational needs, pupils who are in the early stages of learning English as an additional language or are from minority ethnic groups. The curriculum is enriched by visits from musicians. About thirty pupils are learning to play the guitar and violin, for which parents pay a fee. A choir

is formed for specific occasions and the Christmas performances have a high music content. Listening to music from other countries enhances pupils' cultural development.

133. The monitoring of pupils' subject performance is satisfactory. Procedures for assessing pupils' attainment and progress are satisfactory. The subject leader monitors National Curriculum coverage, levels and progress, enabling standards to be tracked and improved where necessary. The use of assessment information to guide curriculum planning is satisfactory.
134. Leadership and management in the subject are good. The co-ordinator ensures clear educational direction. The school's priorities for development in music are appropriate. The monitoring, evaluation and development of teaching in music through planning and pupils' work is good, and there are plans for the subject leader to monitor teaching and learning in the classroom, which does not presently occur. Staffing, accommodation and learning resources are satisfactory. Resources are used well. The use of information and communication technology is underdeveloped in music. The school has plans to address this.

## PHYSICAL EDUCATION

135. Standards in Year 2 and Year 6 are above those expected for pupils' age and this is a significant improvement on the previous inspection. The progressive teaching of physical skills and the wide range of activities on offer account for this high standard.
136. Pupils participate in a full range of physical education lessons, including swimming in Year 4. Each Year 4 class takes swimming lessons for a term and-a-half. Specialist swimming teachers take all swimming lessons but the school monitors the quality of teaching. The majority of pupils achieve 25 metre certificates by the time they have finished the course. The school also benefits from equipment provided by the Top Play Scheme for younger pupils and Top Sports Scheme for older ones. Staff have taken the advantage of the training given and use the variety of equipment provided such as lightweight hockey sticks and *short-tennis* using lightweight racquets. This equipment is particularly good for use in confined spaces such as the playground at this school. It is the equipment plus the training that has enabled the school to successfully broaden its curriculum in physical education.
137. In a Year 2 lesson pupils warmed-up briskly using the *traffic-lights* game. The words *red*, *amber* and *green* were used to signal the speed of movement pupils should make around the hall. Pupils reacted quickly and varied their pace according to instructions. The pupils were attentive and well behaved as they learned the soccer skills of passing and trapping a ball from the Top Sports scheme. Skills development was good and pupils showed good co-ordination, eventually passing using both feet. In a Year 3 dance lesson based on the weather, the pupils warmed up by using various stretching exercises. Pupils were aware of their own bodies and increased heart-rate and breathing. They interpreted the sound of the cymbal as thunder and one pupil said the triangle '*sounds like rain*'. Pupils showed good spatial skills and were careful not to collide with each other when moving around the hall at different levels in time to the music. In a Year 4 gymnastics lesson, after an effective warm-up session, pupils showed good powerful skills and creativity when demonstrating different styles of jumping. For example, jumping with both feet and from one foot to

another and hopping one foot to the same foot. In an excellent Year 6 lesson the pupils explored a dance routine to show gestures using different parts of their body. They put very good sequences of work together and showed self-confidence in their movements with the girls frequently taking the lead and unselfconsciously acting as role-models for the boys. Pupils enjoy physical education lessons, they try hard and are always active participants, working well together.

138. The quality of teaching varies from satisfactory to excellent and the majority of the teaching is good. In the best lessons the objectives of the lesson are clear and precise and show the particular skills to be learned. The lesson is active and pupils are productive, participating with evident enjoyment as they develop their skills. The development of skills is apparent. Pupils are very well-managed and the teacher assesses pupils' work and makes suggestions to improve it, such as in the excellent Year 6 dance lesson. It is the constant drive to improve skills and quality of movement that makes the lesson so effective. In less effective lessons the pace is not as brisk and the teacher spends too much time talking to the pupils so that they are not sufficiently active.
139. The co-ordinator deserves much of the credit for development of the subject since the previous inspection and the quality of planning is very much improved since then. It is a combination of the following that makes physical education high quality:
- clear learning objectives;
  - good teaching;
  - well provisioned learning resources;
  - varied equipment suitable for the restricted accommodation;
  - and an obvious drive towards improving skills.