

# INSPECTION REPORT

## **KINGSLEY PRIMARY SCHOOL**

Croydon

LEA area: Croydon

Unique reference number: 131925

Headteacher: Mrs Christine Heasman

Reporting inspector: Mrs Pat King [7853]

Dates of inspection: May 20-24, 2002

Inspection number: 244859

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	Years 3 to 11
Gender of pupils:	Mixed
School address:	Thomson Crescent, Croydon
Postcode:	CRO 3JT
Telephone number:	020 8689 7688
Fax number:	020 86843216
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Mills
Date of previous inspection:	Not applicable

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7853	Mrs Pat King	Registered inspector	Equal opportunities; Physical education.	The school's results and pupils' achievements; How well pupils are taught.
9030	Mr Robert Love	Lay inspector		Pupils' attitudes, values and personal development; How well the school cares for its pupils; How well the school works in partnership with parents.
24137	Mrs Gail Robertson	Team inspector	Art and design; Foundation stage; Geography.	
20010	Mr John Sangster	Team inspector	Information and communication technology; Religious education.	The leadership and management of the school.
2700	Mr Peter Sudworth	Team inspector	Design and technology; English as an additional language; Mathematics.	
10668	Mr David Walker	Team inspector	Music; Science; Special educational needs.	
2749	Mrs Gabrielle Wilkinson	Team inspector	English; History.	The curricular and other opportunities offered to the pupils.

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## 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>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</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>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Kingsley has only been a primary school since September, 1999 when the separate infant and junior schools were merged. Most pupils come from the nearby council estate and a minority live in privately owned houses on the edge of the estate or further afield. This large primary school has 727 pupils on roll aged 3-11 years. 58 attend the nursery part-time and 20 full-time. The percentage of pupils eligible for free school meals is above the national average. About 50 per cent of pupils are of UK heritage, with the other pupils being mainly of Afro-Caribbean or Asian heritage. A few pupils are from other European countries. About 30 per cent of the pupils have English as an additional language, well above the national average. The mobility of pupils who are at a very early stage of learning English is significant as several pupils are from refugee and asylum seeking families who attend for only a short period whilst decisions are made about their future. The percentage of pupils in the school with special educational needs is broadly average. A Primary Hearing Centre is attached to the school, with 13 pupils who integrate into mainstream classes as appropriate. Attainment on entry to the nursery is well below what is expected for the children's age. Since the merger in 1999, the school has received additional support from the local Education Authority in terms of finance and additional time from advisors. It has also gained from participating in a national initiative, 'Excellence in Cities', which has provided a full-time learning mentor for pupils and a co-ordinator for promoting work with gifted and talented pupils. However, in line with the national picture, the school has had to face difficulties of teacher recruitment. Currently, in the junior classes five of the teachers are on temporary contracts, only one of whom is replacing a teacher on long-term sickness.

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

The leadership of Kingsley Primary is very successful in ensuring that all pupils, including pupils with special educational needs, particularly those with hearing impairment, and pupils with English as an additional language, are able to benefit from the learning opportunities available. Pupils make good progress from a low starting point on entry to the school until the age of seven because of the good teaching that they receive. Progress slows in the juniors but is satisfactory overall by the age of eleven. Pupils have good attitudes to learning and are very supportive of each other in their work. Significant improvements have been made in the last two years in standards by the end of Year 6. The school was awarded a national achievement award in 2002 in recognition of raising standards. However, pupils' attainment by the age of eleven remains below the national average because of the high turnover of pupils, the high proportion of pupils who are in the early stages of acquiring English and the poor attendance of some pupils. The school gives good value for money because it provides effectively for a very wide range of pupils' needs.

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

- The leadership of the school unites all adults in working together for school improvement.
- The provision in the nursery and reception classes is good.
- Good teaching in the infant classes ensures that these pupils make good progress;
- The quality of support for the pupils with hearing impairment from teachers and teaching assistants is very good.
- All pupils are enabled to participate fully in the life and work of the school.
- Very good relationships within the school mean that all members of the community are valued and respected.

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

- Pupils' understanding and use of vocabulary and their presentation skills;
- Pupils' numeracy skills in Years 3-6;
- Pupils' use of their information and communication technology skills within other subjects;
- Long-term curriculum planning to ensure that all pupils have regular opportunities to practise their skills in all subjects;
- Teachers' use of assessment when planning work to meet pupils' learning needs.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected since it became a new primary school in 1999.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	n/a	E	E	C
Mathematics	n/a	E	E	B
Science	n/a	E*	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
In the lowest 5%	E*

No data is included for 1999 because the infants and junior schools were merged in that year and became a new primary school. By the end of the reception year children's attainment in English and mathematics is below that expected for the children's age despite the good progress made from entry. Pupils continue to make good progress in the infants. By the end of Year 2 their attainment is below what is expected nationally in English and in line with the national expectations in mathematics and science. Progress across Years 3-6 is uneven due to the changes of teacher in some classes, the high proportion of pupils in an early stage of acquiring English and the high turnover of pupils. Standards have risen markedly over the last two years in the national tests at the end of Year 6 and more pupils now attain what is expected for their age. Improvements are most marked in science in which pupils had not been doing as well as they should have done. The school set challenging targets for pupils to reach in the national tests in 2001 and the target was met in mathematics but not in English. Pupils' attainment at the end of Year 6 in the work seen during the inspection is below what is expected nationally in English, mathematics and science. In Years 2 and 6 pupils' attainment in other subjects is in line with national expectations, except in information and communication technology in which it is below. Whilst standards are satisfactory across the school in gymnastics, they are currently below the national expectation in Year 6. Some pupils' restricted knowledge and use of vocabulary limits the progress that they make in reading and writing and in other subjects of the curriculum in both key stages.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages have positive attitudes to school and their work and show interest and enjoyment in learning. A few pupils, mainly boys, have difficulty in listening and concentrating in some lessons and do not make as much progress as they should.
Behaviour, in and out of classrooms	Pupils' behaviour is good in lessons and around the school. Pupils know the school rules and comply with them.
Personal development and relationships	Pupils from a very broad range of cultures and ethnic origins show respect for each other and relationships between pupils are good. Pupils accept responsibility readily when given the opportunity within class or, for example, when raising money for charity.
Attendance	The attendance rate remains unsatisfactory due to poor attendance of

	some families. Punctuality is generally satisfactory but a small minority of pupils often arrives late.
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## TEACHING AND LEARNING

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

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

The quality of teaching overall is good. In just over six out of ten lessons the teaching was good or better. In less than one in ten the teaching was unsatisfactory. This overall good quality teaching was achieved in a period of difficulties with teacher recruitment. Teaching in the nursery and reception classes is good because teachers provide a stimulating range of activities that are matched well to pupils' age and abilities. Teachers from entry to Year 2 are able to provide consistently for pupils' needs because of stability in staffing and a high level of support for pupils with English as an additional language. In the juniors the quality of teaching is more variable and satisfactory overall because of changes in teaching staff and less support for pupils with English as an additional language. The teaching of pupils with special educational needs is good and very good for pupils with hearing impairment throughout the school. Teachers teach the basic skills in English and mathematics well but do not provide enough planned opportunities to develop pupils' speaking skills in the infants and juniors. Teachers manage pupils' behaviour well so that they concentrate and work hard, although on some occasions temporary teachers have difficulties with pupil management and so pupils do not apply themselves as much as they could. Teachers plan lessons carefully and give clear explanations with the result that pupils understand what they are expected to do and make good use of time. Teachers often match work well to the pupils' needs and make very good use of teaching assistants to promote pupils' learning individually and within groups.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The provision for the children in the nursery and reception year is very good. The curriculum for the infants and juniors places a strong emphasis on literacy and numeracy but is broad and covers all required subjects. In some year groups the balance of the curriculum is affected by the large time gaps between units of study, as for example in history and geography, and this makes it difficult for pupils to develop and practise specific subject skills systematically. Not all aspects of information and communication technology are covered fully.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and is very good for pupils with hearing impairment. Work is planned carefully to meet their individual needs.
Provision for pupils with English as an additional language	Despite the high turnover of pupils with English as an additional language, the school ensures that these pupils are well integrated into the school and that their learning needs are met effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural	The school promotes the social, moral and cultural development well and their spiritual development satisfactorily.

development	
How well the school cares for its pupils	All adults know pupils well and provide good levels of care. Assessment procedures are appropriate to identify pupils' learning needs but are not always used enough when planning the curriculum.

Since its formation the school has worked hard to build a partnership with parents, which is now satisfactory.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported well by the deputy head, provides good leadership, which has resulted in an improving school in which all pupils are valued and included equally.
How well the governors fulfil their responsibilities	The governing body fulfils its legal responsibilities well. It is supportive of the school, but knows its strengths and weaknesses and holds it to account where necessary.
The school's evaluation of its performance	Headteacher's and deputy headteacher's monitoring and evaluation have provided an overview of teaching and learning in the school. Scrutiny of data is just beginning to inform curriculum planning. However, subject co-ordinators do not yet have a clearly defined role in monitoring teaching and learning.
The strategic use of resources	The school has been operating with a deficit budget since 1999 because of the additional costs of merging two schools. The governing body manages the financial resources well and it is anticipated that the deficit will be cleared in the current financial year. Learning resources and the accommodation are satisfactory and staffing levels are appropriate overall to meet the wide range of pupil needs.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children's enjoyment of school;</li> <li>• The good progress that the pupils make;</li> <li>• The pupils are expected to work hard;</li> <li>• The good teaching;</li> <li>• The approachability of teachers;</li> <li>• The good attitudes that the school promotes in the pupils, such as co-operation and care for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' behaviour;</li> <li>• The amount of homework pupils receive;</li> <li>• The information that parents receive about how their children are getting on;</li> <li>• How closely the school works with parents;</li> <li>• The range of activities that take place outside of lessons.</li> </ul>

The inspection team agrees with the parents' positive views of the school. It has followed up the concerns of a few parents and found that arrangements for homework are appropriate. Some inconsistency in approach is mainly due to changes in teachers. The information that parents receive is satisfactory but inconsistent, for example the quality of the annual reports to parents is variable. Whilst teachers are readily available for informal discussions with parents, the gap between the formal open evening at the beginning and end of year is too long except in Years 2 and 6 to enable parents to be involved enough in supporting their children. The inspection judgements do not support parents' views of behaviour, which was found to be good. They also judged that the range of activities that takes place after school is good and that the school works hard to involve parents as much as possible in the life of the school.

## **PART B; COMMENTARY**

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

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

1. Since the separate infant and junior schools were merged in 1999 to become a new primary school, standards have risen significantly in the national tests by the age of eleven in English, mathematics and science. This improvement has been achieved despite a high turnover of pupils, difficulties in teacher recruitment and some pupils' poor attendance. From the evidence gained in lesson observations and scrutiny of pupils' work, standards are likely to show a further upward trend in the 2002 national tests.

2. Children do well in the nursery and reception classes from standards that are well below average on entry. They make very good progress in their personal, social and emotional development because teachers provide a secure environment for learning that promotes independence. In all other areas children's progress is good. This is due to the good intervention by adults in all aspects of children's learning to develop their vocabulary and understanding of language and to the regular opportunities that children have for practical and creative work to stimulate and motivate them. By the end of the reception year, children's attainment in personal social and emotional development and in physical and creative development is satisfactory. In the areas of communication, language and literacy, mathematics and particularly knowledge and understanding of the world their attainment is still below that expected.

3. Pupils continue to make good progress in Years 1-2 due to the good teaching that they receive. Standards seen during the inspection were mainly in line with the national expectation in mathematics and science but below in English due to the high percentage of pupils with English as an additional language.

4. Standards at the end of Year 6 are below what is expected nationally in English, mathematics and science in the work seen. Standards have risen markedly over the last two years in the national tests and more pupils now attain what is expected for their age in English, mathematics and science. They are set to show more improvements at the end this academic year and particularly in science in which pupils had not been doing as well as they should have done. This is due to improvements in the provision for the curriculum in these subjects. Pupils currently in Year 6 have had some gaps in their learning although their progress overall has been satisfactory. There is evidence of some good progress within lessons across the key stage but the frequent changes of teacher in some year groups is slowing progress. The year group leaders take appropriate steps to ensure equality of access to the curriculum through shared lesson planning and follow-up discussion but progress remains variable because some pupils have not developed a commitment to learning and do not always work as hard as they could do. In mathematics whilst progress is satisfactory overall, not all teachers match the work closely enough to pupils' individual needs and this accounts for pupils not building on their learning as consistently as they should across the key stage.

5. Pupils make good progress in reading and writing in Years 1-2 and satisfactory in Years 3 to 6. Across the school pupils' listening skills are average. However, their below average speaking skills often restrict their progress in reading and writing. For example, pupils can often use phonics well to read unknown words but have limited understanding of the text because of their lack of understanding of the meaning of words. In writing they cannot often use a rich and varied vocabulary. Teachers generally do not identify pupils speaking needs enough nor plan sufficiently to meet them across the curriculum. Some pupils' restricted

speaking skills reduce their ability to express and record their knowledge and understanding, for example in science. Pupils make satisfactory progress overall in spelling and in handwriting but they do not use these skills as consistently as they should do in their general written work. This reduces the quality of the presentation of their work and their ability to communicate their ideas fluently.

6. Standards in information and communication technology at the end of Years 2 and 6 are below those expected for the pupils' age. Whilst pupils have weekly sessions in the computer suite, their progress is unsatisfactory overall because they have insufficient opportunities to practise the full range of skills across the curriculum due to a shortage of appropriate software and in some classrooms limited use of hardware.

7. In most other subjects pupils make satisfactory progress and reach standards that are in line with what is expected for their age. Whilst pupils' attainment in gymnastics is satisfactory at the end of Year 2, it remains below national expectations at the end of Year 6 because these pupils have had insufficient opportunities to build on their skills over time. In some subjects such as history, geography and design and technology, pupils make mainly satisfactory progress in lessons seen. However, they do not always have regular practice of subject specific skills, which is needed to extend their learning, because of the way the timetable is organised. In clubs after school pupils reach high standards in art, dance and music because of their high level of motivation and the good learning opportunities that the teachers provide.

8. Pupils with English as an additional language in Years 1 and 2 make good progress because of the good support they receive in the nursery and reception classes prior to arriving in Year 1 and the good quality of teaching in the infants. They receive good extra support from a full-time teacher of English as an additional language. Some pupils who have not been at the school for very long have made very good progress, quickly assimilating English and their reading and writing is already at an appropriate level for their age. Pupils with English as an additional language in Years 3 to 6 make sound progress. They do not receive as much support from a teacher of English as an additional language who is part-time, despite the fact that there are more pupils in Key Stage 2. The school is currently reviewing the allocation of additional teaching hours for these pupils and the Key Stage 1 teacher is now taking some pupils in Key Stage 2 to try and redress this imbalance. With occasional exceptions, Asian and other ethnic groups tend to do better than Afro-Caribbean pupils, some of whom are underachieving. Other pupils with English as an additional language who have a good command of English make similar rates of progress to the other children.

9. From the national tests results and work seen it is judged that the school provides appropriate challenge overall for the highest attaining pupils. In Years 5 and 6 the school is beginning to identify gifted and talented pupils and to plan to meet their needs in a variety of subjects as part of the 'Excellence in Cities' project. In national tests the girls have outperformed the boys in all subjects over the last two years but no significant difference overall was noted in their progress during the inspection. In the juniors some white boys and Afro-Caribbean boys' progress was affected by their inability to concentrate on some occasions, such as in whole-class introductions to lessons. They often applied themselves better in small group work.

10. By Year 2 pupils with special educational needs make good progress towards the individual education targets that are set for them and progress is satisfactory in Years 3-6. Pupils attached to the Primary Hearing Centre make very good progress in both key stages because of the good support that they receive from adults.

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

11. Children in the nursery and reception classes are very keen to learn and behave well. They co-operate with each other in play and in group or whole-class activities. They are able to work independently of the teacher in a range of tasks. They listen attentively to adults and take turns in responding to questions. They share equipment, such as when engaged in role-play or in sand and water investigations. They clear up after themselves, for example three pupils were washing the table after practical activities with care that it should be clean for eating whilst singing "Wash, wash for lunch".

12. In almost all lessons seen from Years 1-6 pupils showed positive attitudes to school and their work and this was a significant factor in enabling them to learn. They apply themselves conscientiously to and show interest in the tasks that are carefully chosen to motivate them. In a minority of lessons seen in the juniors, for example in physical education and science, a few pupils, particularly boys, have difficulty in listening in whole-class discussions and become noisy or go off task. These pupils have not developed a strong sense of commitment to learning, which is in part due to the changes of teacher. Generally, the temporary teachers manage their behaviour well and through skilful intervention get them back on task in individual follow-up work when they often apply themselves satisfactorily. All the pupils spoken to said that they enjoyed school, and parents confirmed this in their response to the questionnaire and at the parents' meeting.

13. Pupils with English as an additional language have good attitudes to their work and most behave well in both key stages. Afro-Caribbean pupils in the main have more difficulties with concentration and in sustaining interest in their work. Pupils with special educational needs are generally well motivated and keen to make progress. Their attitude to learning is good. In the small withdrawal groups for hearing impaired pupils in literacy and numeracy, attitudes to learning are very good. Pupils have very good relationships with their specialist teachers and support staff and value the assistance they receive.

14. Pupils' personal development is good overall. Within lessons across the school pupils are willing to answer questions and most use school conventions, such as putting up a hand before speaking. They listen carefully to each other and show that they value and respect the views and opinions of others. An example of this was in a personal, social and health education lesson in Year 5 when pupils were discussing why people gamble. Within small groups, with a selected leader, pupils discussed and modified their views maturely and were able to present some shared opinions to the rest of the class. When given the opportunity, pupils take their responsibilities positively, for example, when tidying their classrooms or buying their own lunches.

15. Pupils' behaviour in lessons and around the school is good. Pupils play together harmoniously in the playground. They co-operate well together in pairs and small groups in lessons. A good example of this was seen in a lesson on preparing a business plan when two pupils were seen explaining the British coinage system to another pupil recently arrived in this country and whose command of English was limited.

16. No pupils were permanently excluded during the past year and only one was excluded for a fixed period. No evidence was seen during the inspection of any bullying, racist or other oppressive behaviour. Pupils, parents and staff believe that there is almost no bullying or racism in the school but when incidents do occur they are dealt with promptly and effectively. Pupils from a very broad range of cultures and ethnic origins respect each other within the school. Relationships between adults and pupils are very good and between pupils themselves they are good. Pupils are polite and take good care of the school environment.

17. Levels of attendance for the last two years were well below the average for primary schools, although there has been a slight year on year improvement. The indications are that in the year of the inspection the level of attendance will remain below the national average. There is now no significant variation in attendance levels between different groups. The majority of absences are due to medical reasons, although a small minority of parents do not appreciate the value of regular attendance in the education of their children and continue to jeopardise their children's education by not ensuring a regular attendance. Unauthorised absence rates are broadly in line with the national averages. Punctuality is generally satisfactory but a small minority of pupils often arrives late. The poor attendance and punctuality of a few pupils has an adverse effect on their education.

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

18. The quality of teaching overall is good. In just over six out of ten lessons the teaching was good or better. In less than one in ten the teaching was unsatisfactory. This good quality teaching was achieved in a period of difficulties with teacher recruitment. It reflects the impact of the year group leaders in ensuring that lesson planning is consistent across each year group and of the emphasis the school has placed on developing teaching and learning.

19. Teaching in the nursery and reception year is mainly good and is effective in enabling children to make good progress. The very good working relationships between members of staff ensure that they work together effectively in planning the curriculum, in teaching and in evaluating each other's work. Members of staff provide good role models for the children's social development and have appropriately high expectations of children's work and behaviour. Activities are planned carefully and tasks are well matched to the needs of the children. Assessment is used effectively, for example weekly planning has clear learning objectives to identify individual targets for children to build on what they already know and can do. All adults have a very good understanding of how young children learn and promote their confidence and independence strongly. The good range of resources available is used to good effect. All adults work hard to provide an attractive and stimulating learning environment and the good quality teaching promotes the early learning goals and provides a good foundation for the National Curriculum.

20. In the infants the quality of teaching is mostly good, with only one lesson being unsatisfactory. In the juniors the quality of teaching is satisfactory, with a significant amount of good or better teaching. In Years 3–6 in just under one lesson out of every ten lessons teaching was unsatisfactory. During the inspection only nine out of 14 class teachers in this part of the school were on permanent contracts, and one teacher had only started in the school that week to cover a teacher on long-term sick leave. Of the 18 lessons led by temporary teachers 13 were satisfactory or better. On some occasions these teachers have difficulties with behaviour management because the classes have often had many changes of teacher and have not developed a strong work ethic.

21. Teaching is good in English, mathematics and religious education in Years 1-2 and in art and design and science across the school. In English and mathematics in Year 3–6 and in all other subjects where it was possible to see enough teaching to make a judgement, the quality is satisfactory. In the infants, teachers teach the basic skills well in English and mathematics but in the juniors some teachers are not as secure in their subject knowledge and pupils' progress is not as consistent over time. The literacy and numeracy hours are implemented well but insufficient use is made of the final summary section [plenary] to build on pupils' learning from the earlier part of the lessons.

22. Some strong features are evident in almost all lessons. Teachers make very good use of teaching assistants to support individual and groups of pupils. They ensure that the teaching assistants are well informed about the purpose of the lesson and the needs of the pupils. As a result, these members of staff make a significant contribution to the pupils' progress because they help them to understand the tasks and to concentrate. Occasionally, better use could be made of them during the whole-class introduction to lessons to ensure fuller participation by some pupils, although they often are placed strategically at these times to help management of pupils with poor listening skills. Teachers generally plan lessons carefully and give the pupils clear explanations with the result that pupils understand what they are expected to do and make good use of time. In the best teaching, teachers share the learning intentions with the pupils from the outset of the lesson so that they know what they are striving to improve and are more sharply focused. In the vast majority of lessons teachers manage the pupils well and have clear expectations that they will work hard and behave. Pupils respond to this approach and lessons are generally calm and purposeful. All adults work alongside individual pupils or groups to build on their understanding as the lesson progresses and to deal with pupils' misconceptions effectively.

23. Whilst there are many strengths in teaching, some aspects need more consideration. Teachers often question pupils well to check their understanding and to extend their thinking. In the best teaching teachers vary their questions to target individual pupils at their own level of understanding and this helps all pupils to participate and gain fully from the lesson. In some lessons teachers only ask those pupils who raise their hands and other pupils are left without the opportunity to develop their speaking skills. In some very good lessons in Year 3 in literacy, the teachers were making very good use of an historical visit, reference books and photographs to develop pupils' understanding and use of vocabulary when writing letters. In a personal, social and health education lesson in Year 5, pupils were asked to work within groups to discuss why they felt children gamble. They were expected to talk at length and report back to the rest of the class, thus promoting their ability to talk in a range of contexts. However, overall teachers provide insufficient focused opportunities for pupils to use and develop spoken language skills. Some teachers' expectations of pupils' presentation skills are too low and too often pupils do not apply the handwriting and spelling skills that they have acquired in the practice lessons.

24. In the unsatisfactory teaching the work, although planned to meet the needs of the pupils, is either too hard or not challenging enough. As a consequence the pupils lose concentration and interest and do not complete enough work. In other lessons of this quality teachers are not secure in what they want pupils to learn and their explanations are not precise enough to enable the pupils to know what they are expected to do. The lessons lose pace and pupils do not make enough gains in their learning.

25. The majority of teachers plan work that is based on what the pupils have learned in the previous lesson and the match to pupils' individual needs is generally most effective in English and mathematics. In some lessons, such as art and design and physical education, teachers ask pupils to evaluate their work or that of others and this is useful for teacher assessment. Generally, too little use is made of the plenary for assessment purposes although there are some good examples. In a numeracy lesson in Year 6, pupils were asked to write themselves a memo about what they would need to do to improve in the next lesson and they took this very seriously. However, the approach to on-going assessment is variable, and this is evident in the differences in the quality of marking across the school. Teachers mark conscientiously but only some use marking as a means of assessment by clearly addressing the learning intentions in the work and on some occasions the targets set for pupils. The approach to on-going assessment is not sufficiently standardised across the school to support the temporary teachers.

26 The quality of teaching of the pupils with English as an additional language in the Foundation Stage and Key Stage 1 is good and facilitates the good progress which these pupils make. The specialist teacher works effectively and enthusiastically. Equally the bilingual support for Asian pupils in the Foundation Stage reaps good benefits in pupils acquiring an understanding of English and in settling into school. In one good Key Stage 1 science lesson pupils were learning about forces. The teacher of English as an additional language took a group of pupils outside and involved them practically in such activities as pushing a trolley, pushing on the pedals of a tricycle and pulling a rope in a tug of war with constant reference to the appropriate words 'push' and 'pull'. A pupil held up the correct card label with the action. The pupils enjoyed the activities but also gained a good understanding of the terms. The teaching in Key Stage 2 is satisfactory. The teacher of English as an additional language makes good use of visual expressions to get across meaning but sometimes the picture cards used in work do not represent language in common use such as 'row boat' for rowing boat and 'flash light' for torch. The specialist teachers in both key stages work hard to deal with a fast moving situation of new arrivals and pupils departing but are determined to do their best for the children whilst at the school.

27 The teaching of pupils with special educational needs is generally good, with teachers very aware of pupils' difficulties. The quality of teaching for hearing impaired pupils during their withdrawal sessions for literacy and numeracy is very good. Suitable tasks are provided through a range of appropriate activities and organisation, which match the strategies in the individual education plans. Overall, pupils with special educational needs are enabled to make good strides in their learning in both key stages. The learning support staff, who work with individuals or small groups in close collaboration with the class teacher and, when applicable, the teacher for the hearing-impaired, assist pupils' learning effectively and make a significant contribution to the progress that the pupils make. The relationships between all staff and pupils and the willingness of the pupils to work hard, enable real progress to be made at these times. The special needs co-ordinator and the teacher-in-charge of the Primary Hearing Centre provide effective links between all staff for pupils on the register of special needs. The targets in the individual education plans are generally good, being clear, measurable and understood by the pupils.

28 Teachers often make good use of homework to support pupils' learning. Tasks set are related to the work of the classrooms and become increasingly demanding as pupils move through the school. Homework books are marked regularly and conscientiously. Some inconsistency in approach is mainly due to changes of teacher. Many pupils and parents respond by returning the work on time but some do not. This is in part due to misunderstanding by parents of what is needed.

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

29 The quality and range of the curriculum for the children in the nursery and reception year are very good and provision is based on national guidelines called Early Learning Goals. In the reception classes, the curriculum includes parts of the literacy and numeracy strategies as appropriate for such young children. Nursery and reception class activities are well planned and these provide very good support for children's learning in all areas of the foundation stage curriculum. Appropriate priority is given to the development of children's personal, social and emotional development and their communication, language and literacy skills.

30 The curriculum for pupils in the infants and juniors is satisfactory and meets the

requirements of the National Curriculum in most respects and the locally Agreed Syllabus for religious education. The National Literacy Strategy has been effectively incorporated into curriculum planning and is reflected in the structure of literacy lessons. It is increasing pupils' confidence and interest in reading and writing. Pupils' literacy skills are appropriately developed in other subjects throughout the school, for example reading for information and writing for a range of purposes in science, geography and history. The National Numeracy Strategy has been satisfactorily implemented and has increased pupils' competence in mathematics. Pupils are taught the basic skills systematically and pupils' numeracy skills are developed in other subjects throughout the school, as for example time lines in history. There is an appropriate emphasis on literacy and numeracy as part of the school's initiative to raise standards. Because of the lack of good information and communication technology facilities in classrooms there are insufficient opportunities for pupils to apply the skills that they learn in the computer suite across the curriculum and there are some gaps in the provision. The curriculum is planned to provide pupils with a range of interesting and relevant opportunities and the overall time allocated to subjects is appropriate in both key stages. However in some year groups the balance of the curriculum is affected by the large time gaps between units of study, as for example in design and technology, history and geography, and this makes it difficult for pupils to develop and practise specific subject skills systematically.

31 The curriculum includes good provision for pupils' personal, social and health education through a very good planned programme, for example specific sex and drug education is taught to Year 6 pupils. Assemblies and class discussions are used effectively to encourage pupils to think about issues such as caring for and sharing with others, the exploration of feelings, making decisions and taking responsibility for one's actions, as well as universal themes, such as conservation and pollution.

32 The curriculum is socially inclusive and provides very good equality of access and opportunity for all pupils to learn and make progress. Pupils with special educational needs are well supported and encouraged to participate in all school activities. Pupils with hearing impairment are integrated with the mainstream pupils for most lessons, but are withdrawn for literacy and numeracy so that they may benefit from the specialist teaching and more individualised programmes in these subjects. Pupils' statements of special educational need are given full consideration and all provision detailed in them is met. An over-subscribed and well supported signing club gives hearing pupils and adults opportunities to learn alternative communication skills. The school makes good efforts to ensure that pupils at an early stage of learning English do not miss important aspects of work and group and withdrawal arrangements are planned carefully with due regard for pupils' needs.

33 A good range of out-of-school activities, in which boys and girls are able to participate equally, both enrich the curriculum and support pupils' social development. Football makes a positive contribution to the development of team spirit as well as standards in physical education. Activities such as the art, choir and dance clubs enhance other aspects of the curriculum and in the case of the dance club make a significant contribution to pupils' self-esteem and social development. An after-school club provides a range of activities for pupils of working parents.

34 The school has developed good links with the community and other schools. Good links between local primary and secondary schools and the local cluster meetings, that subject co-ordinators and Year 7 teachers attend, provide regular opportunities to discuss curriculum issues. In addition, Year 7 teachers and co-ordinators for special educational needs from the two secondary schools to which most pupils transfer visit the school to meet staff and pupils. These activities make a good contribution to the pupils' preparation for the next stage in their education. The school participates in a number of local events involving

other schools, including music and dance festivals. A number of positive links with industry have been established, as for example links with British Telecom, and these make a positive contribution to the curriculum. Members of various emergency and community services such as the police, fire service officers and road safety officers visit to talk to pupils. The school has good links with a number of training establishments and trainee teachers and nursery nurses work regularly in the school.

35 Provision for spiritual development is satisfactory. Assemblies give pupils opportunities for reflection on a range of issues, which often have a moral aspect. A candle is usually lit at this time, but more emphasis could be given to it as a focus for reflection. Sometimes in year group assemblies, the themes are related to the topic being covered that week in religious education, and so support the work there. Pupils are also offered time for reflection in religious education lessons. Teachers sometimes take opportunities provided for spiritual development in other areas of the curriculum, such as science, when in Year 1 they are excited by the effect created by bubbles or in Year 6 when they are amazed at the disorientating effect of looking at the world with a mirror. Pupils respond well to the effect created by musical instruments, such as a rain stick, or in literacy feel pity for the plight of Ginger in 'Black Beauty'. Sometimes these moments are planned, as in Year 6 religious education lessons, where the song 'Streets of London' was used to evoke a response in pupils to the situation of the homeless.

36 Provision for pupils' moral development is good, through assemblies and religious education lessons, such as those which challenge pupils' views on the homeless or on discrimination, and also through some of the themes covered in personal, social and health education. Teachers have good expectations of pupils' behaviour. They expect pupils to care for each other and to respect each other's views. This has led to improvements in the attitudes and behaviour, particularly of older pupils. The use of 'circle time', where pupils sit in a circle and listen to each other speak about matters which concern them, also heightens pupils' awareness of the needs of others.

37 The school promotes pupils' social development well. They are encouraged to work together, in pairs or in larger groups, in many subjects. In music pupils are taught to wait their turn and to evaluate each other's work with sensitivity. Pupils also have opportunities to mix with others outside their own class in the out-of-school clubs, such as the signing club, and lunchtime activities. Pupils' social development is also fostered by the inclusive nature of the school, which has pupils from a wide range of ethnic groups and refugees, as well as those with a hearing impairment and other educational needs. Year 6 pupils attend the Crystal Palace Study Support Centre to support the development of their literacy and information and communication technology skills. All these activities make a good contribution to both broadening the pupils' experience and promoting their personal development. Pupils in Year 2 and Year 6 take part in residential trips, which give them further opportunities to understand about living with other people. There are some chances for older pupils to take responsibility, for instance putting out chairs and helping in assemblies, but these are quite limited. The School Council, which gave pupils an opportunity to have a voice in the running of the school, has not operated this year but is to start again at the beginning of the next academic year.

38 The school provides good opportunities for pupils to understand their own and others' cultures. It makes good use of a range of visitors, including authors and performers, as for example in Year 6 where a visiting author inspired pupils to write their own books. It celebrates the diversity represented within its own community, by displays, for instance of the variety of languages spoken, and the celebration of festivals, such as Diwali or the Chinese New Year. Good opportunities are provided for the appreciation of both literature, including poetry, and also art, including sculpture, such as that of Alberto Giacometti. Pupils have

regular opportunities to visit galleries, for example the National and Tate Galleries. They also consider the art of non-western cultures, for instance Maori and Yoruba. Pupils' attention is drawn to the music being played in assemblies, for example the film music of John Williams during the inspection week, but the opportunity for musical appreciation in lessons is more limited.

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

39 The school is successful in meeting its aim to provide a safe and caring environment where every pupil is valued and enabled to learn. The vast majority of parents are happy with this aspect of the school.

40 The general ethos of the school promotes a sense of teamwork and helps to ensure that members of staff know pupils very well and provide effectively for their welfare and guidance. Satisfactory procedures are in place for monitoring and supporting pupils' personal development. These are often informal and based on the class teacher's detailed knowledge of individual pupils but they are supplemented by a formally recorded assessment each term that builds into a pupil profile. Teachers use their knowledge of individual pupils to plan appropriate support for them within lessons. Formal personal records are kept regularly for pupils with special educational needs, particularly those with behavioural difficulties and for pupils with hearing impairment. Good working relationships exist between the school and other external agencies, which contribute to the good support of pupils with significant learning or emotional and behavioural difficulties.

41 Pupils irrespective of their ethnic origin or background all receive the same quality of care and support. The school takes good care of pupils who are newly arrived in the country, ensures that they have adequate clothing and that their general welfare is met well.

42 The child protection practices are very good and are based on the locally agreed procedures. All members of staff know who the designated teacher for child protection is and staff and governors regularly receive awareness training in child protection matters. New members of staff are made aware of the procedures as part of their induction.

43 Procedures for monitoring and promoting attendance are good and certificates are awarded for high attendance. Good attendance is regularly promoted in assemblies. The school works hard to promote good attendance and involves outside agencies as appropriate. The Local Authority's education welfare officer visits the school regularly to monitor punctuality and attendance and follows up cases of poor attendance.

44 The policies and procedures for promoting good behaviour are good and application of them results in behaviour, both in lessons and elsewhere, that is usually good and occasionally very good. On the few occasions when the behaviour is less than satisfactory, and this is mainly involves older pupils, the consistent application of the procedures reduces the effect of the poor behaviour. Pupils, parents and members of staff do not see bullying as a problem but state that on the few occasions when it does happen there are good procedures for dealing with it. The prevention of bullying, racism and sexism and the promotion of good behaviour are high priorities for the school and are underpinned by the ethos of the school and promoted through a variety of means such the personal, social and health education programme and assemblies.

45 The school's health and safety policy forms a good basis for ensuring the safety and welfare of the pupils and staff. The governing body takes an active interest in monitoring health and safety matters. Regular risk assessments are carried out and documented.

Electrical appliances, fire extinguishers and physical education equipment are regularly checked for safety. Good procedures are established for fire safety and regular fire drills are held. There are sufficient trained first-aiders on the staff.

46 The arrangements for assessing pupils' attainment and progress are satisfactory, overall. Children are informally assessed on entry to the nursery. This assessment is continually updated with good evaluations of how the children respond to the daily activities and how well they are able to carry out the tasks. All members of staff contribute to these assessments. Good records are kept and transferred to the reception teachers. In the reception classes children are assessed within the first half-term using a baseline assessment. The results of this test are used to identify children with special educational need and to help form groups for teaching. The teachers continually make assessments and build up a comprehensive educational picture of the children. Parents are regularly informed of their children's progress.

47 In the infants and juniors, pupils' progress in English and mathematics is tracked through the results of the national tests and other standardised tests. Pupils' attainment in reading, writing and mathematics is assessed regularly and used as a check on their annual progress. The school is developing the setting of relevant learning targets for individual pupils in literacy. These targets are liked and well understood by pupils and the system is motivating them to improve. The school is now using a computerised tracking system to provide a record and overview of what pupils have achieved in the statutory and non-statutory tests. The headteacher and deputy headteacher are beginning to use this to track the progress of different groups of pupils, such as by gender, ethnicity and special educational needs. They are also evolving procedures to use these results to provide data to set overall targets for future years. Teachers use test data to predict what National Curriculum levels pupils should be able to achieve in the future. They also use this data to plan support for those not making enough progress, such as additional support in the Phoenix class for literacy and numeracy.

48 Whilst the procedures for assessing and tracking progress are appropriate in subjects other than English and mathematics, their use is inconsistent. A system is in place for recording the attainment of pupils against National Curriculum expectations on an end of module basis, approximately each half-term. However, teachers do not use this information as much as they should to plan future work to meet pupils' learning needs, particularly in geography and history as there is often a long period of time before pupils undertake a further block of work in the subject. Teachers often assess pupils' work well within lessons and plan tasks carefully to match the needs of groups of pupils. However, the approach to this is informal and mainly left to interpretation by individual teachers. Whilst this approach works for most teachers, it does not ensure that appropriate on-going assessment is available for temporary teachers.

49 The school meets the requirements of the special educational needs Code of Practice, with good provision for its pupils on the register of special educational needs and very good provision for pupils who are hearing impaired. The provision stipulated in statements of special education needs is met effectively. Targets in pupils' individual education plans are generally good, being clear, measurable and understood by the pupils, and facilitate precise monitoring of progress. The procedures for tracking the progress of pupils with special educational needs are good and provide a clear oversight of individual progress in relation to the specific targets of individual education plans. The procedures for tracking the progress of pupils with hearing impairment are very good.

50 The English as an additional language teachers keep good records of pupils' progress on learning English and in particular the teacher for English as an additional language in the

infants keeps very well documented assessments of pupils' performance in individual lessons. The general records maintained on pupils who are at an early stage of learning English are very thorough. Records of other pupils with English as an additional language are similar in quality to other pupils in the school.

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

51 Since its formation the school has worked hard to build a partnership with parents and parents now have a positive view of the school and make a satisfactory contribution to the work of the school.

52 The vast majority of parents are supportive of the school but a significant number of those responding to the parents' pre-inspection questionnaires expressed concerns about some aspects. Most parents who returned the questionnaires or attended the pre-inspection meeting felt that their children liked school, were expected to work hard and were making good progress. The majority considered teaching to be good and felt comfortable in approaching the school with any worries or concerns. The findings of the inspection team support the positive views of the school expressed by the majority of the parents.

53 Almost a quarter of parents who returned the questionnaires did not feel that they were being kept well enough informed about how their children were getting on. Parents are invited to two formal evening consultation meetings with teachers to discuss their children's progress, one in the autumn term and the other at the end of the summer term. Over 90 per cent of parents accept the invitation to attend the consultation evenings. The inspection team judges that the time between the two meetings is too long if parents are to help their children to make progress during each year. The school in part addresses this by having consultations with parents in Years 2 and 6 just before the national tests. Parents are provided with end of year reports, which meet statutory requirements in reporting on pupils' progress and attainment. However, these are variable in quality and style and they tend to be better for the younger age groups. On some there is provision for pupils and parents to make their own comments.

54. The prospectus and governors' reports to parents contain useful information and the former contains good advice on how parents may help with their children's education when they start school. Newsletters are sent home when the school sees the need to tell parents about school events and activities. Information about the curriculum, homework and school events are displayed in corridors and most of this information but not all is sent home before being displayed so that it is available to parents who do not make regular visits.

55. The inspection team found that while the majority of parents think they are kept well informed, the views expressed by the minority do have some merit. The information provided is satisfactory, but there is room for improvement and a need for greater consistency in the information parents receive.

56. Over a fifth of parents who returned the questionnaires did not think that the school worked closely with parents. The school in its prospectus emphasises the importance that it gives to a shared responsibility by the school and parents in educating the children. It aims to achieve an honest and productive partnership dependent on understanding and goodwill from both sides. The inspection team supports the view of the large majority of parents that think the school works closely with them.

57. The induction into nursery is a very good feature of Kingsley Primary School. Parents and children are well prepared for starting school. Meetings and visits to the nursery are very

well organised. Members of the nursery staff have a good relationship with the children before entry and this begins during the valuable home visits. Children and parents are confident to come and begin the home-school partnership necessary for successful learning. Parents of children of pre-school age are also welcomed at the twice a week 'Drop In' session.

58. Annual review procedures for pupils with statements are good and follow the Local Education Authority's guidelines closely. The educational report for the review has good coverage of attainments and progress for English, mathematics, science, and personal development, but the reporting of attainment and progress for the foundation subjects is sparse and should be improved. Parents of pupils with statements of special educational need generally attend the annual review meeting and are involved in the setting of new annual targets for individual education plans at this time.

59. The school works hard to keep in contact with parents of pupils who have just entered the country. Where there are particular issues of concern, the school tries to obtain interpreters to help resolve the communication difficulties. The relevant members of staff have good knowledge of these pupils' individual circumstances, which they use to provide appropriate support.

60. A few parents help in the school but not on a regular basis. Others help at fund-raising events organised by the 'Friends of Kingsley' that contribute worthwhile sums of money to the school. During the inspection, parents were seen talking regularly to class teachers about their children after school and teachers are readily available for informal consultations. There is a willingness by the school to work closely with parents and most parents recognise this. This is shown by the high attendance at parents' evenings and by the high number of parents who have signed the Home-School agreement.

61. About a third of the parents responding to the questionnaire were not satisfied with the range of activities provided outside of lessons. The inspection team supports the views of the majority of parents who are satisfied with the range of activities.

62. Nearly a quarter of the parents responding to the questionnaire were not satisfied with the homework set for their children. The Inspection team found that the provision for homework is appropriate and in accordance with national recommendations. Homework is mentioned in the prospectus and details are displayed on notice boards for those parents who are able to come into school. The school has a homework policy but the fact that this is not sufficiently well known to parents results in a mismatch between the expectations of the school and the parents.

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

63. Since the school was established in 1999 from the previous separate infant and junior schools, the headteacher, supported well by the deputy head, has provided good leadership, which has resulted in a united and improving school. Together with the staff and governors, they have succeeded in fostering a positive ethos of inclusion, fulfilling the school's aim 'to create a school where everyone knows they are valued'. The mission statement says that it 'is a school where everyone knows they will succeed', and it operates a system of rewards with stars and stickers, culminating in the award of a 'Star of the Week' in every class in assembly on Fridays.

64. The headteacher has created a broadly based management team, which includes deputy and assistant heads, year group leaders and others with specific responsibilities, such as the

special needs co-ordinator and the head of the hearing impairment unit. They meet on a regular basis and their decisions are communicated effectively to other staff through the year group leaders, who also oversee the planning for their year group. Curriculum co-ordinators have all had release time from their class responsibility to promote their subject. Some have used this time to monitor teaching in classes and others to write schemes of work and policies or to scrutinise samples of pupils' work. This time has generally been used effectively but the school has specific plans to extend the monitoring role of the curriculum co-ordinators in the next academic year,

65 The headteacher and deputy headteacher have carried out some joint observations of teaching with the local authority adviser. However, the high level of turnover of staff and the number of temporary appointments mean that it is important that this activity is continued, so that the school can maintain the equality of provision for all pupils and identify the training needs of new teachers. However, all members of staff are committed to continuing the improvement that is being effected.

66 The overall management of English as an additional language is satisfactory. There is currently no co-ordinator but the school is planning management training for one member of the team. Teachers of English as an additional language work together to plan and improve the provision. The allocation of staff for the large number of pupils with little or no English is satisfactory overall but some redistribution of the hours is required to ensure that the balance of time is appropriate for Key Stages 1 and 2.

67 The special educational needs co-ordinator and the teacher-in-charge of the Primary Hearing Centre manage their areas well and are ably supported by the teachers' assistants. The policy, procedures and provision that they have put in place are supporting effectively the progress that these pupils make.

68 The governing body fulfils its legal responsibilities well. It operates an efficient system of working parties rather than standing committees and meets frequently as a full governing body. It is supportive of the school, but knows its strengths and weaknesses and holds it to account where necessary, for instance over the standards achieved and levels of attendance. The governors review regularly the progress the school is making in carrying out its development plan. They value the part the school plays in the community.

69 The school has implemented fully the requirements for performance management in schools. It links provision for staff training appropriately to the needs of the school. The school's priorities for development recently have been the national ones of literacy and numeracy, but it has also focused successfully on the improvement of behaviour. In the next stage it will now give appropriate attention to the development of other curriculum subjects.

70 Teachers who are new to the school are introduced to its routines by year group leaders. They feel that the support they receive is good, although sometimes more help is needed with difficult pupils. The school meets all the requirements for the induction of newly qualified teachers, and also provides good opportunities for student teachers to carry out teaching practice.

71 The turnover of staff is high, largely because of the costs of living in the area. At the time of the inspection the school employed five temporary teachers, one of whom commuted daily from the south coast. The deputy head works with the local authority on the recruitment of new teachers, and the school's involvement in teacher training also brings some recruits. The school maintains high levels of well trained support staff as an additional inducement to teachers to work there. The support staff includes a good number of classroom assistants, as well as those assigned to support specific pupils with statements of special educational

need. Teachers for those with impaired hearing work both in the dedicated unit and in the classrooms, where pupils are integrated well in lessons other than those for literacy and numeracy. They also encourage their pupils to participate fully in other activities, for instance providing signing in assemblies.

72 The school has been operating with a deficit budget since its inception, because of the additional costs of merging two schools, but this has been managed well by the governing body and it is anticipated that the deficit will be cleared in the current financial year. The school uses special grants well, for example for pupils with special educational needs, supplementing these as necessary from its own budget. It has also benefited from the Excellence in Cities project, which supports learning mentors for some pupils. Unnecessary expenditure has been avoided. The school applies principles of best value well, for example when maintaining its good ratio of support staff or reviewing the cleaning contract. It makes every effort to consult parents when necessary.

73 The accommodation is satisfactory overall; it has some good features, such as the nursery and some unsatisfactory ones, for example the library. The accommodation is adequate for the number of classes but some of the classrooms used for the younger age groups are a little cramped for the number of pupils involved. The library is too small to meet the needs of a school of this size and is not conveniently situated to encourage use by older pupils. The accommodation for learning support is good, with several classrooms soundproofed and carpeted to reduce the extraneous noises which might overwhelm the teacher's voice or distract the attention of the hearing impaired pupils. There is sufficient office accommodation and rooms that may be used for teaching individuals or small groups are readily available when required. Access at ground floor level within the individual infants and junior sections of the school for the physically disabled is satisfactory but quite high steps hinder access between the two sections. Access to the first floor, which is currently by stairs alone, is inadequate for pupils or adults with physical disabilities. A lift has been installed but it is not yet operational. The school is a designated model school for inclusion and is to have facilities provided to allow access for all pupils. The buildings are clean and in good decorative order and they provide a bright and cheerful environment for learning.

74 The school has satisfactory resources for learning. Resources are good in the nursery and reception classes. The school has a good range of books for English and equipment for science, and the resources for religious education are also good. The resources immediately to hand to support pupils with special educational needs are good, particularly in the Primary Hearing Centre. There are not yet sufficient computers in the school to enable them to be used widely outside the lessons timetabled in the computer suite, and the school needs a wider range of software to enable teachers to use the computers to support learning in all subjects. The school makes satisfactory use of computers in its administration, for instance to analyse the data from pupil assessment.

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

In order to build on the recent good improvements and raise standards further, the headteacher governors and staff should:

(1) improve pupils' understanding and use of vocabulary and improve their presentation skills by:

providing more planned opportunities for pupils to acquire and practise a rich and varied use of language in a wide range of activities, particularly involving speaking and use of first-hand experiences;

raising teachers' expectations so that they ensure that pupils apply their spelling, handwriting and recording skills within their written work across all subjects, particularly in science and mathematics;

providing pupils with a wider range of strategies for reading;  
(Paragraphs 5,23,95,96,97,98,99,103,104,114,120,122,143,149)

(2) improve pupils' numeracy skills in Years 3-6 by ensuring that teachers build on pupils' learning consistently across the Key Stage.  
(Paragraphs 4,113,114)

(3) improve pupils' ability to apply their information and communication technology across curriculum by improving:

the provision of computers in classrooms and the range of software;

teachers' confidence and knowledge in information and communication technology.  
(Paragraphs 6,30,122,146,151,174)

(4) improve the long-term planning for the non-core subjects and the use of assessment in order to:

a) increase the opportunities that pupils have to practise their skills regularly in design and technology, geography and history;

b) ensure that teachers plan a better match of work to pupils' individual needs.  
(Paragraphs 7, 25, 30,48,123,132,140,144, 158,167)

76 In addition to the key issues, the school should address in the action plan the inconsistency in the approach to marking pupils' work so that pupils are clear about what they need to do to improve their work.

(Paragraphs 25,107,121)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	113
Number of discussions with staff, governors, other adults and pupils	44

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	53	35	5	1	0
Percentage	0.90	14.41	47.75	31.53	4.51	0.90	0.0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. The number of lessons observed in the table above does not total 113 because two lessons seen were not graded because the time spent observing was less than 30 minutes.

### 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)	68	649
Number of full-time pupils known to be eligible for free school meals	0	286

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	2	23
Number of pupils on the school's special educational needs register	3	197

English as an additional language	No of pupils
Number of pupils with English as an additional language	225

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	113
Pupils who left the school other than at the usual time of leaving	162

### Attendance

#### Authorised absence

	%
School data	7.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.5
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 [00]	60	47	107

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	41	44
	Girls	41	43	42
	Total	80	84	86
Percentage of pupils at NC level 2 or above	School	75 (83)	79 (88)	80 (89)
	National	84 (83)	86 (84)	91 (96)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	41	42
	Girls	38	37	37
	Total	75	78	79
Percentage of pupils at NC level 2 or above	School	70 (77)	73 (84)	74 (90)
	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	48	39	87

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	27
	Girls	30	25	29
	Total	54	51	56
Percentage of pupils at NC level 4 or above	School	62 (62)	59 (48)	64 (50)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	35	30
	Girls	33	32	34
	Total	53	67	64

Percentage of pupils at NC level 4 or above	School	57 (62)	71 (49)	68 (52)
	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	63
Black – African heritage	77
Black – other	22
Indian	89
Pakistani	25
Bangladeshi	3
Chinese	1
White	340
Any other minority ethnic group	29

*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)	27.04
Number of pupils per qualified teacher	24.00
Average class size	28.20

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

Total number of education support staff	21
Total aggregate hours worked per week	423

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	34
Total number of education support staff	5
Total aggregate hours worked per week	110.5
Number of pupils per FTE adult	9.71

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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	2000/1
	£
Total income	1,902,400
Total expenditure	1,938,950
Expenditure per pupil	2,763
Balance brought forward from previous year	-12,567
Balance carried forward to next year	-49,117

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	727
Number of questionnaires returned	109

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66.0	28.0	2.0	5.0	0.0
My child is making good progress in school.	48.0	40.0	7.0	5.0	0.0
Behaviour in the school is good.	40.0	32.0	15.0	7.0	6.0
My child gets the right amount of work to do at home.	40.0	35.0	18.0	6.0	1.0
The teaching is good.	49.0	38.0	6.0	6.0	1.0
I am kept well informed about how my child is getting on.	42.0	35.0	15.0	7.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	57.0	28.0	6.0	8.0	1.0
The school expects my child to work hard and achieve his or her best.	61.0	25.0	5.0	6.0	4.0
The school works closely with parents.	43.0	32.0	14.0	8.0	3.0
The school is well led and managed.	36.0	43.0	7.0	7.0	6.0
The school is helping my child become mature and responsible.	48.0	32.0	9.0	7.0	4.0
The school provides an interesting range of activities outside lessons.	29.0	32.0	17.0	17.0	6.0

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

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

77. The quality of education provided in the foundation stage is very good and gives the children a good base for the next stage of their education. The co-ordinator leads and manages well and all adults work extremely effectively as a thoughtful, caring and experienced team. Members of staff of both nursery and reception classes are at the stage where they are confident to share each other's good practice in the teaching of these young children. The provision in the nursery and reception classes is one of the school's main strengths.

78. Children in the foundation stage are catered for in the nursery and in three reception classes. They are admitted into the nursery on a part-time or full-time basis in September of the year in which they become four. Places for full-time education in the nursery are given according to special educational need or social need. At the time of the inspection 20 children were attending the nursery full-time and 58 part-time. Transfer into reception classes takes place in the September of the year in which children become five and they all receive a full-time education.

79. The nursery is fully inclusive, catering for children who have special educational needs who live both within and outside the local area and a high proportion of children for whom English is an additional language. It takes place in adapted classrooms, which have been made attractive by the caring staff to allow for every aspect of the foundation stage curriculum to be taught and learned in a positive atmosphere. A secure area outside for adventurous play is resourced well.

80. The transfer into reception classes is carefully managed. The three reception class areas are well equipped. An enclosed area for outdoor play has been a focus for development and members of staff are converting a barren playground into an exciting and enriching learning outdoor classroom. It is well resourced but has only raised beds for digging and exploring the natural world. A team of teachers and support assistants for the hearing impaired children and a further team of part-time teachers and full-time assistants for children whose first language is not English are very professional in their approach. They work very well together to provide the children with very good practical experiences appropriate for their stage of development.

81. Attainment on entry to nursery is well below average. The baseline assessments carried out on children within the first seven weeks of the reception class reflect the below average attainment informally assessed within the nursery. The results of these assessments are shared with parents who are expected to be involved in supporting their children's learning. Overall, children make good progress in the foundation stage and those with special educational needs and English as a second language make very good progress. All children benefit from the caring and supportive environment and the well prepared and structured learning opportunities provided. Children make very good progress in their personal and social development and they are taught the necessary skills and attitudes for learning. By the end of the reception year, children's attainment in personal social and emotional development and in physical and creative development is satisfactory. In the areas of communication, language and literacy, mathematics and particularly knowledge and understanding of the world their attainment is still below that expected.

## **Personal, Social and Emotional Development**

82. Children enter with attainment that is well below that expected for their age in personal and social development. They make very good progress, particularly in the nursery. By the time they enter Year 1, most attain in line with national expectations. Children are generally well behaved, learn to take turns and share resources. Members of staff provide a supportive ethos and the establishment of routines helps to promote children's independence and a strong sense of security. Children learn about feelings when they listen to happy and sad music at assembly time. By listening to stories that have a moral they are helped understand the effects of their actions on others. They have a growing awareness of the difference between right and wrong. They were overheard on many occasions prompting their friends when they had forgotten to put on aprons for painting and working at the water tray. Children are on the whole polite and play well together in the playground. Through the constant encouragement and caring support given by the teachers, children settle quickly into the new environment of school life. The teaching and learning programme devised for personal and social development is very good.

## **Communication, Language and Literacy**

83. The children enter school with attainment that is well below that expected for their age, particularly in conversational skills, vocabulary depth and hand control for writing. Children make good progress. However, the majority are still below the level expected by the time they enter Year 1.

84. The quality of teaching is mainly satisfactory and often good, which has a direct and positive effect on children's progress. Teachers use well-prepared activities and ask carefully chosen questions to encourage children to think for themselves. The activities on offer foster children's language and literacy skills. In the nursery and reception, children are encouraged to listen attentively and enjoy story time. Imaginative, spontaneous play is encouraged by members of staff, who intervene carefully to ensure that language is developed and children's vocabulary is increased. Children were seen in the reception outdoor area using language for a jungle walk, putting on imaginary protective clothing and spraying themselves to protect their skins from insect bites. In the nursery outdoor area when children are digging in the planters the teacher introduces them to a wealth of new vocabulary and the bi-lingual assistant supports children with English as an additional language in their English vocabulary. Teachers give children opportunities to talk about their experiences and interests throughout the day and to 'write'. For example, in the reception class children write letters and post them in the letter box while the nursery children write lists in the garden centre. Teachers in the reception classes build on the children's earlier learning and teach the skills necessary for reading in a more structured way. The children are introduced to phonics; they learn the alphabet and try to predict. Some children will reach the early learning goals for reading but the majority will not reach the standard expected by the time they are five.

85. All children enjoy the Big Books and listen attentively whilst the teacher reads to them. Teachers involve parents well by giving all children a book to take home and enjoy with their parents from the time they enter nursery. Use of bi-lingual books for children who do not speak English at home and the home/school diary helps to promote parental support.

## **Mathematics**

86. Mathematical development on entry is well below that expected for children of their age. Children make good progress but they do not reach the expected levels by the time they enter Year 1. The teaching is mainly satisfactory and often good. No opportunity is missed

to reinforce numbers, for example throughout the teaching areas number charts are written in many different languages.

87. Teachers support learning in mathematics with a wide variety of resources. Children make good progress in counting skills, number recognition and mathematical language. In the nursery they are able to count further than five. **Some** children can count to fifteen, but the majority have difficulty in counting numbers further than ten. Children know the names of common shapes such as square, triangle and circle. Through role-play, children are using mathematical terminology, for example pairs, twos and money terms. Sand and water play reinforces capacity and volume well. In the reception classes, children continue to learn to count, practise simple addition and subtraction and are introduced to money, weight, time and measurement. They are introduced to mental mathematics and learn to verbalise their way of working out their answers. Teachers try to give children the confidence to 'have a go' at answering the problems.

### **Knowledge and Understanding of the World**

88. Children's attainment in this area of learning is very low on entry. They make good and sometimes very good progress during the foundation stage but by the time they enter Year 1, their attainment is still below that expected nationally. The quality of teaching is good and sometimes very good. Teachers give children regular opportunities to understand their world through creative activities that stimulate their senses and interest them so that they are motivated to learn. During early morning and lunch time sessions adults talk to children about their family and home and past and present activities in their lives. Children show some understanding of the wider features of their community, such as local shops. They are learning to explore their world by investigating objects that float and sink in the nursery and by experiencing splashing in the reception classes. They grow seeds and observe nature more closely by using magnifying glasses. When digging in the planters they watch worms, spiders, wood lice and ants. They are curious and want to handle the creatures but upon advice from the teacher, they look through magnifying glasses and become engrossed in watching the creatures move. In the reception classes children learn about different animals and their habitats. Overall children have good experience of using technology. They use the computer freely and demonstrate how to use a mouse to draw pictures. Children are able to measure, cut, glue, staple, punch holes and thread satisfactory control. They learn about different faiths through stories. They thoroughly enjoy Noah's Ark and show good progress in understanding when they act out the story in the role-play areas and with the tabletop toys.

### **Creative Development**

89. Children's attainment is below that expected nationally on entry. The teaching of this area is good and children attain the expected levels before entering Year 1. The teachers link this area of learning very closely to the topic or book of the week and give children imaginative tasks to complete. Teachers teach music in the music room in a structured way and children learn about rhythm and pace. In the classroom, children experiment with sound in a more informal way. In a range of creative activities, children show good progress and evident enjoyment. They explore a wide range of materials, including sand, paint, modelling materials, crayons and glue. Children use their imagination well and use paint boldly; they learn basic skills well. In the reception classes children often experience role play and they do so imaginatively, reflecting stories they have heard, for example when 'walking through the jungle'.

## Physical Development

90. Children's attainment is below that expected nationally on entry. The teaching of this area is good and ensures that pupils make good progress overall. However, by the time they enter Year 1, most reach the expected standards in body control, but not their fine hand control, which is necessary for writing and the creative aspects of the curriculum. Adults provide daily opportunities for children to develop these skills. Nursery and reception children have immediate access to outdoor play and also take part in the school's physical education programme to develop their physical control. Children's gross motor control is well developed and teachers provide good experiences for children to explore their body's potential. Outside activity is always well supervised. Challenging new apparatus in the outdoor areas ensures children have the opportunity to climb, slide, balance, crawl, jump and stretch. Children move confidently both inside and outside, they are aware of space and only occasionally bump into each other

## ENGLISH

91. Attainment in English overall is below average at the end of both Years 2 and 6, although pupils make good progress in the infants and satisfactory progress in the juniors. In Years 2 and 6, whilst many pupils are on line to attain the expected levels for their ages and a small number to exceed them, the high turnover of pupils, particularly of those in the early stages of acquiring English, means that a below average percentage will attain the expected levels. Standards overall are affected adversely by many pupils' knowledge, understanding and use of vocabulary, whether English is their first or second language. In addition, in the juniors, interruptions to pupils' education brought about by changes of teachers have had an effect on pupils' attitudes to learning in some classes.

92. At the end of Year 2, in the 2001 Standard Assessment Tests, when compared to the national average, the percentage of pupils achieving Level 2 or above in reading was well below the national average and in writing was below average. In comparison with similar schools the percentage of pupils achieving Level 2 or above was above average in both reading and writing. These test results show that the highest attainers did well in comparison with similar schools in writing and their performance was average in reading. At the end of Year 6, in the 2001 Standard Assessment Tests the percentage of pupils reaching Level 4 or above was well below the national average when compared to all schools. In relation to similar schools, pupils' attainment was average at the expected level 4 and above and the percentage of highest attainers reaching Level 5 was above average. Over the two-year period since the school was formed, there has been a significant upward trend in standards and this is most marked in the juniors where standards were lower.

93. In the national tests, girls have performed significantly better than boys at the end of Years 2 and 6 in the last two years. Little evidence was seen of gender differences in pupils' progress during the inspection, although occasionally the attitudes of a few boys to learning restricted their progress. Teachers generally challenge the highest attaining pupils appropriately and this is particularly evident for those pupils who enter the school with little or no English and in a very short time reach the levels of attainment expected for their age.

94. Pupils with special educational needs make good progress and the provision made to meet their needs is good. Teaching linked to individual needs, the setting of precise targets, and well-matched learning materials contribute to their success. The work of the classroom assistants makes a significant contribution to the good progress made by these pupils.

95. Pupils who have English as an additional language receive extra teaching support from

specialist teachers to assist them in learning English and this leads to good progress in the infants and satisfactory progress in the juniors. However, classroom teachers do not always identify the demands that particular activities will make on these pupils and, therefore, they do not plan for or provide the specific additional support all lessons that will enable these pupils to achieve as well as they might, particularly in Years 3-6.

96. Pupils' attainment is average in listening and below average in speaking at seven and eleven. Pupils make good progress in listening overall but progress in speaking is more variable, with progress being mainly satisfactory across the school. Although the literacy hour format of lessons in both key stages includes whole-class activities that provide opportunities for discussion, there are insufficient focused opportunities for pupils, particularly those who have restricted language skills, to use and develop their spoken language skills and vocabulary knowledge and understanding.

97. At the beginning of Year 1 when pupils start the National Curriculum, their speaking skills are still generally well below the national average. Many pupils, including those who have English as an additional language, have restricted vocabularies and have difficulty in using grammatically correct sentences when speaking. By the end of Year 2 pupils listen attentively to their teachers, other adults and each other. However, in whole-class discussions, whilst some pupils are eager to answer questions and can express themselves clearly and confidently, a significant number are less confident either in using English or speaking in a more formal and structured manner and rarely contribute.

98. By the end of Year 6 pupils generally listen carefully and attentively to their teachers, other adults and each other. However, when speaking, whilst some pupils are able to express themselves confidently using a wider range of vocabulary and technical language appropriately, a significant number of pupils either take little part in discussions or make inappropriate contributions. These pupils are either in the early stage of developing mastery of English or have restricted language skills. For example, in a Year 5 lesson some pupils' ability to take full part in a discussion about the metaphor, 'banner streaming' to describe a horse's tail was severely hindered by their lack of understanding of the word 'banner'. On some occasions during the inspection when pupils used language inappropriately they were not corrected and given the right word or phrase and, therefore, went on to reproduce these errors in their writing. For example, during a whole-class activity when the teacher and pupils were composing a letter together, one pupil suggested the word 'bad' to modify the verb instead of 'badly'. The teacher wrote this down and when pupils were writing during group activities the error was then copied by a number of pupils.

99. Standards in reading are below average at seven and eleven. The school is using the Literacy Framework to good effect to raise standards in reading and pupils make good progress in Years 1-2 and satisfactory progress in Years 3-6. However, across the school, there is a significant number of pupils who have restricted vocabulary knowledge and spoken language skills who have not yet developed reading fluency. These pupils rely primarily upon phonic strategies to decode unfamiliar words and do not self-correct when their reading does not make sense.

100. In the infants pupils listen to and read a variety of stories, poetry and non-fiction books and this helps them to develop a positive attitude towards reading. Many respond well to questions about plot, events and characters and this reflects their interest in and understanding of the texts read. They are able to draw on their personal experiences to comment on the ideas expressed in stories. Phonic skills are taught systematically and pupils use these to sound out unfamiliar words. As a result, by the age of seven, the ablest pupils read fluently for their age, using a range of strategies, including phonics, to decode unfamiliar words.

101 By the age of eleven, many pupils read a variety of texts fluently and with understanding. All pupils have a positive attitude towards and enjoy reading. The most able can use evidence from texts appropriately to support their views when discussing meaning and make mature, personal responses. They can talk about favourite authors and why they like particular types of writing and are beginning to develop personal reading tastes. Some pupils can use an appropriate range of linguistic terms when discussing texts and the most able demonstrate a sound understanding of syntax and grammar. Many can scan texts for information accurately and select information as a result of the sound progress made in their study skills. Whilst in some classes pupils make good use of dictionaries and thesauri to support their work this is not consistent practice across the school.

102 Pupils in both key stages take books home regularly, although not all pupils read to their parents or carers. Home-School reading diaries are to be introduced in September 2002. In school pupils are heard to read both within group guided reading activities and individually. The school benefits from the voluntary work of British Telecom personnel who visit the school regularly to read with pupils. All pupils have daily opportunities for quiet reading as well as reading to their teachers and this makes a good contribution to their positive attitudes to reading.

103 Present standards in writing are below average overall by the ages of seven and eleven, although pupils make good progress in the infants and satisfactory progress in the juniors. In both key stages pupils write for a variety of purposes and audiences. By the age of seven pupils are beginning to plan their written work and to write at greater length. The more able pupils also write with more careful choice of words with a good understanding of basic punctuation. By the age of eleven, many pupils can plan their writing and write at length, using more complex sentences and paragraphs in an appropriate style with a range of punctuation used accurately. However, there is a significant number of pupils whose more limited spoken language skills impedes their ability to express their ideas in writing. When these pupils are helped to draw on first-hand experiences and are given additional assistance with specific vocabulary they make good progress. For example, Year 3 pupils were asked to write letters relating to a recent visit made as part of their history studies. The teacher made effective use of photographs to both remind pupils of what they had seen, as well as to teach pupils who had English as an additional language the new vocabulary they would need in their writing. Although higher attaining pupils in both key stages can use their knowledge of high frequency words and phonics to assist them when writing, there is a significant number of pupils in each year group whose spelling, including that of high frequency words, continues to be inconsistent. Handwriting is taught systematically throughout the school and pupils' practice work shows that they are developing mastery of the cursive style. However, in their free writing many pupils form their letters carelessly, with inconsistent letter size and present their work poorly with the result that standards of handwriting are unsatisfactory overall.

104. Across the school there are good opportunities for pupils to apply their literacy skills. Pupils write for a range of purposes in subjects other than literacy, for example factual writing in science and accounts of life in different historical periods. However, some pupils are unable to benefit fully from these experiences because of their limited vocabulary. Pupils use computers to gather information to support their report writing.

105. Overall pupils' attitudes to learning are good in the infants and the juniors. They behave well in lessons and apply themselves with good concentration, purpose and interest to individual and group work which they are set even when not directly supervised. On a few occasions, pupils show limited ability to apply themselves in whole class discussions. They co-operate well and help each other both formally and informally in discussing aspects of their work.

106. The quality of teaching in English is good in Key Stages 1 and 2, with much that is very good. Where teaching is good teachers make effective links between previous work and new learning. This is a feature of the whole-class work at the beginning of literacy lessons when teachers skilfully review what pupils have previously learned so that their work is purposeful and relevant. Teachers make the purpose of lessons very clear and this helps the pupils to understand what they are doing and why. Good use is made of classroom assistants to support the less able pupils during group activities, although they are not always used fully during whole class teaching. Where teaching is very good teachers have high expectations of what pupils can achieve and provide well differentiated support so that all pupils can achieve. Teachers' relationships with pupils are good and these are significant in promoting and maintaining pupils' good attitudes to their work. Overall teachers have good subject knowledge and this helps them to plan and teach with confidence. Where teaching is satisfactory, the teacher does not question pupils in as much depth to promote understanding as fully because of insufficient understanding of the lesson objective or the form of presentation limits pupils' ability to express themselves creatively. Overall teachers use the plenary to give pupils the opportunity to share what they have been doing during the lesson but they do not enable them to gain fully from this time by building on their learning. The school's practice of teachers working together to moderate pupils' writing on a termly basis, as well as the system of year group planning, contributes well to their subject understanding.

107. There is an agreed whole school system in place for the assessment and recording of pupils' progress in English. Pupils' work is regularly marked. Some teachers annotate pupils' work with comments that help them to understand what they need to do to improve, although this is not consistent practice across the school. All pupils have personal literacy targets and these contribute to the progress that they make. Helpful spelling and reading homework is set regularly in both key stages and in Years 3-6 pupils also receive writing tasks.

108. The co-ordinator has good subject knowledge and has a sound understanding of the issues that need to be addressed to raise standards. She provides informed support and advice for colleagues through school based in-service training. She has begun to monitor test results and this, together with a range of informal strategies, provides her with a sound view of standards. As yet she has not monitored teaching and learning. Literacy resources are good, used well and make a positive contribution to the quality of pupils' learning and the status of literacy throughout the school. The school is in the early stages of reorganising the library, which was not used by pupils during the period of the inspection. The school makes good use of events such as book fairs and visiting authors to promote reading and writing

## **MATHEMATICS**

109. Pupils' overall attainment at the end of Year 2 fell in 2001 over the previous year's results and was below the national average but average against similar schools. Standards look set to improve significantly during the current academic year. About three-quarters of the pupils are likely to reach the expected level in the national tests at the end of Year 2 and about one in five the higher level. Pupils are making good progress in Years 1 and 2 and most are achieving well.

110. Pupils' attainment in mathematics has shown an improving picture over the past two years at the end of Year 6 from a low point. It is anticipated that pupils' levels of attainment will show further improved standards in the national tests for 11-year-olds at the end of the current academic year. Despite this, overall attainment in Year 6 was well below the national

average in 2001 and is likely to remain below the national average in 2002. The average picture against similar schools in 2001 is likely to be retained or improved upon. Few pupils are expected to gain the higher level and about one quarter of pupils are unlikely to reach the expected standard. Several factors account for this. They include the high rate of pupil mobility with associated problems of English as an additional language, interruptions to pupils' education brought about by changes of teachers and the affect of these changes on pupils' attitudes in some classes. Overall pupils are making sound progress between Years 3 and 6.

111. By the end of Year 2 most pupils understand simple fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$  and more able pupils are beginning to conceptualise such fractions as one-sixth. They have good strategies for adding on and taking away 9 and 11 and for doubling numbers by separating out the tens and units before undertaking their calculations. They can order sets of two- and three-digit numbers from the smallest to the largest and in the reverse sequence. Many understand terms such as vertices, edge and face and can determine the number of these in common three-dimensional shapes. They are developing a good understanding of the relationship between addition and subtraction and division and multiplication. Pupils can measure lines accurately in centimetres. They are able to round numbers to the nearest ten. Many have a good understanding of coinage and can make amounts up to £1 using different coins. They have more difficulty with time, particularly minutes to and past the hour. Many are becoming familiar with tens and units and are developing appropriate skills in mental calculations.

112. By the end of Year 6 most pupils can calculate area and perimeter, including the area of triangles. They can draw conclusions from graphical representations of data, including pie charts. They are familiar with such terms as median, mode and range. Most can plot points in the first quadrant, although they are less familiar with negative number and plotting points in the four quadrants. Most can operate the four rules of number with reasonable accuracy to calculate money problems, although many still struggle when comparing fraction, percentage and decimal equivalencies or dealing with mixed numbers. They have an appropriate understanding of the properties of two- and three-dimensional shapes. Pupils can work out simple probability, such as the chance of a colour coming up on a spinner. They have a good appreciation of degrees through drawing their own triangles and of different types of triangles. Pupils are gaining appropriate strategies for mental calculation, although many are still quite slow when they calculate mentally.

113. The quality of teaching is generally good in the infants ranging from occasionally very good to occasionally unsatisfactory and it is sound in the juniors with a range from good to unsatisfactory. Overall it is satisfactory. Teachers of pupils in Years 1 and 2 usually plan well for different needs and there is often a good match of task to pupils' prior attainment. Occasionally in Years 1-2 too much new learning is attempted for one lesson, as in the work on time. In Years 3-6 teachers are sometimes not sufficiently aware of pupils' conceptual development and capabilities and, as a result, pupils do not always fully understand the work. Across the school teachers generally manage the pupils well, have good subject knowledge and provide a good structure to the lessons. Written planning shows a good awareness of the need to cater for different abilities. Mental sessions are often conducted briskly with good use of resources to help pupils' thinking strategies. For example, in a Year 3 class good links were made between the products in multiplication tables set out side by side in strips when discussing the relationship between the two, four and eight times tables. In Year 1 the pupils' use of real coins facilitated their calculations of addition and the correct change from given amounts. Activities are well prepared and set out well beforehand facilitating a fluency in the lesson organisation and good use of time. Teachers use the plenary to give pupils the opportunity to share what they have been doing during the lesson but they do not enable them to gain fully from this time by building on their learning.

114. Whilst there are many strengths in teaching, there are also some shortcomings. Teachers do not insist enough on acceptable standards of presentation, particularly in Years 3-6. Some teachers are not sufficiently aware of all pupils in the class and do not ask pupils who have not put up their hands to answer. As a result in many classes a good proportion of the pupils did not participate effectively. For a few pupils, this is because of their obvious tiredness, indicated by frequent yawning. On occasion, the sheets prepared for pupils are unclear and this results in confusion and loss of working time. Sometimes pupils are not given enough opportunity to record their thinking in their own way. Occasionally, tasks are not explained well enough before pupils begin their activities and the pupils then waste time wondering what they have to do.

115. Pupils usually work well in the activity part of the lesson and with a good attitude but this is not consistent across the school and in some classes pupils become noisy and go off task. There are no apparent differences in the attainment of most ethnic groups but Afro-Caribbean pupils sometimes demonstrate a less enthusiastic and hardworking approach to their work and this is showing in their overall attainment levels. No significant differences were observed in the progress of girls and boys during the inspection week although the attitude of boys in some lessons was not as good as that of the girls. Pupils with special educational needs and English as an additional language are often supported well in lessons and are keen to learn.

116. The co-ordinator has had mathematics responsibility for Key Stage 1 for several years and took over the co-ordination for mathematics in the merged primary school two years ago. She is now being supported by a 'shadow co-ordinator' and offers effective leadership through lesson modelling and monitoring teaching and pupils' progress. She has done much to encourage teachers to maintain interactive displays of mathematical investigations and further pupils' interest in mathematics in each class. The best of these displays was seen in Year 2 where good practical challenges were set out, for example the proportion of human figures sitting as opposed to standing and the fractional area covered by pegs on a peg board. Questions were posed such as, 'Can you make a model out of cubes half one colour, half the other?' Resources for mental mathematics are good and other resources are satisfactory. The school's mathematical policy has good aims and includes suggested ways for teaching calculations. The new record keeping system in place since January is providing staff with a better guide on the pupils' progress and is very helpful in planning work

## **SCIENCE**

117. Standards in science are below national expectations by Year 6. In last year's national tests at Year 6 standards were very low in comparison with the national average and well below average in comparison with similar schools. However, these results showed an improvement from 2000 and, judging from the work seen during the inspection, that improvement is being maintained. Inspection findings show that the majority of pupils in the current Year 2 are working at levels close to those expected. Pupils with special educational needs make good progress in relation to their targets across the school and the progress of those with English as an additional language matches that of other pupils in their class. Girls achieve higher standards than boys. Previous work shows that pupils are covering the National Curriculum programmes of study, with appropriate opportunities for learning through practical investigations.

118. Pupils in Key Stage 1 make good progress. In Year 1, pupils are beginning to relate their work to their own experiences and to the outside world. For example, in work

concerned with forces, they stop moving small objects, but are then led to consider whether or not they could stop a moving lorry, which was adroitly used to remind them about the need for care on the roads. By the end of Year 2, pupils are able to talk about the habitats in which different plants and animals live and make a leaflet to present what they have learned. Most pupils predict outcomes and carry out simple experiments. They know and can label the main parts of their body and sort materials into different classes such as wood, metal and plastic. They investigate forces by experimenting with pushes and pulls around the home and how the wind acts upon the sails of model boats.

119. The progress that pupils make is more variable in the juniors but is satisfactory overall. Pupils in Year 3 extend their understanding of forces by investigating the 'stretchiness' of different elastic bands. They have a sound understanding of a fair test and make good suggestions that enable the investigation to be undertaken equitably. By Year 4 pupils are more familiar with investigational routines and begin to work more methodically. In Year 5 pupils consider healthy life styles, sun and skin cancer through the use of secondary data in the form of diary entries over the last 150 years. Unfortunately, a disruptive group of boys caused the pace of the lesson to slow and lose its impact, but several pupils compiled a sound record of the changing attitudes to the sun and sunbathing over the period. By Year 6 pupils have sound knowledge of the function and operation of the heart and the circulation of the blood. They reflect on reversible and irreversible changes and extend their work on electrical circuits satisfactorily. As the inspection occurred after the national tests, the pupils were undertaking a bridging course leading to secondary school entry. They investigated the qualities of mirrors by using them to walk backwards. They were able to talk about reflection and make reasonable speculations as to the reason why such simple tasks became difficult.

120. Teaching is good in the infants and satisfactory in the juniors. Of the six lessons observed, three were good, two were satisfactory and one was unsatisfactory. In the best lessons, teachers show good subject knowledge through their explanations and directed questions. The purpose and objectives for the lesson are shared with the pupils at the outset and good relationships and positive management set a positive tone, so that pupils are interested and keen to work. All lessons are prepared well so that resources are ready to hand when they are needed. Teachers explain the ideas and tasks clearly. This style of teaching promotes learning, with pupils engrossed in their tasks and working at a good pace because they know precisely what they have to do. Some teachers have an open questioning style that prompts pupils to think and to give reasons to back up their answers but this is not yet a consistent approach to ensure all pupils develop their language skills, particularly their speaking skills, as fully as possible within the subject. The teachers generally use the plenary sessions well to revisit learning objectives and assess the level of pupils' knowledge. Occasionally, time was misjudged so that the plenary was too hurried or missed altogether. In the unsatisfactory lesson disruptive behaviour interrupted the flow so that pupils lost interest and time was wasted until the class was settled again. However, the quality of teaching generally ensures that pupils' have satisfactory attitudes and behaviour that contribute strongly to the sound working ethos in lessons.

121. Pupils identified as having special educational needs or English as a second language enjoy equal access to the breadth of the curriculum. Teachers are skilled at matching work to these pupils' needs, and they receive good quality support from learning support assistants in class, which helps them to play a full part in lessons. Teachers' marking of pupils' work is inconsistent, and helpful comments to confirm what they have learned or how they might improve are the exception rather than the norm. Most pupils' books contain targets, mainly associated with improved presentation and writing.

122. The teachers usually have literacy skills well in mind during science lessons, and specific vocabulary is used carefully and accurately. A number of pupils, however, find

difficulty in expressing their ideas or recording their work because of limited literacy skills. In a Year 2 lesson pupils were encouraged to use the index as a means of finding the required information more quickly. Some teachers do not have high enough expectations of pupils in the presentation of their work and, therefore, some work is not as neat or as careful as it should be. Numeracy skills are consolidated through recording information, reading scales and compiling tables of results. There was very little evidence of the use of information and communication technology in pupils' books or in lessons during the inspection and this is an area for development. Skills in science are transferred to work in design and technology in which pupils used their knowledge of electrical circuits in designing and making a torch. The subject makes a good contribution to pupils' spiritual, personal and social development when they work together during practical investigations, although the planning does not specifically cover these aspects. Pupils' work is usually well displayed, so that their achievements are recognised and rewarded.

123. Teachers check what pupils have learned through regular assessments at the end of each unit of work and these procedures are satisfactory, but the use of this information to identify and plan for the needs of individual pupils is not yet consistent across the classes.

124. The co-ordinator manages and leads the subject conscientiously. She monitors planning, which is based upon the guidance from the Qualifications and Curriculum Authority, and is active in giving advice and support. She has prepared a subject action plan that has identified relevant priorities and is providing support in meeting the targets. Development of the subject has not been a high priority because of the pressing need to raise standards in English and mathematics. The use of bridging units, agreed with the secondary schools, for Year 6 after they have completed their national tests is a very positive development. The quality and supply of resources are good, and they are well organised.

## **ART AND DESIGN**

125. Standards in art and design are those expected nationally for seven-year-olds and eleven-year-olds. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout the school.

126. There is a wide range of attractively displayed art work on classroom walls and in the halls and corridors that shows how pupils have used a wide range of media, such as paints, charcoal, pastels and clay. The range of displays also reveals good links between art and design and other subjects; for example posters created to inform the general public of the threats posed by pollution and toxins for personal, social and health education. Still-life drawings by Year 1 of the effects of pulling and pushing illustrate their work in science and very neat mathematical designs help to make attractive pictures showing symmetry. Teachers make good links in art and design to literacy and numeracy. Pupils in Year 5 use their writing skills to record the different stages taken when designing and making Adire Cloth in the style of William Morris, while in numeracy Year 5 pupils work on structures after looking at how Marcel Duchamp used space and shape working in three dimensions. In Years 1-6 pupils have started to consider the use of computer generated work but this is not yet developed enough.

127. Art and design is used well to promote pupils' understanding of their own culture and that of others. Pupils in Year 2 study Australian aboriginal art and begin to know that paint has pigments and binders. They design their own aboriginal story painting by copying some of the animals with good attention to detail. Art and design forms an important part of the school's work. The care with which pupils' work is displayed reflects the importance that teachers place on celebrating pupil's creative ability.

128. Pupils in Year 2 develop sound observational skills. Their still-life representations of pineapple and avocado pears are very detailed and show that they have concentrated hard. They look carefully and learn how other artists record facial features. They study some of Picasso's pictures and after observing and drawing, cut out faces, which they distort and stick on card to good effect. Pupils in Year 4 make bold, clear and detailed drawings of faces, paying particular attention to line and tone and to proportion and facial detail. In Year 5 pupils study texture of an acorn and corn kernel, recording carefully any markings they observe. There is good evidence of three-dimensional work around the school, for example pupils in Year 6 make thumb and coil pots and pupils in Year 3 study structures. In Year 6 pupils evaluate their work sensibly and give each other good advice on how to improve their work. In the sketch books Year 6 have a sound knowledge of shading and texture. Their portraits of classmates show these techniques in action.

129. Teaching throughout the school is good. The features that make these lessons effective are the clear explanations of the work to be done and the skills that pupils will develop, and the use of teachers' questions to promote discussions. Teachers prepare lessons thoroughly and pupils know the class routines so that no time is lost. Pupils enjoy sharing the teachers' knowledge and want to experiment for themselves. They are well behaved and participate fully in creative work. They concentrate very hard and generally are extremely pleased with their results.

130. The classrooms in Year 1 and 2 are small in size and do not allow sufficient space for pupils to express themselves on large sheets of paper. The junior classrooms are much larger and provide a good-sized art area. Resources are just adequate. The co-ordinator is keen and enthusiastic but she has not yet monitored teaching and learning to support her in gaining a view of what needs to be done to promote the subject further.

131. There is a thriving art club for pupils in Years 5 and 6. Standards reached in the club are very high. Pupils extend their techniques and skills and put them to good use.

## **DESIGN AND TECHNOLOGY**

132. No design and technology lessons were observed during the inspection. Judgements are made from looking at the co-ordinator's planning file, the curriculum outline and samples of work in every classroom. Pupils' attainment in design and technology meets expectations by the end of Years 2 and 6. However, some weakness in the organisation of the curriculum prevents standards being any higher. Most design and technology activities are usually condensed into the spring term of the academic year, except in Year 6 in which they take place in the summer term. This means that there are particularly large gaps in the provision for design and technology, with missed opportunities for pupils to build up their skills more regularly. Pupils have to wait for four terms before undertaking any further design and technology work between Years 5 and 6. The National Curriculum Programmes of Study are fulfilled and pupils make satisfactory progress overall in both key stages.

133. Pupils in Years 1 and 2 can design and make their own milk shake choosing their own flavour. They design their own sandwiches and decide on the filling. They make simple Easter cards of elementary quality with a lever to make a moving part. They explore toys with winding mechanisms to good effect as a prelude to designing and making their own simple puppet theatres out of cereal type boxes. They cut out a piece from the front and provide a simple background scenery, although the structure itself is not re-inforced with thin strips of wood to make it more solid and the paper 'puppets' are rather fragile and tend to curl. They select simple winding mechanisms such as bobbins placed over thin wooden dowelling and

attach pegs to the dowelling to rotate the mechanism. They lower their puppet paper drawings attached to a piece of string to the stage using the mechanism. Some make good sketches of their designs before they begin and these are well labelled, showing a good understanding of how the mechanism will work. They evaluate their work in simple terms. One pupil wrote, 'The string kept falling off and the cotton reel kept moving so we tied a knot in the string and we put sellotape under the cotton reel'. In one of the Year 2 classes pupils had been able to experiment with construction kits to see how neighbouring cogs related to the rotation of the next one in a series. Pupils in the infants use naturally hardening clay to design African masks of appropriate quality for their age, showing features in reasonable proportions. They sketch out their designs beforehand, clearly labelling the parts, and their completed models have a suitable resemblance to their sketch designs.

134. In the juniors pupils have a range of experiences but these are again concentrated into a particular term. In Year 5 pupils come to a good understanding about cams and the different kinds of cams through looking at working cams on models. They also make good use of the Internet before designing their own model with a moving figure operated by the rotation of a wooden disc on shaped cams of their own choosing. Their designs are clear, well worked out and labelled and drawn from different perspectives. Their models are successful in operation. They make good use of such terms as 'cam follower' when labelling. The examination of how toys work contributes to their understanding. However, their evaluations of the work are rather general for example 'If I were to change anything I would change my design and probably change my cam' and another 'I would change everything because none of it fitted together as I planned'. Year 5 pupils have also made individual masks of different designs of suitable quality for their age, some of which include beads, feathers and some made out of paper mâché to represent a mythical creature. No work was available for Year 6 pupils, as they had just begun their biscuit theme looking at packaging and biscuit designs with a view to making their own biscuits.

135. The quality of teaching and pupils' attitudes and interest to their work could not be assessed as almost all the design and technology work takes place in the spring term.

136. The co-ordinator, who has sole responsibility for the subject throughout the school, has introduced an assessment record but this is not yet fully operational. She gives sound leadership, assessing standards by informal visits to classes to see work on display. Resources for the subject are satisfactory.

## **GEOGRAPHY**

137. Standards in geography meet expectations at the end of Years 2 and 6. Pupils make satisfactory progress as they move through the school. In the infants, in a good link with their literacy work on the story of '*Katie Morag*' pupils study a rural island, contrasting this with their own locality. They contrast the human and physical features of the imaginary island of Struay with those of Croydon satisfactorily. Teacher's questioning in the lesson was probing and many opportunities were given for pupils to deepen their knowledge.

138. In the juniors pupils are well informed about their local area and have a good understanding of geographical themes. They use their knowledge well to identify common features and processes, for example in their work on rivers. Teachers' secure subject knowledge and creative thinking give pupils good opportunities to develop their skills of geographical enquiry. In Year 6 pupils study the world's temperatures, making very good links with numeracy.

139. The quality of teaching and learning is satisfactory overall across the school.

Teachers' planning is well organised and consistent between classes. Where teaching is good it is characterised by good subject knowledge that is used to interest and motivate the pupils well and leads to good quality learning. Skilful questioning is used very effectively, allowing pupils to put forward their own ideas but not allowing them to deflect from the learning intentions of the lesson. Pupils with special educational needs and those who speak English as an additional language are supported well overall. As a result, most pupils enjoy their lessons and respond enthusiastically.

140 The school has an effective policy and scheme of work but the way the curriculum is structured means that in some year groups geography is taught for only half a term each year. The long periods of time without any focus for pupils on geography is not appropriate to enable them to build on their subject specific skills, knowledge and understanding to raise standards further.

## **HISTORY**

141 At the time of the inspection not all year groups were studying history and only two lessons in the juniors could be observed. Judgements are based on these lessons, a scrutiny of pupils' work, teachers' planning and work on display and discussion with pupils and the subject co-ordinator. On the basis of this evidence, by the end of Years 2 and Year 6, standards are in line with national expectations and pupils, including those with special needs and English as an additional language, make satisfactory progress.

142. In Year 1 pupils develop a sound understanding of the recent past through reflection on their own lives. They have begun to develop an understanding of using evidence to make deductions through the comparison between old and new toys. In Year 2 pupils have developed their historical knowledge satisfactorily through learning about particular events, such as the Great Fire of London; and in learning about some of the key people at that time, such as Samuel Pepys. They have begun to learn about the difference between primary and secondary sources. They use evidence from pictures and books, and record their findings. In Years 3 and 4 pupils use artefacts, books and pictorial material to make deductions about, and comparisons between, the everyday lives of people in Roman Britain and the Tudor period respectively. Pupils in Year 4 are able to draw upon what they have learned in order to formulate further questions about aspects of life in Tudor England that interest them and carry out research to answer these. In Year 5 pupils have thought about aspects of life in Victorian England and considered how these have affected women and children. They have found out about the lives and work of some of the significant people of this period. Pupils in Year 6 have learned about aspects of the Greek civilisation and through their work have developed an understanding of the difference between mythology, legend and fact.

143. Too little teaching was observed to make an overall judgement. In the two lessons seen teaching was good. Teachers planned and organised these lessons carefully and managed pupils well. They selected activities to motivate and as a result pupils' attitudes to history were good. They worked hard during lessons and were ready to share their ideas in class discussions showing a sound understanding of the need to use evidence to confirm hypotheses. However, across the school the quality of pupils' presentation of work varies and handwriting, spelling and the way in which work is set out are often careless. Teachers' effective use of artefacts, books, CD-ROMs and other reference material contributes appropriately to pupils' development of historical knowledge and skills in Years 3-6.

144. The school has adopted national guidelines from the Qualifications and Curriculum Authority, as a scheme of work and teachers use these appropriately to inform their planning. However, the present planning of work for some year groups has substantial gaps between

units of study and as a result some pupils have insufficiently regular opportunities to practise and consolidate their skills in history to raise standards further. The co-ordinator regularly updates a portfolio of pupils' work and this, together with informal checking of pupils' work in classrooms and discussions with staff, helps her to develop a view of standards and possible issues. However, there is no formal system in place for overseeing planning or monitoring teaching and learning that would allow her to develop a more informed view. Procedures for assessment and recording are matched to national expectations and are securely in place. However, their use is limited when there are long gaps between blocks of study. Resources are satisfactory to support the scheme of work and the school makes good use of visits to museums and other places of historical interest and visitors, such as theatre groups, to stimulate pupils' learning and foster empathy. These first-hand experiences are of importance to all pupils and particularly so to those pupils who have English as an additional language.

145. The use of time lines supports pupils' numeracy skills and the use of reference materials and written tasks contribute to their literacy skills effectively.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

146. The standards achieved in information and communication technology by pupils at the end of Years 2 and 6 are below those expected for their age. Pupils' progress is unsatisfactory. Whilst they have regular weekly sessions in the suite, they do not have the opportunity to practise the full range of skills due to a shortage of appropriate software. In addition, in classrooms inconsistent use of hardware limits progress.

147. Pupils in Year 2 are able to use a CD-ROM but are not yet able to extract from it the specific information they require, instead of copying out a complete piece of text, much of which is irrelevant to their needs. Their keyboard skills are also not yet well developed. They know how to log on and log off the computer and have used a graphics program. Pupils in Year 1 work successfully with pictograms and bar charts, for instance when doing a survey on party foods, and most are able to interpret the results.

148. Pupils in Year 6 are able to access an Internet web site but do not have the opportunity to use e-mail, as the school does not yet have this facility. They have also not had experience of using technology to control events or monitor physical changes, such as those of temperature. Pupils have satisfactory word-processing skills. In Year 5 they are able to change the size and font of text and bring in clip art images, but the majority carry out these processes quite slowly. They understand some of the uses of technology, for instance in retrieving and publishing information. In Year 4 they have learned how to interpret and analyse data from their own graphs and charts, but they find it difficult to understand that the outcome depends on the quality of the information on which the graph is based.

149. The overall quality of teaching is satisfactory across the school. Teachers generally use the resources in the computer suite well, although the computers in the classrooms are rarely in use in other lessons. Sometimes teachers do not ensure that, when pupils work in pairs, both partners are actively engaged in the task. Usually teachers match pupils well in pairs, often with a more able pupil working with one who has less experience, but occasionally teachers allow pupils to choose their own pairs, which leads to a small minority of older boys misbehaving. When the teaching is good, teachers plan activities well, particularly in the class where there are two age groups. Sometimes, however, pupils' learning is limited by their poor verbal skills, which makes it difficult for them to extract significant factors from a text. When teaching has a weakness, it is because the activity is not clearly enough defined or the teachers lack confidence in their own understanding of the

subject. As a result, there is insufficient pace to the lesson and pupils do not understand fully what they are expected to do. Classroom assistants provide good support both for pupils with special educational needs and also those for whom English is an additional language.

150. Pupils' attitudes are generally good and they enjoy their sessions in the computer suite. They move to and from the suite quietly, and mostly work well in their pairs, supporting each other in their learning, which makes a good contribution to their social development. The computer suite is adequately equipped, although it does not yet have the facility for electronic mail, which means that that aspect of the curriculum cannot be covered. Not all classrooms have computers, and those that are there are not used regularly. The number of computers at present in place is well below that recommended nationally for a school of this size, and will remain so even when new computers already on order have been installed.

151. Information and communication technology is used satisfactorily to support work in a number of subjects across the curriculum, including the use of word-processing, for instance of poetry in Year 6, or in the analysis of data in mathematics. It has also been used for the presentation of the findings of science investigations and for finding out about the local area in geography. The school has a priority in its development plan, however, to extend the opportunities for using information and communication technology within other subjects, and to do this it needs to extend the range of software available.

152. The co-ordinator has a clear understanding of the need for improvement in the subject. She monitors standards by looking at samples of pupils' work and other teachers' assessments, and some monitoring of teaching has been carried out with the local authority's adviser.

## **MUSIC**

153. Standards of attainment by the end of Year 2 and 6 are close to those expected for pupils of this age and pupils make satisfactory progress in the infants and the juniors.

154. Singing is well represented throughout the school. In the singing assembly in Year 1 pupils sang with a good sense of rhythm and obvious enjoyment of carrying out the actions as they sang. Pupils with hearing impairment were involved fully because of signing by adults. In some assemblies, singing is in tune, but sometimes without a sense of genuine enthusiasm. Assemblies begin and end with music. School musical concerts presented by the pupils such as, Music from the Shows, Disney Classics and Christmas songs are thoroughly enjoyed by their audiences.

155. By the end of Year 2, through the systematic teaching of skills and good opportunities to make music, most pupils have a sound understanding of the difference between pulse and rhythm and clap in time to the music. They know a variety of songs by heart. Pupils learn to follow an arrangement through playing their percussion instruments as the teacher holds up the appropriate symbol. They can name a number of instruments and can sort them by the means of obtaining a sound, such as shake, bang and scrape.

156. By Year 6 pupils sing confidently in unison and can maintain simple rounds. In class pupils sing with a good sense of pitch and with sound diction, showing some empathy and expression. They know a wide variety of songs. Pupils acquire an increasingly wide musical vocabulary and understand terms such as 'verse', 'chorus', 'lyrics', 'rhythm' and 'tempo'. They generally listen well and are able to appraise their own work and suggest ways that it may be improved, for example by varying the combination of instruments and dynamics of particular parts. Pupils understand what 'ornato' and the 'pentatonic scale' mean. They

know the names of a variety of percussion instruments, and play them correctly showing care and respect. They sing songs such as 'Streets of London' and 'California Dreaming' competently to a proficient guitar accompaniment. Pupils make sound progress in the whole-school singing practice, which is ably led. The extra-curricular lunchtime *alternative choir* and *rap and rhythm club* also enhance the singing skills.

157. The quality of teaching and learning is satisfactory overall, with examples of good teaching seen during the week of the inspection. Lessons are well planned and resources used appropriately. The work presented to the pupils is varied and well suited to the learning intentions within lessons so that it increases pupils' awareness of their own and other cultures. Teachers generally manage pupils well and this increases the pupils' enjoyment of music. They give praise, encouragement and support to pupils, engendering positive attitudes and confidence. Pupils enjoy singing and playing different musical instruments. They show interest in their work and are keen to participate in lessons. Throughout the school, teachers regularly provide opportunities for pupils to create or improvise music and to evaluate their performances. Paired and group work develops their personal social skills positively. Pupils show perseverance and determination and a desire to improve their work; this was particularly apparent in a Year 4 lesson in which pupils were composing and practising for a performance to other classes. They discussed their efforts with enthusiasm and their energy was utilised well by the teacher. Teachers and support adults ensure that pupils with special educational needs and English as a second language take a full part in lessons and make at least satisfactory progress. Musical vocabulary is developed progressively throughout the school.

158. The co-ordinator provides sound leadership. She has a clear view of the areas for development in the subject, has identified priorities and is taking positive action. However, she has not yet undertaken lesson observations to assist in the subject monitoring process. There is a clear focus on raising standards and the co-ordinator's enthusiasm and commitment to succeed are important factors in the development of this subject. The scheme of work is based upon the guidance from the Qualifications and Curriculum Authority, which enables non-specialist teachers to plan their lessons suitably. Satisfactory assessments are made at the end of each unit of work, but these are not yet regularly monitored so that pupils' progress can be securely established.

159. Provision for music within the school is enriched through guitar tuition for a small group of pupils. Resources for music are sufficient to enable all pupils to take an active part in class lessons.

## **PHYSICAL EDUCATION**

160. Standards in gymnastics in Year 2 are in line with the national expectation and in Year 6 they are below. It was not possible to see lessons for these year groups in the other aspects of physical education in order to make a judgement. Swimming takes place throughout Year 4 and not again during the pupils' time in the school. From the school's records of pupils' attainment for this Year 4, standards are below the national expectation of 25 metres, although some pupils reach higher standards. Pupils have made good progress this year in swimming from a low starting point.

161. Pupils in Year 1 make good progress and sometimes attain above the national expectation when they show good control and co-ordination in jumping and good skills of evaluation. This is because of the teacher's high expectations and very good questioning. For example, the teacher asked pupils to state not only why they thought a jump was good but why. In response one pupil said it was good 'because she bent her knees' and another

'because he jumped from side to side'. Pupils in Year 1 can select and use a range of jumps appropriate to the apparatus available, such as within hoops and on forms. They can copy others and repeat their movements. In Year 2 pupils' progress is satisfactory overall. They can choose and perform with satisfactory control a variety of ways of moving along apparatus such as sliding, jumping and twisting with satisfactory control. Most can plan and repeat a simple sequence of travelling movements and some pupils can copy each other in pairs. Pupils in this year group have a satisfactory understanding of the effects of exercise on the body. In one games lesson in Year 2 pupils used satisfactory marking and dodging skills within pairs.

162. The progress that pupils make overall is unsatisfactory in the juniors. This is because the pupils in Years 5 and 6 have not had the opportunity to build on their skills consistently across the school. There is evidence of satisfactory progress and some that is good in lessons seen across the key stage but progress is variable because interruptions to pupils' education brought about by changes of teachers affect some pupils' attitudes and their willingness to listen and concentrate. In Year 3 pupils can use a variety of passes to throw beanbags and balls and select the most appropriate for the distance required. The older juniors show lack of control in catching, fielding and throwing skills.

163. The quality of teaching overall is satisfactory across the school, with a significant amount of good or very good teaching in the infants. In one class the pupils had not developed positive attitudes to working and were not willing to concentrate. The class teacher managed their behaviour well and used teaching assistants skilfully to keep pupils on task. All teachers place appropriate emphasis on safety and pupils respond to this by using the apparatus and space with care for themselves and others. Teachers have good relationships with pupils and provide many opportunities for them to work in pairs and groups and pupils co-operate well. Teachers participate with the pupils, particularly in the warming up activities and thus maintain a good pace. They intervene at regular intervals to teach pupils skills and to help them improve the quality of performance. Generally teachers ask pupils to demonstrate to their peers so that they can learn from each other. However, in the good or very good teaching, they question pupils very carefully to bring out their observation skills and to help them to improve through more in-depth evaluation of the work of others. In some parts of lessons the pace is too slow because of too much unnecessary emphasis on pupil management. In one lesson, the objectives were not made clear to pupils or to the teaching assistants who were leading small group games and the pupils did not improve their games skills sufficiently. This resulted in too much time being taken up with organisation and pupils not working together as a team. Teachers use warming-up and cooling-down activities in all lessons but these do not always include enough emphasis on stretching.

164. One of the strengths of the teaching is the very good support given to the pupils with hearing impairment through adult demonstration and signing, which means that these pupils make good progress. Teachers also make good use of teaching assistants to work alongside groups of pupils and particularly those that include pupils with special educational needs. These adults are generally well-informed about the lesson objectives and enable pupils with special educational needs to make good progress in the infants and satisfactory progress overall.

165. Pupils' attitudes are good overall. Pupils in the infants have very good attitudes to learning. Their behaviour is good and they co-operate very well when working on apparatus and are willing to concentrate. They respond positively to the teachers' suggestions for improving their work. In the juniors pupils enjoy the subject and are well motivated by the tasks set. However, some pupils, particularly boys, find difficulty in listening during whole-class introductions to lessons, and practising skills for a sustained period.

166. The timetable is planned to give pupils access to the full range of activities in physical education except in Year 4 when pupils have swimming for the whole year. These pupils have too long a period without practising the other skills of dance, games and gymnastics. All pupils have opportunities for outdoor pursuits as part of their residential visits.

167. The co-ordinator has taken on the role since the end of last year and is in the early stages of developing the provision for the subject. All members of staff have had training in the teaching of games this year and there has been an emphasis on promoting the involvement of boys in dance. However, the co-ordinator has not yet taken the opportunity to monitor teaching across the school and there is no regular system for her to scrutinise standards and teachers' planning. Recently devised assessment sheets are not yet used to judge standards across the school.

168. A dance club, which is held after school for the junior pupils, provides them with very good opportunities to extend their skills and they reach high standards for their age. Boys and girls participate in the football club and play matches at other schools. Resources are satisfactory overall. The school has good hard surfaced outdoor areas and two halls of appropriate size but the lack of an outdoor grassed area means that there is limited space for outdoor small group games within class lessons.

## **RELIGIOUS EDUCATION**

169. The standards achieved by pupils in Years 2 and 6 meet the expectations of the locally Agreed Syllabus for religious education and pupils make satisfactory progress in the infants and the juniors.

170. By the end of Year 2 pupils have a satisfactory knowledge of some of the aspects of Christian, Hindu and Jewish faiths. They understand, for instance, the importance of the observance of Shabbat to a Jewish family or Diwali to Hindus, but they often need support to record their ideas and this is done mainly through pictures. They know stories from the Old Testament, such as that of Moses. Most pupils have an understanding of the significance of the Old Testament story of Esther in the Jewish tradition. They are also able to put into order events from the New Testament stories surrounding Jesus' birth.

171. By the end of Year 6, pupils' knowledge has been extended to include Buddhism, Sikhism and Islam. In Year 4 they learn about the basic principles of Buddhist teaching, although pupils in the current Year 6 were not clear about the focus of Buddhist 'worship'. They know that Muslims worship in a mosque and Jews in a synagogue, and are clear about some of the distinguishing features of the places of worship of different faiths, for instance that a mosque does not have any pictorial representation, although they do not fully understand why. They know about the principal beliefs of Islam, as incorporated in the Five Pillars. They remember some of the stories from different traditions which they have learned about in earlier years, such as that of Guru Nanak and the water-carrier, Noah's Ark and the parables of the Lost Sheep and the Good Samaritan, although they do not have a clear understanding of the significance of the Samaritan in this story. They have also looked at challenging issues, such as homelessness, after learning about the significance of the home in different religions, although in this lesson the opportunity to explore different faiths' attitudes to the homeless and outcast was missed.

172. The overall quality of teaching in religious education is good. In Years 1 and 2 teachers ensure that pupils have good opportunities to reflect on what they are learning, for instance about care for the environment. This contributes well to their spiritual development. They have a good knowledge of the subject, which enables them, for instance, to make links

between the creation story, the care of animals and St Francis of Assisi. They have established a good relationship with pupils and manage them well. In Years 3 to 6 teachers explore difficult issues, such as life after death or discrimination, with sensitivity, giving honest answers to questions, for instance about their own belief, or using their own experience, for instance as a Muslim in a western society, to engage pupils' interest. They also make good use of opportunities to contribute to pupils' moral and social development, for example in a role play with a 'homeless' person.

173. Pupils' attitudes to the subject are good. They behave well and contribute positively to discussion. Because of the good relationships between adults and pupils, pupils feel free to express their views openly and listen to others, and in Year 6 it was clear that some pupils had modified their views as a result of the class discussion on homelessness.

174. The school has acquired a good range of resources, including religious artefacts to support teaching, and these are easily accessible. However, the teachers could make more use of visits to places of worship of the range of faiths studied or of visits from representatives of these faiths to broaden pupils' understanding. They do not give the pupils enough opportunity to use information and communication technology as another source of information. The co-ordinator has a good understanding of the subject and has developed a useful format for teachers to check how well pupils have understood an area of study. She has ensured that planning meets the requirements of the recently revised locally Agreed Syllabus. She manages the subject effectively, but as yet has had little opportunity to monitor and evaluate the effect of teaching in religious education.