

# INSPECTION REPORT

## **DANEGROVE PRIMARY SCHOOL**

East Barnet

LEA area: Barnet

Unique reference number: 101314

Headteacher: Mrs D Metcalf

Reporting inspector: Ms J Mackie  
7871

Dates of inspection: 3 – 6 February 2003

Inspection number: 246113

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: 4 to 11

Gender of pupils: Mixed

School address: Windsor Drive  
East Barnet  
Herts

Postcode: EN4 8UD

Telephone number: 020 8449 4024

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs P. Coakley-Webb

Date of previous inspection: January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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7871	Jean Mackie	Registered inspector	Science	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed?
9275	Candy Kalms	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
	Charanjit Ajitsingh	Team inspector	History; geography; religious education; educational inclusion	
22147	Anne Holland	Team inspector	Art; music; Foundation Stage	How good are the curricular and other opportunities offered to pupils?
21899	Gillian Lawson	Team inspector	Design and technology; information and communication technology; special educational needs	
23805	Margaret Lygoe	Team inspector	Mathematics; physical education	How well are pupils taught?
1963	Sibani Raychaudhuri	Team inspector	English; English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large primary school, based on two sites, with 556 pupils between the ages of 4 and 11. The proportion of pupils eligible for free school meals is broadly in line with the national average. Similarly the proportion of pupils with special educational needs is broadly average, although the number of pupils with statements is higher than the national average. Whilst pupils are predominantly of White British heritage, there is a wide range of ethnic groups represented within the school. A high proportion of pupils have English as an additional language, 26 of whom are at an early stage of learning English. The main home languages spoken are Greek, Gujarati, Turkish and Cantonese. The attainment of pupils on entry to Year 1 is in line with national expectations.

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

Danegrove is providing a satisfactory quality of education for its pupils. Standards have improved in line with the national trend and the 2002 test results for Year 6 are good when compared with similar schools. Standards in English in Year 2 are, however, below average. The quality of teaching is good overall, and at Key Stage 2, is enabling the pupils to achieve well in lessons. The headteacher and senior staff have provided clear leadership in developing an inclusive school. Procedures for monitoring and evaluating the work of the school, however, are not sufficiently rigorous. The school provides satisfactory value for money.

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

- Standards at the end of Key Stage 2 are good in music and very good in art.
- The teaching at Key Stage 2 is good, enabling pupils to achieve well in lessons.
- The school's inclusive practice is good, particularly for pupils with special educational needs and those with English as an additional language.
- The basic curriculum is enriched by a wide range of clubs and activities, which are well supported by both the staff and the pupils.
- There are good links with parents, who make a valuable contribution to the work of the school.

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

- The teaching of English and the standards achieved by pupils in Year 2.
- Some higher-attaining pupils do not always receive sufficient challenge in lessons.
- The procedures for monitoring and evaluating teaching lack rigour and the role of subject co-ordinators in this process is not sufficiently developed.
- Procedures for promoting regular punctuality lack rigour.

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

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

The school was last inspected in January 1998. Improvement since that time is satisfactory overall. The National Curriculum test results for Year 6 have improved at a similar rate to those nationally and the key issues identified in the previous report have been tackled systematically. Monitoring has resulted in improvements in the overall quality of teaching and the provision for information and communication technology (ICT), religious education and history. The teaching of English at Key Stage 1, however, remains unsatisfactory and punctuality is still a weakness. The headteacher and senior staff are fully committed to further improvement and are suitably placed to undertake the next stage of the school's development.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	B	B	B
mathematics	C	C	C	B
science	A	B	B	B

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

In the 2002 National Curriculum tests, pupils at the end of Year 2 achieved standards in writing that were in line with both the national and similar school averages. The 2002 results for reading and mathematics were above both the national average and the average for similar schools. The proportion of pupils achieving the expected level in science was similar to that nationally and for similar schools.

The upward trend in Year 6 results has mirrored the national improvement. In the 2002 tests taken by pupils in Year 6 (the Key Stage 2 Standard Assessment Tests or SATs), pupils achieved standards that were above the national average in English and science and in line with the national average for mathematics. The results for all three subjects were above those for similar schools. Taken overall, these results represent satisfactory progress from the pupils' earlier attainment in Year 2. The school's targets for Year 6 results in 2002 were exceeded in both English and mathematics, with the English results being significantly higher. The targets set for 2003 and 2004 are more suitably challenging. Taken over time, there is no significant difference in the performance of boys and girls.

Inspection evidence shows that the pupils in Years 3 to 6 are making good progress in English and achieving standards that are in line with the national average. Standards in reading and writing are below average in Year 2, however, and progress is unsatisfactory owing to some shortcomings in teaching. In mathematics, pupils are making satisfactory progress over time and are reaching standards by Year 2 and Year 6 that are in line with national expectations. The pupils make satisfactory progress in science throughout the school and are achieving average standards. Well-focused support enables pupils with special educational needs and those with English as an additional language to make good progress. Higher attainers generally progress as well as others in the class but there are times when their needs are not being fully met. The youngest children mostly make good progress in Reception and are on target to meet expected standards in most areas of learning by the time that they enter Year 1. Effective teaching in art and music results in good progress for the pupils throughout the school and standards by Year 6 that are above national expectations in music and well above expectations in art. Standards in ICT, history and religious education have improved and are now, along with those in the remaining subjects, similar to national expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are mostly keen to do well and are interested in their work.
Behaviour, in and out of classrooms	The pupils generally behave well in classrooms and around the school. There are some occasions when behaviour in lessons is inappropriate and learning is disrupted.

Personal development and relationships	The pupils show caring attitudes towards each other and respond positively to adults in the school. The pupils take their many responsibilities seriously and carry them out conscientiously.
Attendance	Despite a dip in last year's figures, attendance is broadly in line with the national average. Many pupils are regularly late for school.

Pupils mostly respond well to the school's efforts to develop both positive attitudes to learning and a mature approach to individual responsibility.

## TEACHING AND LEARNING

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

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

Teaching and learning are both good overall. In Years 3 to 6 the teaching of English and mathematics is good, enabling pupils to achieve well in their lessons. The teachers have a good grasp of the national strategies for teaching literacy and numeracy and they appropriately develop language and number skills in other subjects of the curriculum for the older pupils. The teaching has improved in Years 1 and 2 and is now satisfactory overall, with some good teaching; however, there remain shortcomings in the teaching of English in this age group, most notably in Year 2. The teaching of the Reception classes is good overall, ensuring that these younger children settle well into school routines. Support staff are deployed effectively throughout the school to ensure that pupils with special educational needs and those with English as an additional language make good progress. In the most effective lessons the teachers have high expectations and provide a good range of activities, which enable all pupils to develop new skills quickly and deepen their knowledge. Presentations are often lively, capturing the imagination of the pupils, who respond positively. Shortcomings in teaching are mainly linked to weak class control, where teachers spend too much time focusing the pupils on their work, thus slowing the pace of learning. Whilst teachers carefully plan to meet the needs of all pupils in the class, there are occasions when the higher-attaining pupils could be challenged further. The teaching of ICT has improved, although more use now needs to be made of ICT in other subjects. The teaching of art and music is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. It is enriched by a wide range of extra-curricular activities and clubs which are well supported by the pupils.
Provision for pupils with special educational needs	The provision is very good, with effective support focused on individuals following a thorough assessment of needs.
Provision for pupils with English as an additional language	The provision is good, with clear assessment procedures and follow-up support in class which enables the pupils to participate actively in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is good. The promotion of the pupils' moral, social and cultural development is good. The school provides satisfactorily for the pupils' spiritual development.

How well the school cares for its pupils	The school provides a secure and caring environment in which the pupils are able to thrive.
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All National Curriculum requirements are met and the provision for pupils' personal social, social and health education (PSHE) is good. The systems for tracking pupils' academic progress are also good. Whilst the school is monitoring attendance and punctuality more carefully now, procedures to promote regular punctuality lack rigour. The school has established good links with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide a clear educational direction. Effective systems are in place to ensure that the school runs smoothly on a day-to-day basis.
How well the governors fulfil their responsibilities	The governing body is actively involved in shaping the future direction of the school and has adopted procedures to enable it to discharge its responsibilities satisfactorily.
The school's evaluation of its performance	Systems have been established to monitor the work of teachers and the effectiveness of the school. Whilst improvement is satisfactory overall, evaluation is insufficiently rigorous. The role of subject co-ordinators in this aspect of the school's work is underdeveloped.
The strategic use of resources	The funding available to the school has been used well to implement recent priorities such as the appointment of additional classroom support.

The headteacher and senior staff have successfully promoted an inclusive ethos within this well-organised school. Monitoring has led to some improvements in teaching but evaluation needs to be more incisive to ensure that the remaining shortcomings are dealt with quickly. The school is well staffed both in terms of teachers and classroom assistants. The school is also well resourced. Whilst the accommodation is adequate overall, the size of the hall on the main site has a negative impact on teaching and learning in physical education. The school applies the principles of best value when comparing costs and the impact of expenditure on outcomes.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The teaching is good and their children are making good progress.</li> <li>The headteacher and staff are approachable.</li> <li>Their children like school.</li> <li>The school is helping their children to become more mature and take responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of work done at home.</li> </ul>

The inspection team largely supports the favourable comments of the parents, although there are some shortcomings in teaching and some pupils do not always progress as well as they should. It judges homework arrangements to be good.

## **PART B: COMMENTARY**

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

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

1. The attainment of the youngest children entering Reception is broadly average. The quality of teaching and the curriculum provided ensures that the children make at least satisfactory and often good progress. The majority are likely to meet the standards expected nationally by the time that they enter Year 1 in most areas of learning, except in their listening skills and some aspects of social development.
2. National Curriculum test results for Year 2 pupils have fluctuated over time but have improved at a rate broadly similar to the national trend. Taken overall, the 2002 results were in line with both the national and similar school averages. The results for reading and mathematics were above both the national average and those for similar schools. Whilst the results for writing were in line with the average for all schools and similar schools, this was largely as a result of the large proportion of pupils gaining the higher Level 3. The expected Level 2 attainment was, however, below both the national and similar school averages.
3. Test results in English, mathematics and science have improved at Year 6 in line with the national trend. In the 2002 National Curriculum tests, pupils achieved results that were above the national and similar school averages in English and science. The results for mathematics were in line with the national average but above those for similar schools. Taken overall, these results represent satisfactory progress from the pupils' earlier performance in Year 2.
4. There have been some variations in the performance between boys and girls, most notably in the 2002 Year 2 tests when the girls' results were significantly higher than those of the boys in reading and writing. Taken over time, the variations are less significant. The school is aware of the particular needs of the boys in the current Year 3 and is providing additional support. Similarly, data analysis showed that some pupils with English as an additional language were underachieving and steps have been taken to remedy this situation.
5. The evidence of the lessons and work seen during the inspection shows that pupils are generally achieving well in lessons in Years 3 to 6. Good teaching in English, particularly in Years 5 and 6, is enabling pupils to make good progress over time and reach standards that are in line with the national average. In mathematics, whilst good overall, the teaching is more variable and this results in progress over time that is satisfactory. The pupils are reaching average standards in mathematics by Year 6. Pupils in Years 1 and 2 are making satisfactory progress in mathematics and reaching standards that are in line with national expectations by Year 2. In English, however, shortcomings in the teaching of reading and writing mean that the pupils are making unsatisfactory progress and standards in Year 2 are below national expectations.
6. The pupils are making sound progress in science, with standards by Year 2 and Year 6 that are in line with national expectations. Weak writing skills mean that the Year 2 pupils have difficulty in recording their observations other than through pictures or diagrams.
7. The teaching of ICT has improved since the last inspection and standards are now in line with national expectations both by Year 2 and Year 6. More needs to be done to ensure that the improved competence in ICT is being regularly used in other subjects to support the development of knowledge and understanding.
8. The additional support, which the school has focused on as a priority, enables pupils with special educational needs and those with English as an additional language to make good progress in lessons. Higher-attaining pupils generally progress at least as well as other pupils in the class but there are times when some of their needs are not being fully met.
9. The good teaching in art and music results in good progress for pupils throughout the school and standards by the end of Year 6 that are above average in music and well above average

in art. In the remaining subjects, the pupils are making satisfactory progress and attainment is broadly in line with national expectations by the end of Year 2 and Year 6. This includes the standards in history and religious education, which have improved since the last inspection when they were judged to be below expectations. The overall progress made by pupils in lessons is more secure in Years 3 to 6, as the teaching for this age group is stronger.

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

10. The pupils' attitudes and their behaviour are variable, but satisfactory overall. This is similar to the position reported at the time of the last inspection.
11. Children in Reception have settled into the day-to-day routines. They have established satisfactory working habits and are keen to learn. Most of the time they listen attentively to their teachers, but at other times they are talkative and restless. This affects the children's learning because teachers have to interrupt the lesson to regain their attention.
12. The majority of pupils enjoy school. They want to learn and participate in school life. They are well motivated and interested in their work. They concentrate in class, listen attentively and respond well, particularly in the lessons where the work is interesting and the teaching good. The pupils are keen to answer questions and join in discussions. In a Year 6 English lesson, debating the advantages and disadvantages of wearing school uniform, the pupils contributed ideas that extended their knowledge and understanding of the issues involved. By contrast, in a small number of lessons, the pupils are less attentive. They are noisy, restless, and unable to concentrate on their work. These unsatisfactory attitudes have a negative effect on the learning of the pupils themselves and of others in the class.
13. The behaviour of pupils is variable but satisfactory overall. The majority of pupils are clear about the standards of behaviour expected of them and behave well in lessons and around the school. In classes where teaching is good and teachers have clear expectations, for example in Year 5 in particular, the pupils behave well. In some lessons, particularly where teachers have less effective methods for managing the class, behaviour deteriorates. This disrupts the flow of lessons and adversely affects learning. Most pupils are friendly and polite. There were four fixed-term exclusions in the last school year and two further ones in the current school year, an increase since the previous inspection.
14. Relationships in the school are satisfactory overall and often good. Pupils from different ethnic, cultural and religious backgrounds mix well and respect the feelings, values and beliefs of others. This was illustrated in religious education lessons where pupils studied, with interest and respect, the traditions and beliefs of a range of different religions and cultures. Pupils in two of the Year 6 classes were especially respectful to a parent who spoke about Jewish life and traditions. In most instances the pupils settle to work quickly and work well independently in pairs and small groups. They co-operate effectively in lessons, sharing equipment and resources. This helps them make progress in their learning. At other times, however, the pupils take time to settle and find it difficult to collaborate and share sensibly. Most pupils are aware of the impact that their actions can have on others, but a small number do not appreciate that their disruptive behaviour impacts on the right of others to learn.
15. The pupils' personal development is good. Pupils respond well to the variety of opportunities for responsibility that the school offers. Some act as guides to prospective parents in the autumn term and some Year 6 pupils conscientiously carry out their additional responsibilities. As playground monitors they help Year 2 pupils on the playground; they act as 'buddies' to pupils in Year 2, helping them to settle into the new building. The elected representatives on the school council are developing an understanding of the issues involved in improving school life.
16. Levels of attendance in the school are broadly in line with the national average. They are similar to those reported at the time of the last inspection. The school does, however, have a number of pupils with attendance below 90 percent. Absence has a negative effect on the learning of those pupils who are often away. Whilst many absences occur due to illness, a considerable number result from holidays taken during term time. Poor punctuality remains a

problem. A significant number of pupils were observed arriving late for school and data shows that several are regularly arriving late.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching has improved since the last inspection and is now good overall. This enables pupils to make good progress in many lessons. The proportion of good and very good teaching has risen and there are fewer unsatisfactory lessons, although there are still areas of concern, particularly in the teaching of English in Years 1 and 2. Much of the better teaching was seen in Years 3 to 6 and there was some good teaching in Year 1. The teaching of the children in the Reception classes is never less than satisfactory and mostly good. Following the last report, the weaknesses in teaching in some classes have been tackled successfully, but systems of monitoring and supporting teaching are currently not rigorous or evaluative enough. Managers of core subjects do not have enough opportunity to focus on teaching and learning throughout the school.
18. The teaching of English and mathematics is good during Years 3 to 6 and pupils make good progress in most lessons. Literacy and numeracy are promoted effectively in other subjects. Teachers have a secure knowledge of the national strategies for literacy and numeracy and this enables them to develop the pupils' knowledge and skills systematically. In a Year 6 English lesson, for example, the teacher worked very effectively to develop the pupils' speaking skills. The teacher began the lesson by presenting pupils with models of arguments, and illustrated ways in which speeches could be enhanced by the use of open questions. Pupils were encouraged to talk at length, to use formal language, to justify their arguments and to follow the conventions for holding a debate. English teaching in Years 1 and 2 is, however, unsatisfactory overall. Important aspects of reading, and specifically phonic skills (use of letter sounds), are not taught thoroughly enough and this is having a negative impact on standards in reading and writing.
19. Much of the best teaching is lively, capturing the pupils' interest and motivating them to work hard. Lessons move at a brisk pace, expectations are high and most teachers question pupils skilfully to assess their learning and to extend their understanding. In many lessons, particularly in Years 3 to 6, teachers have secure and often good subject knowledge, so that lessons are enhanced by additional background information. Good teaching in music and art is resulting in good standards across the school. In most music lessons the teachers' high expectations are reflected in the quality of the pupils' work. The pupils are challenged to evaluate their work and to improve their performance. The teaching of ICT has improved since the last inspection and is now satisfactory overall. Lessons are well planned and carefully organised, but not all teachers are fully confident with the subject. There is scope for teachers to increase the use of ICT within the classroom to support learning in other subjects.
20. The teachers plan their lessons carefully, working in year groups, ensuring that pupils of the same age have similar experiences in all subjects. Planning is thorough and detailed with a clear focus on what pupils will be learning. Specific subject vocabulary is introduced and emphasised throughout the lessons, so that the pupils' knowledge is steadily improved. Learning objectives are shared with pupils at the start of most periods and good links are made with previous lessons so that the pupils understand the context of their work. Activities are usually varied, with care, to cater for the wide range of abilities within each class. In a lively Year 3 mathematics lesson, activities were very well planned to cater for all pupils, and the teacher returned to the learning objective at the end of the lesson to determine, with the pupils' help, whether or not the objective had been achieved. Occasionally in lessons, teachers could provide more challenge for higher-attaining pupils. Teachers make effective use of many strategies during lessons for assessing the pupils' progress in learning. They adapt their teaching in response to pupils' replies, make well-timed interventions to correct misunderstandings, and encourage those who are hesitating. Evaluations of lessons often usefully identify those pupils who need extra support or reinforcement of learning before moving on to the next step. Assessment of the pupils' written work is less evaluative. Comments are positive but in many cases are over-effusive with praise and not enough guidance is given to pupils on how they should improve their work.
21. The teaching of pupils with special educational needs is good, enabling the identified pupils to make good progress. Teachers and support assistants are well trained and skilled at meeting

the particular needs of pupils. This ensures highly effective teaching and very good progress for pupils with a broad range of needs. For example, the school successfully uses art therapy, social skills training, coaching and counselling for pupils with complex emotional and behavioural difficulties. These strategies enable the pupils to take an active part in lessons and make a positive contribution.

22. The teaching of pupils with English as an additional language is generally good. In the lessons observed, the designated teacher showed a secure knowledge of how to develop the writing skills of bilingual learners with a clear focus on developing the pupils' speaking and listening skills. The designated teaching assistant uses suitable methods and visual resources, which enable pupils to develop understanding in English. Pupils are given support through their home languages wherever possible. The targeted pupils make good progress as a result of this focused support.
23. Weakness in managing pupils' behaviour was the major shortcoming in the unsatisfactory lessons observed and was also a factor in slowing learning during parts of several lessons otherwise found to be satisfactory. Expectations of behaviour are not firmly established during the Reception year, and methods for dealing with minor disruptions are not as effective as they should be in some classes in Years 1 and 2. The majority of teachers in other year groups manage pupils well, and potentially silly or disruptive behaviour is dealt with calmly and effectively so that time for learning is not lost.

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

24. Overall, the quality and range of the curriculum provided are good, with some very good features, and promote the aims of the school well. The school has made satisfactory progress since the last inspection. It has successfully tackled shortcomings identified in ICT and religious education, and the curriculum now meets all statutory requirements. It offers to pupils a good range of opportunities and is planned in line with the latest national guidance. All subjects have policies and schemes of work. Computers are being used to support learning, although there is still a need to ensure that ICT is used regularly and consistently in daily lessons.
25. The curriculum for the children in the Reception classes is planned carefully with the aid of the national guidance for this age group. All areas of learning are given appropriate emphasis and there is a good balance between structured imaginative play and more formal work. Very good support is provided in the Reception classes for pupils with special educational needs and those who are learning English as an additional language. There is good provision for outdoor activities.
26. The school's strategy for teaching literacy is satisfactory. The school has focused on the improvement of writing across the curriculum and there is evidence of an increased range of writing, although standards remain low in Year 2. There are also some shortcomings in the teaching of reading in Year 2. Opportunities are provided for pupils to develop their speaking and listening skills, especially in Years 3 to 6; however, the curriculum does not always ensure that higher-attaining pupils achieve their best. The strategy for teaching mathematics is sound, and the school has successfully tackled the issues identified in the last inspection. Coverage of the national numeracy strategy is secure. Provision for science is satisfactory overall but there needs to be more systematic planning for developing the skills of scientific enquiry. Provision for art is very good and for music is good. The school also plans focus weeks, which concentrate in depth on a particular aspect of the curriculum - geography, for example. Provision for personal, social and health education is also good. The profile of the subject has been raised throughout the school since the last inspection. A detailed scheme of work is in place and includes sex education and the use and misuse of drugs. Pupils are provided with accurate information, and the development of a positive attitude to a healthy lifestyle is encouraged. The curriculum is enhanced further by the provision of German, which Year 6 pupils study on a weekly basis.

27. The curriculum reflects the school's commitment to ensuring that all pupils have equal access to a full and rich education. The curriculum provided for pupils with special educational needs is very good and meets the requirements of the new Code of Practice very effectively. The school places great value on the inclusion of all pupils, and teachers show this in the way that they match work to pupils' special educational needs. Individual education plans (IEPs) are well written, with targets that are specific, relevant and sufficiently challenging. IEPs also contain clear, short-term, measurable targets, and strategies for teaching to enable pupils to attain them. The provision for pupils with English as an additional language is good. Teachers and support staff make every effort to ensure that the curriculum meets the needs of those pupils who are at early stages of learning English. The school identifies gifted and talented pupils but they are not routinely provided with additional challenge in lessons; some arrangements are made through lunchtime clubs for literacy and numeracy and there is a sport enrichment programme outside school hours.
28. Extra-curricular provision is very good. Pupils are able to take part in a variety of activities such as the orchestra, choir, football clubs, netball, a rock band, music lessons by outside providers, homework clubs, art club and a breakfast club. Visits to museums and galleries take place and there is a residential trip to Scarborough for Year 6 pupils. The pupils benefit from the experience of a wide range of visitors to the school. The school has good links with its two main feeder nursery schools. Very good links have been established with the secondary school, which the pupils attend at least termly for a whole school assembly. Links with the Education Business Partnership are also well established.
29. The overall provision for the pupils' spiritual, moral, social and cultural development is good. Consequently pupils grow up as caring young people and accountable for their own actions. The school is successful in fostering the pupils' personal development, which raises their confidence and self-esteem.
30. The approach to pupils' spiritual development is satisfactory. Whilst assemblies provide appropriate opportunities for reflection, the quiet period is often very short and the importance of silence during this time is not always sufficiently reinforced. The pupils are encouraged to express their feelings and responses to life and nature through creative writing, music and art. The pupils are also encouraged to write poems and accounts showing that they have empathy with other people. Their work on Holocaust Memorial Day showing some of the things that people had to leave behind is such an example. The pupils are beginning to develop their own values and beliefs as well as an awareness of others'. In religious education lessons and assemblies, for example, pupils develop their understanding of different religious beliefs; in geography, a respect for the environment. Displays value the pupils' work and weekly achievement assemblies encourage pupils to reflect on their own and others' achievements and successes.
31. The provision for pupils' moral and social development is good. Provision for moral development has improved from satisfactory to good since the last inspection. The staff help pupils to understand that they have rights and responsibilities, which are known to all. They also help them to understand the consequences of their actions, and how and why they need to discriminate in what they choose to do. Through encouragement to work in groups, pupils from a range of cultures and backgrounds learn to work and play in harmony. They have many opportunities to care for each other and become responsible for their own actions. Staff offer good role models. Relationships are very largely positive between pupils and adults throughout the school. The headteacher and deputy head ensure a presence around the school and the pupils relate and mostly play well with each other in the playground. Strategies are in place to reward good behaviour, although the reward system is applied inconsistently by different teachers. The trips and visits make a very positive contribution to the pupils' social development, and for many they are the high point of the year. Older pupils have good opportunities to engage in democratic debate and contribute their views on improvements in school at School Council meetings. Pupils are encouraged to debate moral issues, as observed in a Year 6 English lesson, when they discussed points for and against keeping animals in captivity.

32. The overall provision for cultural development is good with opportunities for pupils to experience and take part in a range of cultural events within, in particular, western music, art and literature. For example, the pupils have been to see Shakespeare's play, *Romeo and Juliet*. There are good opportunities for working with authors and poets during Literacy Week. The provision for German and the very good range of extra-curricular activities enriches the pupils' cultural experience significantly. Many participate in and enjoy the choir and orchestra. There are displays round the school which celebrate art, cultural events and achievements of both local and famous people. In addition to these, all members of the school community are valued and this includes the many cultures and customs brought to the school by its pupils. Parents from different cultures are invited to present religious assemblies. An African dance group was invited to tell pupils stories through music and dance. The school celebrates its diversity of cultures satisfactorily overall.

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

33. The day-to-day care supports appropriately the variety of personal and educational needs of the pupils. Close links have been established with other agencies to support the care of pupils, especially those with specific needs. At the time of the last inspection, procedures to ensure pupils' welfare were unsatisfactory. Improvements have been made since that time.
34. Child protection procedures are good. The deputy headteacher, as designated person for child protection, has a high level of awareness and monitors very closely those pupils about whom there are concerns. Staff, including new staff, are familiar with the school's systems. Similar good procedures operate for 'looked after children.' Day-to-day care, first aid and care for pupils who are unwell are good. Welfare assistants on both sites competently co-ordinate all aspects of pupil welfare. Good systems ensure that staff are aware of any pupils in their class with specific medical needs. The governing body needs to strengthen procedures for monitoring health and safety.
35. Good systems are now in place for monitoring and supporting the pupils' personal development. Class teachers, supported by classroom assistants, know the pupils in their class. They understand their individual needs and difficulties. Any concerns are carefully recorded and regularly shared either with year group leaders or members of the senior management team. The personal, social and health education programme together with 'circle time' are other factors that contribute to the pupils' personal development. The achievements and good work of pupils are rewarded in assemblies and on notice boards.
36. There are good procedures for recording and monitoring behaviour. The school's approach to managing and promoting good behaviour, however, is not fully consistent, so that pupil behaviour in lessons is largely dependent on the skills of individual teachers. The majority of teachers manage behaviour well, while others have more difficulty and as a result learning time is lost. The use of rewards to encourage pupils is inconsistent across classes. Incidents of inappropriate behaviour are recorded on 'incident report' sheets, which are carefully monitored and acted upon by the headteacher and other members of the senior management team. Pupils spoke of occasional bullying and confirmed that incidents are suitably dealt with.
37. The procedures for monitoring attendance have improved. Checks are undertaken weekly and unexplained absences are followed up; however, the procedures to improve attendance and punctuality lack rigour. Whilst punctuality is now being checked by the school, pupils with poor punctuality are not being regularly identified and parents are not routinely notified when their children are frequently late.
38. Assessment procedures have improved since the last inspection when they were judged sound but at an early stage of development. There are baseline assessment procedures for pupils on entry to the school and statutory tests at the end of each key stage. The use of optional National Curriculum tests in Years 3, 4, and 5 enables the school to assess the pupils' ability in literacy and numeracy effectively. The results of statutory tests are used well to identify areas for development and improvement. Writing, for example, has been identified as a weaker area and the school has begun to take steps to improve this aspect of English.

39. The information gained from assessment is held electronically, which enables the pupils' progress to be tracked as they move up through the school. The school is working hard to improve its analysis of assessment data in relation to varying cohorts of pupils such as boys and girls and ethnic groups. Teachers have begun to use the local authority's data analysis tool for assessment and target setting purposes and to compare the school's performance in relation to schools of a similar type. Analysis to date has already resulted in additional support for some pupils with English as an additional language who previously were not progressing as well as they should. The school's marking policy has been revised recently to make it more relevant to the other policies in the school and a system of individual target setting involving pupils has been introduced.
40. Most teachers make satisfactory use of assessment data to inform their lesson planning. They make appropriate use of on-going assessment and generally this is reflected in their future planning. This process is most secure in Years 3 to 6. There has been some good practice in moderation in the core subjects, which could be usefully extended to the foundation subjects to develop greater understanding and consistency in deciding pupils' levels of attainment.
41. The school uses a wide range of diagnostic tests very effectively to identify pupils with special educational needs and provides experienced, expert support to meet their needs. Individual teachers are provided with extensive details and have a good knowledge of these pupils which informs their teaching and enables them to provide effective levels of personal support and guidance. The monitoring and recording for pupils with a statement of SEN is very good, and annual reviews very effectively meet the requirements of the new Code of Practice. The fluency levels of pupils who learn English as an additional language are also regularly assessed.

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

42. Parents' opinions of the school are very good. The large numbers who attended the pre-inspection meeting and responded to the questionnaire were supportive of the school and expressed largely favourable views. A high number of parents are pleased with the standard of teaching, feel that the school helps their children to become mature and responsible and consider that they are well informed about their child's progress. Parents have confidence in the leadership of the school. They would approach staff with any concerns and consider that the school works closely with them. The inspection findings largely support the favourable views that the parents have of the school, although there are some shortcomings in teaching and pupils do not always progress as well as they should. Concerns were raised about homework. The team acknowledges the parents' views on this matter but do not find these concerns justified.
43. The school now has good links with parents. Their support is encouraged in all areas of school life. Parents are invited to class assemblies and productions as well as an open day at the end of the year. An annual questionnaire enables parents to express their views on various aspects of school life. Each week the assistant headteacher holds an informal drop-in session for parents. A significant number of committed parents make a valuable contribution towards school life and the pupils' learning. They hear pupils read, help in lessons and accompany trips. One parent provides recorder lessons at lunchtime. The school has involved parents of different cultures in the learning process. Translations and interpreters are provided when necessary. A supportive friends association arranges many social and fund-raising events, raising considerable sums. This has enabled the school to purchase recently a wide range of outdoor play equipment.
44. Many parents are involved in working with their children at home. From Reception onwards, pupils are encouraged to take their reading books home. Parents support their children by sharing books, listening to them read and signing their reading diaries. They are clear about the homework that their children will receive each week. Other appropriate homework is regularly set. From Year 4, pupils are often given project work to do at home. Parental

support in this and other encouragement given at home are important factors in promoting the pupils' learning.

45. The quality of information for parents has improved. The good information provided by the school enables parents to become involved in their children's learning and to understand the work of the school. A weekly newsletter keeps parents informed about school matters, forthcoming events and diary dates. The prospectus provides information about school routines but the governors' annual report to parents omits some of the required information. Parents are provided with opportunities to understand the curriculum and topic work being taught. All year teams provide parents, termly, with information on the curriculum and topics being covered in lessons. Meetings are arranged regularly to provide parents with insights into what is taught in particular subjects, for example the recent mathematics evening. Parents are kept well informed about their children's progress through two formal consultation evenings and a written report on individual subjects in the spring term. These provide parents with clear information on their child's strengths and weaknesses and set targets for improvement.

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

46. The headteacher, well supported by senior staff, is providing clear leadership for the school as evidenced by the strong focus on providing an inclusive education for all pupils. For example, the school is effective in supporting a small number of pupils who would otherwise be at risk of exclusion. The staff, both teaching and non-teaching, are hard-working and committed to the aims and values of the school.
47. There is a comprehensive set of policies, which are largely implemented consistently, enabling the school to function very smoothly on a day-to-day basis. There are shared responsibilities across the senior management team, which promote effective links between the two sites. Although senior staff take a strong role in shaping the direction of the school, they regularly discuss priorities with both year group leaders and subject co-ordinators. These middle managers are keen to develop their role, particularly with regard to the monitoring of teaching, which at present is largely undertaken by the senior team. Plans have recently been put in place to provide the additional training required. Some subject co-ordinators are comparatively inexperienced and will require further, more general support in their role.
48. The provision for special educational needs is very well managed. An experienced and well-qualified co-ordinator, who is also the deputy headteacher, leads an effective and well-qualified team of support assistants. Consequently, the staff are well informed about the new Code of Practice. They have a good understanding of the principles of inclusion and match their teaching effectively to the pupils' special educational needs. This has a positive impact on pupils' progress. The co-ordinator has highly effective relationships with outside agencies who value the work of the school in this area and she has good support from the designated governor for special educational needs.
49. Thorough and systematic procedures have been introduced to monitor the work of teachers and to evaluate the impact of action taken and the effectiveness of the school. Lesson observations and work scrutiny have been used appropriately to identify key areas for development, which are prioritised in the school improvement plan. The criteria for evaluating the impact of actions taken are not always sufficiently sharply focused on pupil achievement, however. Whilst some steps have been taken successfully to improve the quality of teaching for example, the overall evaluation and feedback to staff lacks rigour. As a result, there remains too much variation in teaching quality, and opportunities to share good practice have not been fully exploited. The improved systems for analysing data, however, have resulted in more support for some pupils from ethnic minority groups, who were identified as not progressing as well as others in the class. There is a long-term strategic view of the school's development, underpinned by an annual plan. The school uses its funds well to support its priorities, and financial planning overall is good.

50. The governing body has improved its effectiveness since the last inspection, when it was judged to have no strategic overview of the school. Governors are much more involved now and have played an active role in shaping the future direction of the school and its place within the local community. They have a more secure view of the strengths within the school and the steps needing to be taken to improve. Whilst action has been taken to establish a daily act of collective worship, a shortcoming identified in the previous report, there remain some omissions from the school's prospectus and the annual report to parents.
51. The school has sufficient teachers to meet the needs of the pupils and the demands of the curriculum. It has benefited from a reasonably stable staff. There is a high number of well-trained classroom assistants, many of whom have completed the accredited specialist teaching assistant course. They support the work of teachers effectively in lessons and make a significant contribution to the pupils' learning. Those supporting pupils with statements and specific needs, provide a high level of support.
52. The induction of staff new to teaching and new to the school is satisfactory. There is a comprehensive system for appraising and managing the performance of staff. Training needs are identified and professional development arrangements are planned to meet the school priorities and the individual needs of staff. More incisive feedback on teaching would help to strengthen those areas in need of improvement.
53. The accommodation across both sites is satisfactory overall. The extensive outdoor areas on both sites, enhanced with good quality play equipment, are well used for outdoor games. A good outside environment for Reception pupils promotes learning well. Classrooms and corridors are enhanced by a variety of interesting displays, including pupils' work and on the smaller site, beautifully painted murals. These provide a stimulating environment and celebrate the pupils' work. Mobile classrooms, although in need of repair, provide dedicated areas for music, science and drama on the main site. The school also benefits from two libraries, one on each site, and a computer suite. The hall on the main site continues to be problematic. It is too small to enable pupils, especially the older ones, to have full access to the physical education curriculum and this impedes their progress. The school has no facilities for disabled pupils.
54. The range, quality and quantity of learning resources are good, and used appropriately to support pupils' learning. The Foundation Stage is well provided for and in English the resources are good. The libraries have a good stock of books.

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

55. In order to raise the quality of education, the headteacher, staff and governors should:
- 1) Raise standards in English by the end of Year 2 by:
    - establishing a systematic programme for the teaching of phonics and writing
    - raising expectations of what pupils can achieve in Years 1 and 2
    - monitoring the pupils' work regularly to track progress in both reading and writing
    - monitoring the teaching of reading and writing in Years 1 and 2
    - providing a focused programme of training for staff.
 (paragraphs 5, 17, 68, 70, 71, 73, 76)
  - 2) Ensure that all planning in all subjects covers the needs of the higher-attaining pupils (paragraphs 8,20, 28, 74, 76, 81, 89)
  - 3) Ensure that the monitoring of teaching, planning and pupils' work is robust and realistic with clearly identified strengths and areas for improvement.
 

Establish a systematic programme for sharing good practice.  
(paragraphs 17, 48, 50, 53, 76, 83, 117)
  - 4) Strengthen procedures for promoting regular punctuality.  
(paragraphs 16, 38)

### **Other issues which should be considered by the school**

56. In addition to the items above, the governors may wish to consider the inclusion of the following points in their action plan:
- Ensure greater consistency in the procedures for recognising the achievements of pupils.  
(paragraphs 20, 32, 37)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	46

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number		15	39	35	4		
Percentage		16	42	38	4		

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	556
Number of full-time pupils known to be eligible for free school meals	80

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	119

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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
	2002	33	27	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	27	26	32
	Girls	25	25	26
	Total	52	51	58
Percentage of pupils at NC Level 2 or above	School	87 (87)	85 (88)	97 (99)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	27	32	30
	Girls	25	25	25
	Total	52	57	55
Percentage of pupils at NC Level 2 or above	School	87 (91)	95 (98)	92 (99)
	National	85 (85)	89 (89)	89 (89)

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
	2002	52	38	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	42	41	50
	Girls	34	30	35
	Total	76	71	85
Percentage of pupils at NC Level 4 or above	School	84 (84)	79 (76)	94 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	42	46	46
	Girls	32	32	33
	Total	74	78	79
Percentage of pupils at NC Level 4 or above	School	82 (82)	87 (80)	88 (88)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
349	2	-
0	-	-
92	-	-
9	-	-
3	-	-
10	-	-
10	1	-
18	-	-
3	-	-
2	-	-
24	-	-
6	1	-
12	-	-
9	-	-
5	-	-
3	-	-
1	-	-

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	21.9
Number of pupils per qualified teacher	25.4
Average class size	29.1

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

Total number of education support staff	21
Total aggregate hours worked per week	440.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	1,353,244
Total expenditure	1,391,809
Expenditure per pupil	2,399.6
Balance brought forward from previous year	100,043
Balance carried forward to next year	61,478

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	7.3
Number of teachers appointed to the school during the last two years	6.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	556
Number of questionnaires returned	121

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	4		
My child is making good progress in school.	55	40	2	2	1
Behaviour in the school is good.	44	44	8	1	2
My child gets the right amount of work to do at home.	31	43	18	4	3
The teaching is good.	54	43	1	1	2
I am kept well informed about how my child is getting on.	46	44	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	21	4	1	2
The school expects my child to work hard and achieve his or her best.	55	34	8		3
The school works closely with parents.	42	48	7	1	4
The school is well led and managed.	65	28	1	4	2
The school is helping my child become mature and responsible.	55	35	2	2	6
The school provides an interesting range of activities outside lessons.	54	32	3	5	6

## **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**

57. The school has sustained the satisfactory quality of provision for children in the Foundation Stage (three Reception classes) reported in the last inspection. In some areas of learning, further improvements have been made. The three Reception classes are housed in classrooms of an open plan design which are too small; however, staff make very good use of the areas adjoining the classroom bays to increase learning opportunities. All three classes have easy access to a secure outdoor area which offers excellent outdoor provision and has been well developed by the school. It is used extensively to support learning. The Foundation Stage is generally well resourced, inside and outdoors.
58. The staff are sensitive to the needs of young children and admission arrangements reflect this. Children are admitted in September with the younger children attending part-time until the spring term. Staff work hard to establish a good relationship with parents and to involve them in their children's learning. Very good links have been established with two local nursery schools from which most of the intake comes, and children are settled quickly. Most children in the Reception classes are likely to meet the standards expected nationally in most aspects of learning, but listening skills are less well embedded and this aspect of social and language development needs attention.
59. Overall the teaching and the quality of the curriculum offered to the children gives them a sound foundation to their school life. The progress that the children make reflects the quality of teaching that they receive which is never less than satisfactory and mostly good. Assessments of the children on entry to the Reception classes indicate that the general level of attainment on entry to the school is in line with the level expected for children of this age. The progress that the children make is generally satisfactory, and in some aspects of their learning it is very good. Teachers plan carefully in line with the recommended curriculum.
60. Very good provision is made for children with particular needs and those with English as an additional language. They make good progress in all areas of learning. Assessment processes are sound and staff use the information gained from assessments to identify the children's future needs. This represents considerable improvement since the last inspection. Support staff are well trained; they are used well and they make a significant contribution to the children's learning. The Foundation Stage is well led by a senior teacher. The school has identified the need to update the policy for the Foundation Stage.

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

61. The personal and social development of the children is varied. Children are learning to work well with, and show consideration for, children with particular needs. Children are aware of routines. They tidy up at the end of sessions and are learning to take care of equipment. They are able to sustain concentration and work well together when in a group. They find it more difficult to listen to others and to take turns sensibly in whole class sessions and in assemblies. Whilst staff are very good at involving themselves with children during activities, there is a need to develop higher expectations of the children's behaviour in whole class sessions and as they move around the school. Currently, time is lost in establishing control. Children need to be quite clear about what is expected of them in large group situations. The children's spiritual and cultural development is fostered well through stories, assemblies and circle time, and through the general ethos of the classes. Overall, the children are making satisfactory progress in this area of their learning.

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

62. Teaching is good overall. All children, including those with particular needs and those for whom English is an additional language, are making good progress in this aspect of their learning. Most children are likely to reach the standards expected by the end of the

Reception year in most aspects of language and literacy, except listening. Teachers recognise the need to develop speaking and listening skills and support staff make a valuable contribution to this area of learning. A significant number of children find listening in a large group situation difficult. Whilst children are making satisfactory progress overall in this aspect of learning, listening skills could be improved more rapidly by the introduction of clear guidelines which are practised consistently in all three classes. Elements of the literacy hour are taught in all three classes. Phonics are introduced through a variety of activities which includes a weekly focus on one letter of the alphabet. The children are able to identify many words beginning with the current sound. Most know the initial sound of their names and can identify single sounds phonetically in books. Appropriate books, such as *Jim and the Beanstalk*, *So Much and the Mister Men* series are used to support learning. Most children can write their own names legibly and the less able children can make a recognisable attempt. There are areas for writing in all three classes. The children are encouraged to write and are being taught to use a cursive style. An examination of children's work reveals that higher-attaining pupils are beginning to write independently and legibly. Standards of writing are generally above those expected for children of this age and reflect the focus by the school on improving writing standards. Early reading skills are very well developed and the children take books home to share with their parents. Progress in reading is very good. A significant number of children are able to read simple texts and can talk about the text with confidence. Higher-attaining pupils are beginning to read with expression, apply phonic skills to their reading and can discuss the story in some detail. In all classes, children are happy to share books with adults. Overall, this represents improvement in all aspects of language and literacy, except the development of listening skills, since the last inspection.

### **Mathematical development**

63. Most children are on target to achieve nationally expected standards in this area of their learning by the time that they enter Year 1. From the time they enter the Reception classes, children are encouraged to count and to recognise and use mathematical language. Children confidently identify two and three-dimensional shapes. They are learning to count in twos and tens and are beginning to recognise patterns in numbers when using a number square. Most children count confidently to twenty and more able pupils can count as far as one hundred. Teaching is good. There are, however, occasions when work for higher-attaining pupils could be extended. Currently, all three classes watch a television programme, *'Number Time,'* together. The large number of children housed in the television room for this purpose limits their learning opportunities. Generally, teachers and support staff intervene effectively to move learning forward. Particularly good use is made of number games and activities to support learning, not just in mathematical lessons. The activities planned for indoors and outdoors all support learning in the subject. Learning is also supported by a wide range of appropriate resources. Progress is generally good; this represents an improvement since the last inspection.

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

64. The school has improved on standards reported at the last inspection. Teaching is good and as a result, most children are on line to reach the nationally expected standard by the end of the Reception year. Some have already achieved that standard. This represents good progress. Children are introduced to a variety of activities to support their learning. They are encouraged to think about the properties of water, and they know how sand changes when wet. They are confident in demonstrating that dry sand is more effective than wet sand in making the wheel turn on a piece of apparatus in their sand tray. They are introduced to simple mapping linked to their own experiences. In all classes, strong links with literacy are established and children are encouraged to write about what they are learning. They are aware of a variety of materials and how they feel different and that they have varying uses. For example, they know that wool keeps you warm. Good use is made of the outdoor area to support learning. The staff are planning to make even more use of the natural environment that is readily available to them. When using computers, the children are able to control the mouse with confidence, know how to change the screen and to click, drag and drop pictures.

## **Physical development**

65. Teaching is satisfactory. There is a good range of equipment in the outdoor area, which children use confidently and carefully. Co-ordination skills are developing well. In the indoor physical education lessons observed, children are mostly able to get ready without help. In these lessons, children do not always use all the space and are not always aware of the importance of respecting the space of other children. They have yet to understand fully that physical exercise lessons are about controlling your body. They do not always listen to the teacher's instructions or the music carefully enough. Teachers are, however, very careful to remind children about the importance of exercising their bodies and why they need to 'warm up' and 'warm down' when exercising. Teachers are very careful to teach children the skills involved in cutting and using glue. Children handle scissors very well and make their own patterns, for example making the face shape for a teddy in their literacy lesson. They manage this very well without a template, finding a circle shape for themselves, drawing round it and cutting carefully. Most children hold their pencils correctly. Although progress in this aspect of their learning is varied, overall it is satisfactory, and most will achieve the nationally expected standard by the time they enter Year 1.

## **Creative development**

66. Most children are on target to attain the standards expected by the time that they leave the Foundation Stage. The teaching they receive, which is always good, ensures that they make good progress. This is an improvement since the last inspection. Activities provided for the children offer a wide range of experiences, which support the development of their creative skills. They handle brushes and paint confidently. They mix their own colours and apply paint carefully, producing work of a good standard. They can explain confidently how to mix colours. For example, they know that red and yellow make orange, that blue and yellow make green and that there are variations within these colours. Role-play areas are provided and adapted for different uses, such as the medical centre observed in one class. The children's work is valued by teachers and displayed to good advantage. There are strong cross-curricular links with knowledge and understanding and with mathematics, for example. The children were observed making hedgehogs with a variety of materials and making teddy puppets using shapes to help their designs. Musical skills are developed well. The children take part enthusiastically in singing sessions led by a teacher playing the guitar. They know a good variety of appropriate songs. Music is used appropriately to support assemblies and physical education lessons.

## **ENGLISH**

67. In the 2002 National Curriculum tests (Key Stage 2 SATs), pupils in Year 6 achieved results that were above average for all schools and similar schools but were average in relation to the pupils' prior attainment. The pupils' performance at the higher Level 5 was in line with the national average. In the 2002 tests in reading for Year 2, pupils achieved results that were above both the national and similar schools' averages. In writing, the test results were in line with the average, both nationally and for similar schools. Whilst the proportion of pupils gaining the higher Level 3 was well above national and similar school averages, the proportion of pupils achieving the expected Level 2 was below that nationally. The trends over time at the end of both Years 2 and 6 are broadly in line with those nationally. In the national tests, girls have regularly outperformed boys at the end of both Years 2 and 6. In 2002 the difference was larger than that nationally at the end of Year 2 and slightly less than that nationally at the end of Year 6. The school easily exceeded its English target for 2002. The English results were similar to those in science and above those in mathematics.
68. Standards of work in the current Year 2 do not generally reflect these results and many pupils are not achieving as well as they should, because of some weaknesses in the quality of teaching in the current Year 2. The present inspection findings show that the pupils in Year 2 attain below what is expected for their age and only a few attain the higher level. By contrast, most pupils in Year 6 achieve the nationally expected level in English and some beyond,

leading to standards that are average overall. The pupils achieve well in Years 3 to 6, particularly in Years 5 and 6 where teaching is strong.

69. The pupils enter the school with average attainment in language and literacy. The teaching offers to pupils opportunities for speaking and listening throughout the school, which have made an impact on pupils' attainment, particularly for older pupils. The pupils achieve satisfactorily in speaking and listening in Years 1 and 2. The pupils in Year 2 speak with confidence in whole class sessions but lack concentration and do not listen attentively. They are often noisy and boisterous. As pupils move up the school, they achieve well, developing these skills effectively. They have opportunities to work in pairs and groups, which help them to learn to collaborate and discuss. The teachers in Years 3 to 6 often use questions very skilfully to enable pupils to speak in an extended way. By the time they are in Year 6, their speaking and listening skills are above average for their age. In the lesson observed in Year 6, the pupils spoke appropriately in a debate on 'Should school uniforms be banned?' They were able to pay close attention to what others said and take account of others' views in their arguments. As the teacher ensured that all pupils contributed to the class discussion, there was a high level of confident and enthusiastic participation.
70. Standards in reading are below average in Year 2, and reading is generally not developed well in this year group. The teaching of phonics is not rigorous enough to ensure that all pupils are gaining confidence in attempting to use letter sounds to tackle unfamiliar words. Higher-attaining pupils read aloud with accuracy and understanding of what they read, but they offer few opinions on events or characters. The higher attainers are able to distinguish between fiction and non-fiction books but are not able to find information from books with confidence. Average and lower-attaining pupils read below the expected level. Standards in reading in Year 6 are in line with national expectations. In the lessons observed in Years 5 and 6, the teachers frequently checked the pupils' understanding through a range of questions that require higher order reading skills such as prediction and inference. There are higher-attaining pupils who read fluently and accurately with expression and understanding, and reach very secure standards for their age. They can discuss the main points and themes of the books they read. A higher-attaining pupil described in detail the fantasy world in *The Colour Magic* by Terry Pratchett. Many of the pupils have favourite authors such as J. K. Rowling and Jacqueline Wilson. They are able to talk about the contrast between the magical world of Rowling and the real life situations of teenage girls in Wilson's writing. The pupils generally acquire sound library skills for finding information from books and other sources.
71. The school has placed considerable emphasis on improving the pupils' writing skills. There are now well-planned opportunities for the systematic development of different kinds of writing. This initiative has made an impact on Years 1 and 3 to 6 and standards are improving but this impact has not been felt in Year 2. The writing seen in Year 2 shows that pupils are learning to write for a range of purposes but mainly produce short pieces or a sequence of sentences. They learn to write in grammatically correct sentences with punctuation appropriate for their age. Spelling and handwriting are satisfactory, and pupils learn to join letters from very early on; however, standards in writing in the current Year 2 are below average as pupils are not encouraged to write at length. There are not sufficient opportunities or effective strategies to develop different types of extended writing appropriate for the pupils' age.
72. Pupils achieve well in writing in Years 3 to 6, and basic skills are very well established for almost all pupils by Year 6. In the current Year 6, most pupils are reaching the expected level and some beyond. Work seen in the pupils' books in Year 6 shows that the pupils write at length, sustaining ideas and using complex sentences to extend meaning. A strong feature of teaching in Year 6 is the way the teachers weave grammar and appropriate phrases in their writing lessons through discussion on texts presented to pupils. In one lesson observed, this approach enabled the pupils to use a range of connectives and persuasive language in writing a balanced report. Most pupils become secure in using correct sentence structures and understand how to plan their writing. The pupils in Years 3 to 6 are learning to write for a range of purposes and they are achieving at least satisfactory standards. They write reports, holiday accounts, poems, stories, plays, personal profiles, autobiography and biography. The teaching encourages them to write poetry using poetic devices such as personification. This

results in phrases such as 'Winter is the queen of frost' in a Year 6 poem and 'Snowflakes sound silent, no words, not a single word' in a Year 5 poem. The systematic teaching of spelling has contributed to sound standards. By Year 6, pupils have a sound knowledge of useful strategies, resulting in many words that are spelt correctly. Handwriting is joined-up and fluent for almost all pupils in Year 6.

73. Overall, the quality of teaching and learning is unsatisfactory in Years 1 and 2 and good in Years 3 to 6, as it was at the time of the previous inspection. Major areas for improvement in Year 2 lessons are the teachers' skills in teaching reading and writing effectively so that the pupils achieve as well as they should. In addition, in these lessons, the teaching is not effective in engaging the pupils and getting the most out of them. Consequently, pupils do not work well and make unsatisfactory progress. Where teaching is good, the lessons are well planned, indicating that teachers have secure subject knowledge. Much of the teaching in Years 5 and 6 is strong and sometimes very dynamic where the teachers maintain a brisk pace through well-planned, timed activities. They have high expectations of the work and behaviour of their pupils and manage them very effectively. Consequently, their behaviour is good. Teaching makes good use of ICT for word processing as well as for developing pupils' reading skills.
74. Teachers throughout the school ensure that all pupils are included in the lesson; however, in many lessons, tasks are not sufficiently planned to extend the learning of higher-attaining pupils. Teachers work effectively with the special educational needs and ethnic minority support staff, who contribute to the pupils' learning effectively. The quality of their work is good. Pupils with special needs have individual education plans with clear targets in literacy, which are followed carefully, and they make good progress. Pupils who are learning English as an additional language also make good progress.
75. Literacy is promoted well through other subjects of the curriculum such as history, geography, religious education and ICT. For example, in history the Year 4 pupils have produced Tudor newspapers and the Year 5 pupils have written about the Victorians. The subject makes good contributions to the pupils' spiritual, moral, social and cultural development.
76. Satisfactory improvement has taken place since the last inspection. The range of writing has improved significantly within the English curriculum but has yet to be improved in Year 2. Good teaching has been maintained in Years 3 to 6 but teaching remains unsatisfactory overall in Years 1 and 2. Handwriting has improved in terms of presentation, but the setting out of work in books is inconsistent throughout the school. The use of assessment in planning has improved satisfactorily, enabling suitable grouping of pupils and the matching of tasks to the needs of average and lower-attaining pupils. There is scope for challenging higher-attaining pupils further. Leadership and management are satisfactory overall. Whilst the co-ordinator has a good grasp of the subject and the national strategy, she has had few opportunities to monitor the quality of teaching and learning and share the good practice within the school.

## **MATHEMATICS**

77. In the 2002 national tests at the end of Year 6, pupils achieved results that were in line with those nationally and above those found in similar schools. The school exceeded its targets and the results represented good improvement during Years 3 to 6. Boys outperformed girls by slightly more than was seen nationally. Since the last inspection, the results at the end of Year 6 have improved at a rate similar to that nationally. The 2002 Year 6 results were lower than those for English and science. At the end of Year 2, the pupils' results in the 2002 national tests were above average compared with schools nationally and with similar schools. The proportion of pupils reaching the higher Level 3 was well above average. Standards observed during the inspection reflected the results at the end of Year 6. In Year 2 standards overall are currently broadly average but with a greater number of pupils working below average levels than in 2002.
78. Teaching is satisfactory in Years 1 and 2, and most pupils, including those with English as an additional language, are making satisfactory progress. In some lessons, lower-attaining pupils and

those with special educational needs make good progress because of the good quality support from classroom assistants. Number skills are taught well, in contrast to shortcomings noted during the last inspection. By the end of Year 2 most pupils have a secure understanding of number and use a range of strategies to solve simple problems involving number and money. Higher-attaining pupils begin to use multiplication and division and pupils are introduced to the use of standard measures. The pupils recognise standard two and three-dimensional shapes and most can describe their properties, knowing the number of faces and edges. Teachers are careful to introduce correct subject vocabulary from the start. Explanations are clear, and good questioning checks the pupils' understanding effectively. Practical activities and concrete examples are used very well to establish understanding and to reinforce learning, for example when Year 1 pupils counted "real" money.

79. By Year 6 most pupils have secure number skills and use a range of strategies to work with whole numbers, decimals, fractions and percentages. The school has successfully tackled the weaknesses in data handling noted in the last inspection report. Data handling skills are now developed systematically throughout the school, and by Year 6 most pupils can plot co-ordinates in all four quadrants, have some understanding of probability, and present and interpret data in a variety of ways including line graphs. The quality of teaching overall in the lessons observed in Years 3 to 6 was good, and pupils in most classes made good progress. Teaching varies across the key stage, however, and the rate of progress and achievement over time is satisfactory overall, although somewhat uneven. The best teaching occurs in Year 5 where the teachers have consistently high expectations and progress is good. Good class control secures a high level of involvement, the pace of lessons is good and the pupils are challenged to think about their work. The written work in Year 5 is usually neat and well presented. The good support for lower attainers and for pupils with special educational needs is maintained in Years 3 to 6. In some classes where there is no additional adult support, class teachers are very sensitive to individual needs and ensure that all pupils are fully included in the lesson. One pupil made significant progress in self-esteem as well as in data handling skills as a direct result of some excellent support from his teacher.
80. Throughout the school, lessons are planned in line with national guidance and all start with a mental session. Usually these sessions are brisk and offer to pupils a good opportunity to consolidate their skills. Year 6 pupils responded well to a mental starter in which they reinforced their knowledge of the relationship between fractions, percentages and decimals. The provision for pupils with English as an additional language is good, and they benefit from the teachers' clear explanations and good use of resources. The pupils in Year 3 gained considerably from the practical activities undertaken in very good lessons on direction, compass points and turns. During the well-managed active learning session, the pupils stood sensibly, practised half and quarter turns and revised vocabulary linked with direction. The task of moving across a treasure island was both exciting and very well varied to challenge pupils of all abilities effectively.
81. Although some teachers successfully pitch tasks at different levels to meet the pupils' differing needs, this is not always the case. Samples of work from the past few months indicate that at times, particularly when a whole class has been given the same worksheet, work is not always matched accurately to the wide range of ability within the classes. Higher attainers, particularly, could be given more challenge. Teachers evaluate lessons carefully and identify aspects which need reinforcement, or pupils who struggled with a new idea. The marking of pupils' books, however, is often less evaluative. Comments are very positive, but tend to be over-congratulatory rather than giving pupils pointers for improvement. Most teachers manage pupils' behaviour very effectively, but time is lost in a few classes when pupils have to be reminded about how to behave.
82. The numeracy strategy has been successfully introduced. The quality of teaching has improved throughout the school and no unsatisfactory lessons were observed. Joint planning across year groups ensures that pupils have similar experiences. The teachers have secure subject knowledge and work is presented systematically so that the pupils' learning builds securely on previous work. Skills in mathematics are used well in other subjects. There is scope to increase the use of computers during numeracy periods to reinforce learning.
83. Management is satisfactory overall and has ensured satisfactory improvement since the last inspection. The co-ordinator has a good understanding of the subject, but recently has not had enough opportunity to monitor planning, teaching and learning. There are examples of very good

practice within the school which could usefully be shared. Assessment procedures are very good and assessment is now used more effectively to identify areas for development.

## SCIENCE

84. In the 2002 teacher assessments for science at the end of Year 2, the proportion of pupils achieving the expected Level 2 was in line with the national and similar schools' averages. The performance at the higher Level 3 was stronger, being well above both the national and similar school figures. In the 2002 national tests at the end of Year 6, the pupils achieved results that were above the national average and the average for similar schools. There was no significant difference between the attainment of boys and girls. The science results for Year 6 (Key Stage 2 SATs) were similar to those in English and higher than those in mathematics.
85. The quality of teaching is satisfactory overall for both key stages, resulting in standards that are broadly in line with national expectations by Year 2 and Year 6. This is a similar picture to that described in the previous inspection. There are fewer pupils in the current Year 2 operating at the above average levels when compared with 2002.
86. The teachers plan their lessons carefully in line with national guidance so that pupils gradually develop an increasing breadth and depth of scientific knowledge. As a result, pupils by Year 2 are able to connect up a simple circuit, can recognise the similarities and differences between the needs of a small baby and a toddler, and can suggest why particular materials are used to make different objects. By Year 6, pupils have been taught more sophisticated ideas such as the effect of the thickness of a wire on the brightness of a bulb, the purpose of a skeleton and the difference between solids, liquids and gases.
87. All teachers begin by explaining the key learning objectives so that the pupils are fully aware of what they are expected to have achieved by the end of the lesson. The teachers often capture the interest of pupils by using stimulating introductions or imaginative resources. In a Year 3 lesson on caring for teeth, for example, the teacher placed one tooth in milk and a second tooth in fizzy drink. The pupils were asked to predict what would happen over time and they were all very keen to offer their ideas. The stimulus set the scene effectively for the next part of the lesson on methods of caring for teeth. In a Year 2 lesson, the teacher had invited two mothers to come in with their offspring: one a very young baby and the other a twenty-one-month-old toddler. The presence of the children fascinated the pupils who asked the mothers a good range of questions about them. The question and answer session with the visitors enabled the pupils to establish a good insight into how to care for babies and toddlers.
88. Teachers provide good opportunities for practical work, which the pupils enjoy. Younger pupils are able to make observations and record their findings either in pictures or in simple tables. The weak writing skills evident in Year 2 limit the capacity of these pupils to record adequately what they have seen and done. More needs to be done to develop both language and scientific enquiry skills by supporting the pupils in this aspect of their work. Older pupils have been challenged to predict what will happen when, for example, water is left to evaporate in different places within the school. Whilst most are able to suggest what they think will happen, they have difficulty in using scientific concepts to explain their reasoning. The majority of older pupils understand the notion of a fair test, but the idea has not been systematically developed and embedded as the pupils move through the school.
89. The teaching enables all pupils to make satisfactory progress overall, including those with special educational needs and those for whom English is an additional language. Most teachers arrange their classes into mixed-ability groupings for science. The higher attainers often support others in the group and are not always themselves challenged sufficiently. Language and number skills are developed appropriately, with the exception of writing skills for Year 2 pupils. Whilst ICT is sometimes used to support learning in science, more needs to be done to ensure that it features more regularly.

90. In most instances, teachers control classes effectively. The pupils generally work collaboratively in groups but they sometimes take time to settle and can be noisy, which means that it becomes difficult to concentrate. The unsatisfactory teaching observed in one lesson was linked to weak behaviour management compounded by a lack of clarity in the task set for the pupils.
91. Leadership and management of the subject are satisfactory overall. The co-ordinator, who is new to the post, has already undertaken some observations in lessons and is aware of the strengths within the subject and areas for development. There is an action plan, which has broadly appropriate priorities, but the tasks need to be more focused. The co-ordinator will need support from the senior management team to develop her skills for this role. Improvement since the last inspection is satisfactory.

## ART AND DESIGN

92. By the end of Year 2 standards are above those expected for the pupils' age. At the end of Year 6 standards are well above those expected for pupils of this age. This reflects the good quality of teaching that the pupils receive and the emphasis the school places on the subject. Pupils, including those with special educational needs and those for whom English is an additional language make at least good progress. In Years 5 and 6, progress is very good. Pupils in Years 1 and 2 show increasing control and detail in illustrating their work. Sketchbooks are used consistently to encourage the pupils to think carefully about their artwork before they finally produce it. They demonstrate a clear progression in the skills required to improve pieces of art. The pupils have good opportunities to explore a wide range of materials and are taught a variety of techniques. ICT is used to support learning in the subject, as evidenced by a display of work done by Year 1. Displays of work include a variety of cross-curricular themes, for example a display relating to the Chinese New Year. The one lesson observed in Year 2 was well prepared and the teaching was good. Pupils had been challenged to design a pattern for a bookmark and were using their skills of stitching on Binka to make the final product. They made good progress in learning to design and make objects for their own use.
93. The pupils are introduced to a good range of different art and artists. By the time that they reach Year 6 they are able to talk confidently about artists and their work. Visits to galleries, visits from artists and the very good displays of art throughout the school ensure that the pupils are exposed to a stimulating environment. Year 6 self-portraits in the style of Picasso are of a very high standard. Year 5 designs based on William Morris originals, using felt tip pens on shiny paper, and paintings in the style of Georgia O'Keefe on canvas boards, are equally good. Throughout Years 3 to 6, sketchbooks are used to support the development of knowledge, skills and understanding in the subject. In general, the pupils are taught to practise and to explore ideas and techniques before attempting a final piece of work. In a very good lesson observed in Year 5, pupils were learning how to weave. The teacher demonstrated the process effectively and provided a good example of a finished piece so that the pupils knew what to aim for. The teacher moved amongst the pupils, intervening effectively to move their learning forward.
94. The school has an artist as a member of staff. Good use is made of her talents throughout the school. The lower school library has a selection of large, vibrant pictures that she has painted to draw the attention of pupils to good quality texts, for example *Goodnight Owl*. She also runs a weekly art club after school, which each year group in the upper school can attend over a half term. The club provides an excellent opportunity for pupils to learn about the techniques which enrich artwork. In the session observed, pupils were learning how to develop shades of colour by mixing. Evidence of the work of the club is all around the school and there are some examples of excellent finished work, which reflect the pupils' increased understanding of texture and colour. Good quality materials are provided and these enhance learning.
95. The subject is well managed and good progress has been made since the last inspection. The school has identified areas which needed development. The staff have produced their

own scheme of work, which reflects the coverage of the whole art curriculum in progressive steps. Assessment has been introduced and the co-ordinator has identified the increase of guidance for teachers and the monitoring of assessment procedures as the next steps in the development of the subject. Pupils benefit significantly from using good quality resources, having their work displayed and valued and the general commitment of the school to the teaching of the subject. The subject makes a significant contribution to the pupils' spiritual and cultural education.

## **DESIGN AND TECHNOLOGY**

96. Only two Year 1 lessons were seen in this subject. Judgements are based on lesson observations, teachers' planning, scrutiny of work and discussions with pupils. Standards at the end of Years 2 and 6 are in line with those expected nationally. The school has maintained standards since the last inspection and has made sound improvement, particularly in developing a broader range of opportunities for pupils through new schemes of work and more detailed, rigorous year group planning and monitoring. Pupils, including those who speak English as an additional language, achieve satisfactorily. Pupils with special educational needs achieve well and despite their learning difficulties, make good progress because of structured support and careful planning to meet their individual needs. There are no significant differences in learning between girls and boys.
97. By the end of Year 2, pupils have been taught to design and make paper puppets and simple models of moving vehicles with wheels and axles. They explore designs found within the local environment and learn appropriate skills of planning and evaluation. The teachers provide good opportunities for the pupils to plan, make and test their completed designs. In a Year 1 lesson on constructing a home, a pupil included a loft extension in his design and another designed stairs for his block of flats. Most pupils made models, which matched their design intention, and had a good understanding of how their models worked. They worked with enthusiasm. The teacher planned the activities carefully and organised resources well to promote the pupils' interest and develop their skills. Most pupils are able to combine and fix different materials, although the finishing techniques are underdeveloped.
98. Evidence from the scrutiny of completed work, teachers' planning and discussion with pupils indicates that standards by the end of Year 6 are satisfactory. The teachers plan lessons in accordance with national guidelines to ensure that the pupils use an increasing range of tools and materials including wood, fabric and cooking ingredients. Higher-attaining pupils in Year 6 spoke confidently about their previous work on fairground rides. They explained clearly the problems they had encountered in connecting their motors to electrical circuits and the solutions that they had found. They were very proud of their constructions, which worked well. The pupils' opportunities to apply and develop their information and communication technology capability in design technology are limited. The school recognises this as an important area for development. The teachers provide sound opportunities for the development of language and number skills.
99. The co-ordinator is new to the post and is providing sound leadership. She is enthusiastic and clear about the subject's requirements and supports her colleagues well. The scheme of work includes a systematic approach to the development of skills as the pupils move up the school. A simple system of assessment is in place, which all teachers use to record the pupils' progress and to support their own planning. The subject is promoted well through good displays of pupils' work around the school. Developments planned will need to be carefully monitored in the future.

## **GEOGRAPHY**

100. Standards are in line with expectations for Year 2 and Year 6 pupils, and are at the same level as those found in the last inspection. Boys and girls achieve similar standards, and pupils with special needs and those who have English as an additional language make good progress with the additional support provided.

101. The teaching in Years 1 and 2 is satisfactory overall. By Year 2 the pupils have been taught to identify and compare buildings in two different localities. In a Year 2 class, for example, the teacher used the book *Katie Morag and the Two Grandmothers* to enable the pupils to recognise the different buildings on the Isle of Struay and the jobs that people do there. The pupils were then encouraged to compare the Scottish island with their own locality, which they were able to do satisfactorily. Pupils of this age are also able to recognise human and physical features on a map such as the beach, the jetty, hill, sea and mainland. The pupils generally respond positively in class but some are easily distracted and restless.
102. The teaching in Key Stage 2 is good overall, enabling the pupils to achieve well in lessons. The teachers have good subject knowledge and use resources well to ensure that the pupils develop an increasing range of geographical knowledge and understanding as they move through Years 3 to 6. As a result, Year 3 pupils know that the climate varies across the world, Year 5 pupils can undertake traffic surveys and Year 6 pupils can compare different mountain ranges. In a particularly effective Year 5 lesson, the teacher conducted a role-play exercise where the pupils represented different interest groups such as councillors, adults, shopkeepers, motorists and children, and debated, 'Should the high street be closed to traffic?' The pupils were engrossed and a passionate discussion ensued. A good link was made with active citizenship. In a Year 6 class about different mountain ranges, the teacher created an effective environment for boys and girls, including those with English as an additional language and with special needs to share what they had learnt. They spoke confidently, using the appropriate subject terms, and then were asked to compare their findings about the Pyrenees and another mountain range. The teacher had provided good opportunities for the pupils to use the Internet, atlases and other sources of information, including video footage, to undertake their research. They worked enthusiastically and made good progress in their understanding.
103. Whilst teachers plan to develop knowledge and understanding, geographical skills are less systematically embedded. For example, there is little evidence about the older pupils' understanding of, or the making of maps to scale. The lack of effective writing skills, most notably in Year 2, and the lack of regular teaching of the subject, affects the pupils' retention of learning, so progress over time is satisfactory rather than good. Whilst the Internet is used for research, the more general use of ICT to support learning is insufficient.
104. The learning in geography supports the learning of English, mathematics, history and art. Organised residential visits to places such as Scarborough and the study of the locality enhance the breadth of the study of geography. The subject also makes a good contribution to the pupils' spiritual, moral, social and cultural development by the exploration of the lifestyles, customs and traditions of people in other parts of the world. The school draws on its ethnically diverse pupil population effectively to gain knowledge of the areas of the world from where their families originate and the languages and cultures that they bring.
105. The co-ordination of the subject is satisfactory. The school has adopted a national scheme, but assessment is inconsistent and therefore ineffective. Books, software, maps, atlases and packs for use by pupils and teachers are adequate. More focused monitoring of developments within the subject is required.

## **HISTORY**

106. Teaching of the subject was seen only in Years 1 and 4 during the inspection. Other evidence was gathered from an analysis of documents, the pupils' written work and discussions with staff and pupils.
107. Standards are in line with expectations for Year 2 and Year 6 pupils, an improvement in Key Stage 1 since the last inspection report. There is no marked difference between the attainment of boys and girls. Pupils with special educational needs and those who learn English as an additional language achieve well with additional support. The teaching observed in the Year 1 lesson was satisfactory and that in the Year 4 lesson was good.

108. By the age of seven, the pupils are beginning to develop some understanding of the past by learning about Mary Seacole, for example, and how telephones have changed over time. In the Year 1 lesson observed, the pupils asked prepared questions of a visiting grandmother about the toys she had played with. The ensuing discussion enabled the pupils to develop a sound understanding that the toys with which their parents played, such as the hard dolls, were different from the soft, more baby-like dolls of today. They were surprised to learn that there were no computer games or multi-channel television. The pupils are beginning to develop an understanding of the passage of time and the difference between past and present. Limited writing skills in Year 2, however, prevent the pupils from recording their work at length.
109. The teachers use national guidance to support their planning so that in Key Stage 2 the pupils are expected to develop an increasing depth and breadth of historical knowledge and understanding. In the Year 4 lesson observed, the teacher's effective questioning and appropriate provision of factual information enabled the pupils to show a developing understanding of the role of the archaeologist and how knowledge has been acquired about the Ancient Egyptians. The pupils made good progress overall, although some found it difficult to listen to their peers and take turns sensibly. Year 6 pupils have undertaken enthusiastically an in-depth study of a decade of their choice since the 1950s on a theme such as current affairs, work and education, home life and population immigration. Their completed projects, some of which has been done at home, and discussions with them demonstrate that the pupils generally display sound factual understanding of events and are beginning to acquire the skills to use relevant historical terms in describing and sequencing events. The pupils' information gathering and analytical skills are improving but lower-attaining pupils find independent writing difficult. They do not find it easy to write about the causes and effects of events in a structured way.
110. History makes a good contribution to the pupils' spiritual, moral, social and cultural development and to their language skills by extending the range of writing the pupils tackle when they cover areas such as fact, opinion and empathy. Occasionally less-developed writing skills in English reduce the pupils' effectiveness in expressing their ideas better. History also makes an adequate contribution to numeracy, art and design and technology. There was evidence of some use of ICT to support learning in the subject.
111. There are good displays around the school of posters, pictures and pupils' work such as projects and newspapers including *Tudor News* or *Tudor Times*, Victorian artefacts, Ancient Egyptians, toys and books. The breadth of the study of history is enhanced through visits to places of historical interest such as the Museum of London, Hatfield House and York Minster. The pupils enjoyed the Black History Month and taking part in drama activities during the focused Victorian Day in school.
112. History teaching in the school is adequately supported by the humanities co-ordinator, although more needs to be done to monitor the subject throughout the school. There are no formal assessments or monitoring of portfolios of pupils' work from each year group. Overall progress since the last inspection is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. There has been effective improvement in the subject since the last inspection when standards were judged to be below national expectations and the provision did not meet statutory requirements. The quality of teaching has improved and is now satisfactory overall, with some good teaching, most notably in Years 5 and 6. The pupils are making satisfactory progress and achieving standards that are in line with national expectations by Year 2 and Year 6. Pupils with special educational needs and those with English as an additional language generally achieve well and make good progress towards the targets set for them because of structured support and careful planning to meet individual needs. There are no significant differences in learning between girls and boys.

114. By the end of Year 2, the pupils have been taught to access programmes using the mouse. They are beginning to develop typing skills, identifying letters and using upper case where appropriate. They are familiar with the 'save' and 'delete' functions, can select a variety of fonts and generate pictures, which they can then print out. Most pupils understand that they can develop and record a sequence of instructions to control a floor robot. In a Year 2 class, the teacher encouraged the pupils to work in groups to predict and test the results of a set of instructions for routes they had planned. They programmed floor 'roamers', desk 'pixies' and used logo on the class computer to try out their instructions. The class made sound progress overall. Lower-attaining pupils and those with special educational needs were carefully supported, enabling them to engage successfully in the lesson. The teaching in Year 2 is generally satisfactory, although on occasions, insufficient planning or less secure subject knowledge slows learning down. As a result, the pupils get restless and lack focus.
115. In Key Stage 2 the pupils often achieve well in lessons because of good and very good teaching, particularly in Years 5 and 6; however, ICT is not used sufficiently in other subject areas to support the pupils' learning. This means that the pupils receive a limited amount of time to practise their ICT skills and this affects their progress over time. In Years 3 to 6, the pupils have been taught to undertake increasingly complex tasks. As a result they are able to load and save material, insert pictures and organise information in different forms. They are aware of their audience and use specific skills such as resizing, or inserting diagrams to improve their work. Higher-attaining pupils use technical terms such as "search" "format", "website" and "download" with confidence and understanding. In a very good Year 5 lesson, pupils were asked a series of questions about a British football team. They used a variety of websites and sources to collect the facts, recognising the need to narrow the search by the use of specific language. Higher-attaining pupils worked very effectively to gain information and by the end of the lesson talked perceptively and critically about their work with clear ideas about how to make their searches more efficient. All of the pupils were enthusiastic and very well motivated by the focus of the work and the lively and dynamic teaching. In a carefully planned Year 6 lesson, the teacher confidently taught the pupils to use ICT based models to explore patterns and relationships. They used spreadsheets to interrogate and analyse data with ease and efficiency. The pupils were clear about how to interpret the information they needed and how to check if their results were accurate.
116. The teachers' knowledge and confidence vary. In the best lessons, teachers focus well on key vocabulary, procedures are explained clearly and resources are well used. Most pupils sustain concentration well, despite work being slowed in some cases by difficulties with spelling and slow typing skills. Where teaching is less confident, the pace of the lesson is slower and some pupils are distracted, losing concentration.
117. The co-ordination of the subject is satisfactory and improving. The co-ordinator monitors planning and pupils' work. She is aware of the varying levels of confidence amongst the staff with regard to the subject and there are plans for further training and development in ICT. There is a well-planned curriculum, so pupils are taught skills progressively. Assessment procedures are in place and they are used satisfactorily to inform the teachers' planning. The school has a suite of 15 machines on the main site and all classrooms on both sites have a computer. This leads to some variance in the time that the younger pupils spend developing ICT skills and this has yet to be monitored in detail. The co-ordinator has plans to develop an after school ICT club that would include parents, teachers and classroom assistants along with the pupils.

## **MUSIC**

118. Attainment in music is in line with national expectations in Year 2. By the time the pupils reach Year 6, attainment is above national expectations. Most pupils, including those with special educational needs and those learning English as an additional language, make good progress. Progress is more varied in Year 2.
119. Teaching is mostly good or very good, although one unsatisfactory lesson was observed. The quality of teaching is reflected in the progress made by most pupils. A very good lesson

was observed in Year 1 where all three classes were joined together for a singing session. No opportunities were missed to remind the pupils of the 'families' of musical instruments such as the brass and wind families. Pupils were encouraged to sing solos in some songs, and two pupils were encouraged to sing a Spanish song, which did much to increase their self-esteem. In the unsatisfactory session observed in Year 2, the well-planned lesson did not achieve its learning objectives because the teacher's class management skills were insufficient to ensure that all the pupils participated. As a result, very limited learning took place.

120. By the end of Year 6, pupils have a developing sense of musical phrase. Most can compose and record their ideas and they have also been taught to evaluate their work. Their appraisal skills are well developed. Two lessons were observed in Year 5. One was good; the other was very good. In the very good lesson, the teacher's high expectations of what the pupils could do resulted in them raising their performance. Progress during the lesson was measurable and there was also a real sense of enjoyment of music.
121. The school has sustained the standards noted at the last inspection. A national scheme is used to support learning in the subject and the school has purchased supplementary materials to enhance provision. The subject benefits from strong leadership. The co-ordinator is very effective and is very aware of the positive effects of music on the general development of pupils. Assessment procedures are in place. The school makes very good extra-curricular provision for music. There is a school orchestra, which plays at the local shopping centre and the local hospice at Christmas. There is also a school choir and a rock band. The school's reputation for music is such that the choir was asked to sing carols on the 'Big Breakfast' show on television last Christmas. The school participates in the local authority music festival. Musicians visit the school and Year 1 pupils went to a local school to hear a member of the London Symphony Orchestra work with the pupils on improvisation. Several pupils are learning instruments including the flute, violin, clarinet, trumpet and recorder. Music enjoys a high profile throughout the school. It is used to support assemblies, although some opportunities are lost for singing in assemblies. There is a designated music room and the subject is adequately resourced. The subject makes a good contribution to the pupils' spiritual and cultural development.

## **PHYSICAL EDUCATION**

122. Provision is made for pupils to perform the full range of activities required by the National Curriculum, although not all took place during the period of the inspection. Attainment in all lessons observed was at least in line with expectations, and standards have been maintained since the school was last inspected. There is no difference in the attainment of boys and girls.
123. The teaching observed during the inspection was good overall, with no unsatisfactory lessons taking place. Lessons are thoroughly planned and prepared, and the teachers ensure that lessons follow the recommended structure, beginning with a warm-up session. In the better lessons teachers use demonstrations skilfully to make specific teaching points, and to encourage pupils to refine and improve their performance. This was often seen in Years 5 and 6. A lively warm-up, based on "remote control" instructions, gave an enjoyable and increasingly energetic introduction to a Year 5 gymnastics lesson focused on developing sequences of movement over and round the apparatus. The teacher had high expectations and created a good atmosphere for learning: pupils tried hard as a result and were prepared to experiment and explore in their efforts to improve their sequences. The teacher provided good feedback on the pupils' work and gave the class good opportunities to evaluate each other's performance. Following the demonstrations, many pupils refined their performance and most achieved above average standards by the end of the session. Support for pupils with special educational needs is good. Teachers and support staff are aware of individual needs and ensure that all pupils are fully included in all activities. Most teachers expect and achieve good standards of behaviour and the pace of lessons is good. Expectations of behaviour and effort are clearly established from the start, as was seen in a well-managed Year 1 gymnastics lesson. In a few lessons time is lost and the pace of learning is slowed because the teachers have to take time to remind pupils about their behaviour.

124. The quality of the pupils' experience of dance and gymnastics is hampered during Years 2 to 6 by the lack of space in the small hall on the main site. Teachers and pupils work with control and care, but in the three indoor lessons observed, pupils were unable to develop and refine sequences of movement fully because they had to avoid collisions with other groups working in very close proximity. The school is actively seeking to develop a sports hall.
125. Physical education has a high profile within the school, and all classes have two lessons each week. Pupils also have access to a very good range of extra-curricular activities, including a Saturday swimming club. All Year 5 pupils go swimming as part of the main curriculum and most pupils swim the expected 25 metres by the end of the year. Links with outside groups and the local secondary school are very good, and pupils benefit from coaching by specialist teachers.
126. The subject is well managed and the quality of teaching has improved since the last inspection. The programme of study is carefully organised and teachers have access to a very good range of supporting materials and lesson plans. This is particularly valuable for those teachers who are less confident in the subject.

## RELIGIOUS EDUCATION

127. Attainment in religious education meets the expectations of the locally agreed syllabus at the end of both key stages. Pupils of all ages, including those with special educational needs and those with English as an additional language make satisfactory progress in relation to their prior learning. This is an improvement since the last inspection. Boys and girls attain similar standards.
128. The teachers plan to develop a secure knowledge and understanding of major world religions with an appropriate emphasis given to the study of Christianity. As a result, by Year 2, the pupils know that food is an important part of celebrations in different religions, such as the turkey at Christmas, hot cross buns at Easter and samosas and sweets at Diwali. Some can also describe the religious significance of certain Jewish food such as unleavened bread. In Years 3 to 6 the pupils are taught about the significance of prayers in different religions, the meaning of initiation ceremonies, and the close links between politics and religion through a study of Gandhi.
129. The quality of teaching is mainly good, particularly in Key Stage 2. Topics are varied and, in most instances, generate interest and involvement from the pupils. In most classes, teachers question effectively to help recall facts from the current or previous lesson. Pupils are encouraged to reflect and develop empathy for other people's beliefs and situations. For example, in a Year 3 lesson the teacher helped the pupils sensitively to consider those who help them and those who have helped many people, learning from the example of Mother Theresa and Nelson Mandela in particular. The pupils made good progress in their knowledge and also their appreciation of right and wrong. There was a very good link made with spiritual, moral, social and cultural development. In a Year 5 lesson on Gandhi, the teacher effectively encouraged a pupil who had studied him in depth to explain to the class why some Hindus venerate him. Effective use was made of a visiting Jewish parent to describe the dietary laws practised in a Jewish home as a requirement of their faith to Year 6 pupils. Pupils of this age are developing a sound understanding of the code of conduct of different religious groups and some of the common features, but the accuracy and understanding of some key elements of a religion, such as the five pillars of Islam and the Eightfold path, are somewhat muddled.
130. Pupils and parents from a wide range of religious backgrounds bring a wealth of personal religious experiences to the school that they feel comfortable in sharing with each other as well as learning from each other. The teachers are aware of this and provide appropriate opportunities for sharing to take place.
131. Whilst teaching is largely good, teachers are sometimes insecure in their knowledge of the subject and do not draw out fully the religious significance of pictures, artefacts and stories, particularly in teaching different world religions. Teachers mostly manage group discussions

well and encourage collaborative work. In a few instances, the pupils become restless and time is needed to refocus them on their work. There was little evidence of the use of ICT to support learning.

132. Religious education is reinforced in school assemblies by celebrations of festivals and it also makes a good contribution to the pupils' spiritual, moral, social and cultural development. In this multicultural school, religious education enables pupils to be respectful of each other's religion, and pupils who are withdrawn are provided with suitable alternative work.
133. The religious education curriculum broadly meets the locally agreed syllabus. It is enriched through a focused religious education week and visits to the local church. There have been no recent visits, however, to local gurdwaras, temples and mosques to deepen the pupils' understanding of other religions and cultures. Whilst the overall co-ordination of the subject is adequate, the recently updated humanities policy does not fully cover monitoring and assessment of the subject.