

# INSPECTION REPORT

## **ST ANN'S C of E PRIMARY SCHOOL**

South Tottenham

LEA area: Haringey

Unique reference number: 102137

Headteacher: Mrs N Murray

Reporting inspector: J Donnelly  
23637

Dates of inspection: 16<sup>th</sup> – 19<sup>th</sup> June 2003

Inspection number: 246181

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:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Avenue Road London Haringey
Postcode:	N15 5JG
Telephone number:	(0208) 800 2781
Fax number:	(0208) 800 2781
Appropriate authority:	The governing body
Name of chair of governors:	Jasmin Archibald
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23637	J Donnelly	Registered inspector	Mathematics History Information and communication technology Physical education Special educational needs	The school's results and pupil's achievements How well are pupils taught? How well is the school led and managed?
9519	S Pritchard	Lay inspector	Educational inclusion	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?
22831	C Lewis	Team inspector	English Design and technology Geography Music	How good are the curricular and other opportunities offered to pupils?
5565	B Thakur	Team inspector	Science Art and design Areas of learning for children in the Foundation Stage Provision for pupils with English as an additional language	

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PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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

### **INFORMATION ABOUT THE SCHOOL**

St Ann's Church of England Primary School caters for pupils aged 4 to 11. The school has 221 pupils on roll, 103 boys and 117 girls, and is about the average size nationally. Attainment on entry to the Nursery is well below national averages. The area is one of very challenging social and economic conditions, reflecting the population of North West London. There are 24 children in the Nursery. There are 92 pupils with English as an additional language (42 per cent), many of who are at the earliest stages of language acquisition, which is high in comparison to all schools nationally. The main languages spoken at home include Amharic and Yoruba. The number of pupils eligible for free school meals is very high at 40 per cent. The school is a rich multi-cultural and diverse environment. There are a few pupils with very challenging emotional and behavioural needs. The level of pupil mobility is particularly high between Years 4 and 6. There are 52 pupils (24 per cent) with special educational needs; this figure is also just above national averages. There are severe teacher recruitment difficulties in the area. The school is part of the New Deal for Communities initiative.

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

St Ann's is a good school with many very good features. It meets the needs of all its pupils well. Pupils make good progress in English, mathematics and science despite standards being below average by Year 6. Much of the teaching is either good or very good. Leadership and management are good. As a result, the school provides good value for money.

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

- Pupils make good progress in English, mathematics and science.
- Teaching and learning are good in English, mathematics and science with examples of very good practice.
- The leadership of the headteacher is very good, enabling decisions to be taken which result in improved learning and standards.
- The school promotes pupils' spiritual, moral, social and cultural development very well and the support and guidance offered to pupils is very good.
- Pupils have good attitudes and enthusiasm for school work.
- The links with the local community and other schools are very good.

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

- Standards in English, mathematics and particularly science.
- The quality of teachers' assessments of what pupils have learnt in science in order to inform the next lesson.
- The number of pupils late for school and the taking of holidays in term time.

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

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

The school has made good progress since its inspection in November 1997. The staff have worked very hard since that time to address the key issues and weaknesses successfully. Teaching is now good overall and is much improved from that inspection when too many lessons were unsatisfactory. The curriculum for children in the nursery and reception classes is good. Curriculum planning is now more detailed. Procedures by the headteacher to monitor the quality of teaching and work of the school are very well established. This has led to the good improvement in teaching and learning overall. As a result, standards are rising. Good progress has also been made in developing the roles and responsibilities of subject co-ordinators, who are leading the development of their subject. The school's capacity to continue to improve further is very good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	B	D	C
Mathematics	D	D	D	C
Science	E	E	E	E

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

Children make good progress in the Nursery and Reception classes, particularly in personal and social development because of good teaching. Most are still working towards the nationally expected standards at the end of the Reception Year. Progress overall by pupils between Years 1 and 6 is good in English, mathematics and science but standards are below average. Standards and progress in all other subjects are at least satisfactory. This is against a background of a very high percentage of pupils with English as an additional language, a very significant movement of pupils in and out of the school in Years 4 to 6 and a significant number of pupils with special educational needs. Pupils' progress is good overall and inspection evidence indicates standards are rising.

Results in the 2002 national tests for Year 2 pupils were average in reading and above average in writing. When compared to similar schools nationally reading and writing were well above average. Year 2 standards have risen in writing since the last inspection and reflect the emphasis the school has placed upon raising standards overall. Results in the 2002 national tests for pupils in Year 6 were below average in English when compared to all schools and average when compared to similar schools. Pupils' progress is good overall but current standards remain below average in Year 6.

In mathematics, pupils in Year 2 make good progress and learn well in lessons. They start Year 1 with standards that are below average. By the end of Year 2, the proportion of pupils attaining the nationally expected Level 2 is average but nevertheless this shows good achievement. By the end of Year 6, standards in the National Curriculum tests were below the national averages but average in comparison to similar schools. Pupils' progress is good. Standards continue to be below average in Year 6.

In science, by the end of Year 2, the pupils achieve standards that are at the levels expected nationally in all areas of the subject. Teacher assessments in the national tests in 2002 were average. By the end of Year 6, standards in national tests were well below average in 2002. In comparison with similar schools nationally, pupils' performance was also well below average. Many achieved the expected standard, but relatively few achieved higher than average standards. The percentage of pupils with special educational needs in the 2002 cohort was high. Current standards in Year 6 are below average but this represents an improvement since the 2002 tests.

Pupils with English as an additional language and special educational needs make good progress. The school achieved its agreed targets at Year 6 in English and mathematics in 2002. Over the last five years the trend of improvement is close to the national trend.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They enjoy coming to school and most are courteous and very friendly.
Behaviour, in and out of classrooms	Behaviour in most lessons and around the school is good. There has been one fixed term exclusion this year, which was dealt with appropriately.
Personal development and relationships	There are good relationships between the many different races and backgrounds represented among the pupils.
Attendance	Attendance is unsatisfactory. This is largely due to parents taking their children on extended holidays. Too many pupils are late for school.

## TEACHING AND LEARNING

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

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

Teaching and learning are good overall with some very good features.

### Strengths

- High expectations by teachers and good subject knowledge lead to good learning of basic skills and facts for pupils with English as an additional language.
- Well-prepared and exciting lessons keep pupils focused on the task so they learn at a good rate.
- Good use of support staff which has a positive impact on pupils' learning, especially for those with special educational needs.
- Good pace and challenge motivate pupils to work with enthusiasm.
- Very good activities that engage pupils in their learning and build on their enthusiasm: they make very good progress.

### Areas for improvement

- Too little time spent at the end of the lesson to evaluate pupils' learning.

The quality of teaching in the nursery and reception classes is good. As a result, many of the early obstacles to the children's learning are overcome and they become curious and confident learners. However, because many begin from such a low base their attainment in language and mathematical skills is still below the expected level by the end of their Reception year. Teaching and learning across the school for children and pupils aged six to eleven are often good in English, mathematics and science.

All pupils, whatever their background and culture, are valued and included very well in school life. This is as a result of many teachers being very adept at making sure they teach their lessons effectively and that all pupils learn well. Literacy and numeracy are well taught across the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very relevant and meets statutory requirements. There is a very good range of interesting and stimulating extra-curricular activities. There are very good links with the local community and other schools, which enhance pupils' learning effectively. The range of lunchtime and after-school activities is good.
Provision for pupils with special educational needs	Good provision, together with good quality teaching, enables pupils to make good progress. Pupils are fully included in the life of the school.
Provision for pupils with English as an additional language	The progress of pupils who are in the initial stages of learning English is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development, including spiritual, moral, social and cultural development, is very good. Multi-cultural development is very good. The school takes good steps through its policies to combat racism.
How well the school cares for its pupils	There are very good procedures for ensuring pupils' welfare and health and safety. The school very successfully promotes mutual respect amongst most of its pupils. Assessment in a few subjects is weak.

The school has sound links with parents overall. The quality of information is good. There is an open dialogue between home and school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher and deputy is very good. Lines of communication are very clear. The leadership and management of the school are good. The staff is highly committed and focused on raising standards through good quality teaching and learning.
How well the governors fulfil their responsibilities	The governors have a good clear view of the strengths and weaknesses of the school and recognise the need to further improve standards for pupils.
The school's evaluation of its performance	The school has good expertise in analysing data to provide information about the progress that pupils make and to set realistic targets.
The strategic use of resources	Overall, the budget is used well. The school takes good account of its spending decisions after reflection and analysis. Accommodation, resources and staffing are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Children are well taught.</li> <li>• Their children develop good social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with the positive views of parents and judges the range of after-school clubs to be very good.



## **PART B: COMMENTARY**

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

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

1. Attainment on entry to the nursery and reception class is well below average in all areas of language and literacy, mathematics and in personal and social development. Children make good levels of progress from their starting points in the nursery. By the end of the reception year, children make at least good progress towards the expected standards. By the time they join Year 1, most have reached the expected standards for this age in all areas of learning, except in the areas of communication, language and literacy, where attainment remains below average. Attainment in mathematics, personal, social and emotional development, knowledge and understanding of the world and physical and creative development meet the national expectations for their age. The children's good progress is due to the consistently good quality of teaching and the provision of a broad and relevant curriculum.
2. Results of the national tests in reading for Year 2 pupils in 2002 were in line with the national average and above average in writing. When compared with similar schools, performance is well above average. Results for Year 6 pupils in 2002 were below average but the targets for English were achieved successfully. When compared with similar schools, the results for pupils in Year 6 are average.
3. Pupils' standards in English in the lessons observed are below the national average. The overall progress of most pupils with English as an additional language is good. This is partly due to a range of teaching methods used by some class teachers that effectively support these pupils in coping with the language demands of the subject.
4. Results in the national tests for mathematics in Year 6 in 2002 were below average. This was partly because the percentage of pupils reaching at least the higher level expected of most pupils in Year 6 was well below the national average. When results are compared with pupils from similar circumstances, the pupils' performance was average. Standards in mathematics in the work seen in classes are rising, yet still below the national average, which is similar to the 2002 test results. In the national tests at the end of Year 2, pupils' results were in line with the national average. Compared with results achieved by pupils in similar schools their performance was well above average. There was no significant difference between the results of boys and girls or other cultures. All teachers use the National Numeracy Strategy appropriately and the Literacy Strategy very well to promote learning and plan their lessons effectively.
5. Results in the 2002 national tests for science for pupils in Year 6 were well below the national average and well below average for those schools in a similar context. Teachers' assessments of the pupils' standards in Year 2 in 2002 show they were a little below the national average. Inspection evidence indicates that standards are improving in the lessons observed.
6. The standards in the work the pupils currently do are below average, owing to:
  - the high percentage of pupil mobility;
  - the high proportion of pupils with special educational needs; and
  - the large number of pupils with English as an additional language.
7. Because the school has a number of pupils who join after the normal starting date, many of these have insufficient time to catch up with those pupils who are more established. As a result, their progress is slower than the others are and their standards are below average.
8. The majority of boys and girls, including those pupils with special educational needs, English as an additional language and those with challenging emotional backgrounds, make good progress in lessons and over time. This is because the teaching engenders positive attitudes and gives most pupils a good level of challenge in their work, particularly the average and lower attaining pupils. The

school is setting realistic targets for pupils in Year 6 in English and mathematics and has been successful in exceeding these targets recently.

9. The school achieved its agreed targets at the end of Year 6 in English and mathematics in 2002. Over the last five years the trend of improvement is close to the national trend. Standards are average and progress is satisfactory in all other subjects of the curriculum. There are no significant differences in standards or progress made between pupils from different cultures or gender. The school is very good at finding out what needs improving, taking action and securing improvement.
10. The children with English as an additional language in the Nursery make a sound start and progress is satisfactory by the end of their time in the Nursery. Progress is more rapid for the children with English as an additional language in the Reception class, where the teacher has more expertise in this area. Progress in Years 1 and 2 is good, and thereafter. By the start of Year 3, most bilingual learners acquire functional levels of English and cope well in the subjects in most contexts. Standards of work seen are generally similar to those of their peers. In Year 6, progress is even better. By the end of Year 6, most bilingual pupils are confident users of English; their attainment is generally average.

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

11. Since the last inspection, the school has admitted an increasing number of pupils who have complex personal difficulties or exhibit complex behavioural problems. Despite this, the standard of pupils' behaviour in school remains good.

#### **Strengths**

- Pupils meet the school's expectations for their behaviour and conduct well. Relationships in school are good.

#### **Areas for improvement**

- The attendance and punctuality of pupils.

12. The pupils have good attitudes to their learning and enjoy good relationships in school. Because they feel safe, secure and valued, they are confident, outgoing and enjoy their time in school. Pupils never miss an opportunity to smile warmly and greet visitors in the corridors. Although children in the nursery take some time to adjust to the daily routines and rules of school, they have no trouble relating to their teacher and form friendships easily. The good quality of teaching in the school and the good attitudes and behaviour of the pupils combine to create an effective environment for pupils to learn and to flourish.
13. Pupils arrive at school eager and willing to work. Ninety-eight per cent of the parents responding to the pre-inspection survey agreed their children liked coming to school. The inspection evidence confirms this. Pupils relish opportunities to learn and love being presented with a challenge. In a very well taught science lesson for example, the Year 3 pupils, having carried out an investigation of the effect of a high light source, were keen to know why certain of their findings failed to match up to their predictions. This led to a useful discussion on the probabilities of accuracy, generated by the good, inquisitive attitudes of the pupils.
14. With the assistance of friendly staff and well-trained pupil mentors, pupils manage their playtimes well. They make good use of a range of playground toys and equipment and learn to respond positively to others. Pupils who are new to the school gradually learn to follow the examples of considerate behaviour they see in others.
15. No incidents of unkind behaviour or bullying were observed during the course of the inspection, neither was there any evidence of tension amongst individuals or groups. The one permanent exclusion made by the headteacher in the year before the inspection serves to demonstrate that the school refuses to tolerate any conduct likely to disrupt learning and certainly none that is linked to violence or racist behaviour. Pupils know that staff always have time to listen to them and that no adult in school would ever dismiss or ignore a concern brought to them. This results in pupils who are settled, secure and confident and who see it as their duty to seek or provide help for someone who is injured, unwell or

unhappy. The school has created a harmonious community where pupils irrespective of their cultural differences or attainment, get along well. Those who have severe emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships in school. However, the time allocated to the school for specialist psychologist support for these pupils is insufficient.

16. Pupils continue to make gains in their personal development, which is good. The strongly held view of the parents who responded to the pre-inspection survey of their views was that their children had grown in maturity and independence during their time in school. As they get older, the pupils show more of an ability to think and act sensibly without direct teacher instruction. They appreciate the significance of assemblies and communicate their beliefs in discussion and through their good behaviour. At a music festival held during the week of the inspection, both infant and junior age pupils enjoyed singing and performing in front of an appreciative audience. They represented their school very well.
17. There are shared social expectations in school that pupils recognise and are content to follow. Their sense of loyalty and affection towards the school shows in their desire to improve it, and not just for themselves but for others. *'If you're upset, I'm the one to get'* *'Got a problem today, come my way'* are just two of the street-wise slogans put together by pupil mentors to tell others about their role. Pupils seek responsibility by volunteering for everyday routines such as preparing the hall for assembly, tidying classrooms or distributing registers.
18. Although parents agree their children like coming to school, too many fail to make sufficient effort to get them there each day and on time. Even after taking into account the higher than average rate of pupil mobility affecting the school, the overall rate of attendance is still below that of other primary schools. Too many pupils take too many days off school, arrive late, miss lessons and have a rushed start to their day. This is unsatisfactory and an area for improvement.
19. The younger children, new to learning English, settle down well in the nursery and take equal part in all the activities with some support from the adults. In the reception class, they show more confidence in trying out new activities and ideas, while working in small groups or during their free choice of play. Pupils with English as an additional language are polite and courteous. They display positive attitudes towards their learning and show good levels of interest in their daily activities. They are friendly and well integrated into the school community. The behaviour is very good and relationships mutually good throughout the school.

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

20. Teaching and learning are good. The school has made good progress since the last inspection. Teaching is consistently good in the reception class, Years 2, 4 and 6. There is a warm and caring ethos in the nursery and an attractive learning environment, which gives the children a good start. A wide variety of resources are used to support the different areas of learning. There is a good balance between adult-directed activities and child-initiated play. The planning is well structured in all areas of learning and is linked to the expected standards.
21. High expectations by teachers and good subject knowledge led to good learning in a Year 4 physical education lesson, where pupils learned to travel on different parts of their bodies on the floor. They transferred these skills and demonstrated their sequences on low level apparatus.
22. A well prepared and exciting music lesson in the reception class kept pupils focused on the task to tell the story "Peace at Last" using a wide variety of musical instruments. Pupils were very attentive, took a full part and learned at a good rate.
23. The good use of support staff, for example in leading small groups, especially in literacy and numeracy, has a positive impact on pupils' learning, especially for those with special educational needs. For example, in some lessons the work of the support assistant and the teacher is complementary during the whole class introduction, with the assistant offering a number of visual clues to learning, for example, through the use of a 100 square, to count on whilst the more able are challenged through harder mental agility questions.

24. In a Year 4 lesson, very good team work involved the assistant recording pupils' responses on a flip chart while the teacher extended pupils' thinking further and, as a result, they made very good progress.
25. In a very successful science lesson in Year 6, the very good activities engaged pupils in their learning about the benefits or harm that micro-organisms can have on the food chain. The very effective use of the overhead projector together with very good subject knowledge built on their enthusiasm for learning, so they made very good progress.
26. In a geography lesson, weak behaviour management strategies resulted in pupils becoming restless and they did not do the work set and therefore did not learn. In a few lessons too little time is spent at the end of the lesson to evaluate pupils' learning.
27. The National Literacy and Numeracy strategies are taught well and lessons are well planned, organised in detail, with resources readily available for pupils to use. Pupils are made very aware of the learning intentions for each lesson and, in the best cases, teachers return to the learning intentions throughout the lesson.
28. Pupils with English as an additional language, identified for additional support, are well supported by the specialist teacher, generally within their class. The strength in teaching is the good quality of support that is provided by the support assistants within the classroom. There is good dialogue between the teachers and support assistants, including student teachers. This usefully helps pupils in accessing activities and tasks at their levels of needs.

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

29. The school provides a broad and well-balanced curriculum with a very good range of worthwhile learning opportunities which meet the interests, aptitudes and special needs of all its pupils very well. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. The school has dealt well with the issues relating to the curriculum in the previous inspection report; in particular, there has been significant improvement in the curriculum for the Nursery and Reception class and in the adoption of appropriate curriculum planning for all subjects. There is a whole-school curriculum map detailing all units of work to be undertaken in each subject by each year group during the school year and appropriate, largely government-recommended schemes of work are in place for all curriculum subjects.
30. The school has implemented the government's recommended National Literacy Strategy very well and the National Numeracy Strategy has been implemented appropriately and, in all lessons seen, planning and teaching took good account of the recommendations both for lesson format and for lesson content. A very good range of well-supported extra-curricular activities takes place during lunchtimes and after school during the year, including, at the time of inspection, a computer club, a drama club, a knitting and sewing club and a drumming band. In addition, a good range of sporting activities and a rich programme of additional educational visits are provided throughout the school year to enhance learning.
31. The curriculum provides very good equality of access and opportunity for pupils to learn and to make progress. There is a detailed and clear policy for equal opportunities in place and staff are very well aware of the need to ensure all pupils are fully included in all aspects of the school's life. A satisfactory level of very well qualified and very effective support is available to ensure all pupils have equal access to the curriculum. The school reflects equal opportunity in its aims and objectives, curriculum and organisation and offers very good role models to all pupils through its staffing and key responsibilities. The provision for pupils with English as an additional language is good overall. The school ensures equal access to the curriculum for all pupils. The needs of older and more advanced learners of English are met well, particularly in the core areas of English and mathematics. However, the specialist language support available is not targeted for the youngest pupils in the school, who need it most. Currently, there is no additional support for children with English as an additional language in the nursery and in reception. For the rest of the school, there is a programme of support

for all Year groups, in rotation, although even this is not sufficient for the level of needs that have been identified by the school.

32. The school makes very good provision for pupils' personal, social and health education through weekly personal, social and health education lessons and assemblies and the science and religious education curriculum. A very good programme of visits and visitors makes a significant contribution to pupils' understanding of the responsibilities of being a member of the community. The governing body has made a decision that sex education should be part of the curriculum and appropriate drugs misuse education is provided. The school has very good links with the local community and with a number of local primary schools. The school has good relationships with the local feeder playgroups and there are good links with the local secondary schools to which pupils move at the end of Year 6. In addition, there are very strong and effective links between the school and teacher-training bodies.
33. The school makes very good provision for pupils' spiritual, moral, social and cultural development. This confirms the judgement made at the time of the previous inspection when provision for pupils' spiritual, moral, social and cultural education was described as "a strength of the school".
34. The school makes very good provision for pupils' spiritual development. The school provides pupils with very good knowledge and insight into values and beliefs. It enables them to reflect on their own and others' experiences through the religious education programme, the well-planned rolling programme of weekly assembly themes which embody clear, consistent values and cross-curricular links through the personal, social and health education curriculum. Pupils are given good opportunities to reflect on human feelings and emotions during assembly and demonstrate respect for themselves and others in discussions and in their behaviour outside the classrooms.
35. Provision for pupils' moral development is very good. There is a strong, positive, whole-school ethos and a clear moral code for good behaviour, which is promoted consistently throughout the school by all school staff, who provide very good role models. The programme of themes for assemblies, and sensitive discussion of issues, allows pupils time to reflect and consider their behaviour and develop a sense of fair play based on rules and good behaviour. Through class discussion and personal, social and health education activities, pupils are encouraged effectively to take responsibility for their own actions and understand well the consequences of actions beyond the confines of the school, such as recent international breaches of the moral code.
36. Provision for pupils' social development is very good. From the time they enter the school, pupils are encouraged effectively to work co-operatively, take responsibility for their work and for others and be as independent as possible and responsibilities increase significantly as pupils get older. A particularly effective aspect of the school's provision for pupils' social development is the innovative "peer mediation" scheme. Mentors from every class in the school are taught to follow a clear programme of intervention strategies, when dealing with playground incidents or unhappy children. Another group, the peace patrol, is responsible for ensuring correct behaviour on the stairs when pupils leave or return to their classes, and provide good assistance during lunchtime.
37. The provision for pupils' cultural development is very good. Pupils are taught to appreciate their own cultural traditions well, taking part in a range of local events and visiting a very good range of London's museums, art galleries and cultural sites. Pupils are given regular opportunities to develop an understanding of the diversity of other cultures. This is achieved through stories from other cultures in literacy lessons, studies of art from other cultures and the study of other religions in religious education lessons and the school's African dance and African drumming troupes are well known in the local area. During the school year a very broad range of visitors work well with the pupils to enhance their learning. The school has developed strong international links through the school's involvement in the European Community-funded COMENIUS project, which provides pupils and teachers with good opportunities to work with teachers from other European countries and communicate with children from other European schools.

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

38. The school has maintained its standards overall since the last inspection.

### **Strengths**

- The procedures for managing behaviour are carefully tailored to suit the needs of the school's intake. Appropriate levels of support are given to those pupils who need it.

#### **Areas for improvement**

- Make better use of attendance registers and the information provided by them to alert parents to the negative effect absence has on their children's progress at school.
39. The steps taken by the school since the last inspection to ensure the care and welfare of pupils are good. Very good procedures are in place to promote good behaviour and protect children from abuse. A very good programme of personal, social and health education supports the pupils' personal development very well. Staff show by example what good conduct actually means. However, the procedures for promoting attendance are unsatisfactory because the school is not doing enough to improve it. Although a start has been made on improving punctuality, more needs to be done to make parents aware of the negative effect absence has on their children's progress at school.
  40. All staff are very clear about their responsibilities for children who may be at risk from neglect, bullying or racist behaviour and all are suitably aware of the correct reporting procedures that apply to such incidents should they occur. All adults and, increasingly the pupils themselves, are vigilant about the need to look out for any pupil showing signs of distress from the behaviour of others. The trusting relationships established within school help keep open vital lines of communication between adults and children. Staff are mindful of the need to listen carefully to the pupils and to be alert to any indication that a child is failing to thrive. Alert, well-trained supervisors make good use of daily occasions such as the pre-school breakfast club and lunchtimes to keep a check on the pupils' welfare needs.
  41. A very high percentage of pupils in the school have English as an additional language. Nearly half of these are at the early stages of acquiring English. Ninety-two pupils are supported through the Ethnic Minorities Achievement Grant, of these 46 are at the early stages of acquiring English. They make good progress. The most frequently spoken languages are Amharic and Yoruba. Additional support is available through a specialist teacher, funded through the Ethnic Minorities Achievement Grant, who works in the school for two-and-a-half days per week.
  42. Satisfactory procedures are in place to meet the requirement placed on schools to assess their premises for potential health and safety risks. First aid is dealt with well by a sufficient number of trained personnel. All staff know what to do in an emergency and are aware of the extent and type of aid and treatment they can give. Updated records are kept on all accidents and injuries, and staff try to prevent the same accident from happening again by advising pupils about the safe use of playground equipment. The governors are in the process of devising a plan of action to show how they intend to deal with the requirement to improve access to the school for people with disabilities.
  43. Procedures to support pupils' personal development are very good. The school recognises that racism and intolerance amongst groups of pupils exist and that the school has an important role in combating them. Positive role models for pupils to emulate are manifested in the staff, churchgoers, governors and the pupils themselves. The good range of learning opportunities, school trips and after-school clubs successfully delivers the message that school counts and that it is a fun and interesting place to be for all pupils.
  44. The headteacher sets a positive example to the rest of the staff in demonstrating a wish to understand the pupils' views and gain accurate information on racial and cultural matters. The information has been put to good use. An excellent peer mediation project has been devised to help pupils learn to respect each other and develop a positive self-image. Pupils are given very good opportunities to express their concerns by talking through their problems in school. They have no hesitation in seeking help if they feel threatened. They develop a good sense of equality and fairness in their dealings with the school and with each other, helping them work and play collaboratively. Pupils see the benefit of a calm and orderly school and work hard to keep it that way.
  45. Very good systems promote the good behaviour evident in school. Pupils know what to expect and how to behave. The raffle-ticket award system is an ingenious and very effective way of motivating pupils to behave well. Pupils mirror their teachers in noticing lapses of behaviour and dealing with it quickly but sensitively. This helps all pupils and particularly the newcomers to become accustomed

to school ways and methods. A good example of this was observed on a stairway. One pupil gently persuaded another to keep to his line when walking to class. He reacted promptly and positively. The vast majority of parents confirmed the evidence by stating their satisfaction with pupils' behaviour.

46. The school accepts that more has to be done to promote good attendance. The record kept on late arrivals acts as a useful prompt for parents to think carefully as to why their children are late for school. Registers are returned promptly to the office for re-checking. However, the job of monitoring absence and taking the necessary action to reduce it is made more difficult with many of the register markings proving difficult to decipher. The staff can only offer impressionistic comment on trends as no hard data has been assembled and presented to parents in a way that would alert them to the unsatisfactory attendance rates. When the messages from the school are clear, such as the expectation that pupils will be present for their national test weeks, parents take note and the attendance and punctuality of pupils improve.

### **Assessment**

47. There is good improvement in assessment procedures since the last inspection. Procedures for assessing pupils' progress in English and mathematics, based on the national guidance, are well established and linked to the National Curriculum levels of attainment. These assessments are useful in informing the teachers' planning, tracking pupil progress and in making comparisons. Teachers are well involved in analysing the test results and making comparisons with the previous years' results, with a view to changing teaching practice and taking the necessary actions for the future. The consistency of practice between teachers is ensured by the two co-ordinators for Years 1 and 2, and for Years 3 to 6. In order to raise standards, there have been some recent changes in the ways teachers assess pupils' progress in science. The school is in the process of evaluating its practice to see how successful it is in raising achievement. Target setting at the whole school level and at group level is proving useful in moving towards the set goals. Procedures for assessing science and many of the other subjects of the curriculum are unsatisfactory overall. The quality of marking has improved since the last inspection, although there are still differences between the teachers in the feedback they give on how the pupils should improve their work. A written policy on assessment usefully guides the work of the teachers; however, there is a lack of clarity in guiding teachers about record keeping in science.
48. Pupils with English as an additional language are supported adequately through the support assistants as part of a small group. Assessment and tracking procedures for children with English as an additional language in the Reception and Nursery, however, are less effective in meeting individual needs. This is because individuals are not targeted through the Ethnic Minorities Achievement Grant specialist support, which is available for many pupils with English as an additional language in the rest of the school. This results in individual needs being overlooked at rare times in areas of language and literacy.

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

49. The school has maintained its standards since the last inspection.

#### **Strengths**

- The many ways the school tries to draw in parents who find it difficult to approach the school.

#### **Areas for improvement**

- Better use to be made of the documentation expressly written for parents.

50. Parents have a good view of the school. They appreciate the good progress their children make and the good teaching that supports it. The school has a number of innovative ways in which it tries to reach out and involve all parents in its work, but few parents are willing to make more than a nominal contribution to their children's learning at home and at school. The picture overall is satisfactory, similar to that seen at the time of the last inspection.
51. The overall quality and range of information available for parents are satisfactory. A small minority of parents continue to have some concern about the way that the school communicates with them.

Although parents have a good range of opportunities to gain information about the school and its methods, some of the written information does not always give parents a better understanding of how and what their children learn and the factors that may be hindering their good progress. In the annual reports, for example, teachers sometimes lapse into using educational jargon with words such as 'place value' and 'unit fractions' without the use of examples to explain what is actually meant by these mathematical terms. Attendance figures are not always reported and rarely evaluated. The subject paragraphs do not always clarify the effect poor punctuality or attendance have had on a pupil's progress. Parents have yet to take on board the real need to improve their children's attendance and punctuality at school.

52. The governors have decided to combine their annual report and the school prospectus into one document. Although the information relating to the prospectus meets statutory requirements, the information intended as the governors' report does not. Governors miss the opportunity to explain their role and what the school has gained from the work they do, including acting as mediators between the school and the parents.
53. The newsletters sent out to parents capture the life of the school by including lots of photographs and specific examples of pupils' good work. By glancing through these, parents can keep abreast of how well the pupils achieve and gain useful information about events in school and courses they, as parents, might wish to take up. In its drive towards school improvement and raising standards, the school actively promotes any worthwhile locally based training initiative aimed at encouraging parents to assist in their children's progress at school. The school is delighted with the success achieved by a small number of parents who have attended the courses, some of whom are now based at the school and pursuing careers in education.
54. The school has found it difficult to improve on the low turnout of parents at open evenings, even resorting to issuing raffle tickets in an effort to entice more to attend. Although parents of pupils with special educational needs have additional opportunities to work in partnership with the school and to understand the next steps in their children's progress, not all parents attend the meetings that are arranged for them. In order to keep up a constructive dialogue, teachers make themselves available to parents before and after school to respond to queries, pass on information and deal with the pupils' and parents' concerns before they escalate into problems. Although most parents are comfortable about approaching the school with questions or problems, fewer are happy with the way the school is led and managed. The inspection evidence does not support the concern of this small minority. A strong feature of the headteacher's leadership is the way in which she has developed the school to do far more than simply educate pupils. The school has become a community school in the fullest sense, attracting not just parents and new pupils but also many new staff.
55. A small minority of parents remain uncertain as to whether their children are getting the right amount of work to do at home. Inspectors found homework overall to be satisfactory, with the best practice in the early years when parents are happier to work with their children at home. Alongside the usual home reading and spelling practice set for each year group, a tough problem-solving task is given out during whole school assemblies. Teachers make a point of thanking the pupils for the work they do at home and acknowledging the support of their parents.
56. Inspectors found no evidence to support the concern highlighted by a number of parents about the range of activities outside lessons. The provision here is very good, particularly for a school with few parent volunteers. Very good use is made of the skills and talents of teachers who give up their time to help pupils acquire new hobbies and skills through various fun activities that involve co-operation, reliability and teamwork.
57. Despite the unwillingness of some parents to take on more of an active role in their children's education, parents are still keen to see their children succeed and want them to do their best. They turn up in good numbers at events where their children perform such as school concerts and music festivals, supporting and encouraging their children to do well. The school is popular amongst parents and the staff work hard to establish a two-way partnership with them, including the parents of children with behavioural problems. Teachers provide a welcoming approach and a listening ear. As a result, pupils are settled and secure and the general level of behaviour in school is good.

58. Teachers know their pupils well and are generally aware of their cultural background, together with languages that are spoken by the pupils at home. There are good links with the bilingual parents, often through informal contacts at the end of the day.

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

59. The leadership by the headteacher together with the deputy is very good. They have been very successful in developing an effective team of hard working and committed staff. The aims and values of the school are very well reflected in practice and the headteacher has created a positive and challenging learning environment, which is central to the school's success.
60. The headteacher and deputy regularly monitor teaching and learning and they have been very successful in setting up effective procedures and practices. Good management is evident in the day-to-day work of the school. The head and deputy have very successfully addressed the weaknesses identified in the last inspection report and good progress has been made. The subject leaders in English, mathematics and science are clearly focused on raising standards through improving the quality of teaching and learning throughout the school. They are very clear about what works well, what needs improving and taking effective action. Other subject leaders are following this successful model, but are not yet of the same quality.
61. The targeted support for all pupils, including bilingual pupils in Years 2 and 6, through 'booster' and 'extension' groups is particularly effective and accounts for the good progress pupils with English as an additional language and those with special educational needs make in the key areas of language and literacy, and mathematics.
62. The results of tasks taken at the end of Year 2 and Year 6 are analysed and the progress made by the pupils is tracked on a regular basis. This is useful in making comparisons and establishing, for example, how well pupils from minority ethnic backgrounds are achieving. There is a written policy statement with guidance for teachers on how they should support pupils with English as an additional language in their class, although this is not widely known. The monitoring and evaluation of the provision for pupils with English as an additional language are good. The school is well aware of strengths and weaknesses in the provision. The strategy is discussed at the senior management level and the specialist Ethnic Minorities Achievement Grant teacher is involved. The decisions taken inform the next stage of the school improvement planning for raising achievement. This indicates good status for the Ethnic Minorities Achievement Grant teacher in the school and a commitment for raising the profile and achievement of pupils from ethnic minorities. There is good improvement since the last inspection. There are a few pupils with severe emotional, challenging behaviour and the school needs more specialist external support if these pupils are to be successful during their time at school.
63. The governing body is very clear about its role and has a good understanding of the school's strengths and weaknesses and provides a good support for the direction in which the school is going and for its overall planning and work. The school has very thorough monitoring and evaluation systems to ensure that standards are maintained and improved.
64. Financial planning and management are both good. Currently, there is a large budget surplus that the school intends to spend on appropriate building refurbishment. Development initiatives are thoroughly examined and justified through extensive consultation among the school's staff, the governing body, parents and other agencies, such as the local New deals for communities or the Teacher Training Authority, before inclusion in the school development plan. This enables the school to determine clear criteria by which to measure success and to allocate resources, including staff time, to best effect.
65. The school makes very good use of additional funds it receives; for example, funds are used very effectively to support pupils new to the school or those in the early stages of language acquisition. The administrative staff make a good contribution to the smooth running of the school, enabling the teaching staff to concentrate on their duties without undue distraction on financial matters. Clear procedures are followed for purchasing goods and services, and the school is vigilant in securing good value for money spent. The staff are beginning to use computer systems to monitor spending and to keep all account holders up to date with regular budget statements. The governing body and

headteacher are similarly kept well informed, enabling them to evaluate progress towards the school's development targets and to adjust plans where necessary.

66. The school monitors the performance of different ethnic groups, leading to action to secure improvement if required. It is very good in promoting personal and community relationships. Procedures for promoting good behaviour and eliminating oppressive behaviour are very good. The match of teachers and support staff to the requirements of the National Curriculum is good. Teachers are appropriately qualified, experienced and well deployed. The school benefits from good stability of staff with few movements over the last few years. There are good induction procedures for teachers who are new to the school and very good programmes for supporting newly qualified teachers. There are good opportunities for the professional development of all staff.
67. The accommodation is satisfactory with an adequate provision of classrooms for the number of pupils on roll, but it is cramped. The school is cleaned and maintained to a satisfactory standard. There is a rolling programme of internal redecoration in the halls and classrooms. There is a wide range of good quality display that celebrates pupils' achievements, stimulates interest and records a diverse range of additional activities and events.
68. The site provides limited space for games and recreation. The majority of the site is covered with a hard surface, although there is a small landscaped garden with mature trees and grass for the nursery class. The provision for outdoor play for children in the nursery and reception classes is satisfactory. The range of learning resources is sound overall.

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

69. To raise standards further the headteacher, governing body and senior management team should:
  - i. Raise standards in English and mathematics and particularly in science. \*  
*(Paragraphs 3 and 6)*
  - ii. Improve assessment in science. \*  
*(Paragraphs 4, 47, 119, 125, 148 and 152)*
  - iii. Continue to promote full attendance and reduce the number of extended holidays taken in term time.  
*(Paragraphs 11, 18, 39 and 46)*

### **Minor Weaknesses**

- Together with the appropriate authority review, the provision for pupils with severe challenging behaviour.  
*(Paragraphs 11, 15, 62 and 97)*

*\* The school has identified these issues on the school development plan.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

34

Number of discussions with staff, governors, other adults and pupils

25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	11	13	9	1	0	0
Percentage	0	32	38	26	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost three percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	197
Number of full-time pupils known to be eligible for free school meals	0	86

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register		52

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	92

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	15
	Girls	12	12	14
	Total	25	26	29
Percentage of pupils at NC level 2 or above	School	84 (70)	81 (67)	94 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	15
	Girls	12	13	12
	Total	20	23	23
Percentage of pupils at NC level 2 or above	School	81 (73)	90 (83)	87 (73)
	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	12	18	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	9
	Girls	12	13	14
	Total	20	23	23
Percentage of pupils at NC level 4 or above	School	67 (85)	77 (67)	87 (73)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	9
	Girls	14	14	14
	Total	24	24	23
Percentage of pupils at NC level 4 or above	School	80 (56)	80 (93)	77 (74)
	National	73 (72)	74 (74)	82 (82)

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

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

<b>Categories used in the Annual School Census</b>
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***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
16	0	0
0	0	0
4	0	0
13	0	0
3	0	0
0	0	0
3	0	0
5	0	0
0	0	0
3	0	0
7	0	0
60	1	0
43	0	0
21	0	0
0	0	0
9	0	0
0	0	0

*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)	9.7
Number of pupils per qualified teacher	20.4
Average class size	28

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

Total number of education support staff	7
Total aggregate hours worked per week	133

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	12

### ***Financial information***

Financial year	2002/03
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	<b>£</b>
Total income	702,220
Total expenditure	654,902
Expenditure per pupil	3,089
Balance brought forward from previous year	51,475
Balance carried forward to next year	47,318

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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	221
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	0	0	2
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	55	36	9	0	0
My child gets the right amount of work to do at home.	38	47	5	2	2
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	60	27	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	62	31	4	2	2
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	56	25	7	4	7
The school is well led and managed.	56	29	9	2	5
The school is helping my child become mature and responsible.	58	40	0	0	2
The school provides an interesting range of activities outside lessons.	56	25	7	0	9

## **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**

70. Ten children aged three to four attend the nursery on a full time basis and the rest are part time. Another 16 children currently attend the morning nursery and 12 in the afternoon. Up to 30 four year olds are admitted in September and have a full year in the reception. Presently 30 children are attending the reception class and most are five years old.
71. Teaching and learning are good in all areas of learning in the nursery and reception classes. There is a warm and caring ethos in the nursery and an attractive learning environment, which gives the children a good start. Teachers provide good role models for the children. There are many opportunities to learn through child-initiated play, both indoors and outside. A wide variety of resources are used to support the different areas of learning. There is a good balance between adult-directed activities and child-initiated play. The planning is well structured in all areas of learning and is linked to the expected standards. Teachers take good account of the children's age, ability and individual needs when planning their lessons, particularly in the areas of language and literacy. The teaching of literacy and numeracy is based on the recommended guidance for children in the reception class. For reception class children, outdoor accommodation is restricted. This affects the quality of learning through outdoor play. There is good improvement overall in the provision from the findings of the previous report.
72. There is high emphasis on focused observations of individual children to aid assessment. All adults involved in working with children have a role in making these focused observations and recording the outcomes of their observations in a set format, which is good. However, the focus of the observations is not always clear or particularly useful in measuring individual progress against the targets. Teachers' assessments are generally used well to plan activities and to assist in meeting individual needs. The close working relationship between all the adults benefits the children's learning and the smooth running of routine activities, particularly in the nursery, where a number of adults from the community are involved in working with the children.
73. Children with special educational needs are identified early and supported well during everyday activities. Specialist support is available from the special educational needs co-ordinator to make more focused observations and to take necessary actions. Children with English as an additional language are supported adequately through support assistants as part of the small group; the tracking of progress for children with English as an additional language is less effective.
74. The curriculum for the younger children is broad and very relevant for their age. There is good contribution from the local community and the local Church to enrich the curriculum. The curriculum covers all the expected areas of learning and includes religious education and collective worship. There are productive links with local playgroups and training colleges, which benefits the children considerably. There are regular and useful links between staff and children in the nursery and in the reception class. Transition arrangements are good at each stage of the children's education. This helps to ensure continuity in children's learning and eases their transfer to the reception and Year 1. Overall, there is good provision and a secure foundation for their future learning in the school.
75. There is good partnership with the parents and the parents are well informed about the activities and events that are taking place in the school. Children's home reading diaries are shared with the parents and parents provide useful support through reading books at home with their children. There is some scope, however, for involving parents more in their children's learning by supporting the classroom activities. Parental involvement could also be strengthened by regular dialogue with the teachers about the children's progress, for example, by using the home reading diaries and suggesting strategies for improving their children's reading at home.
76. The leadership and management are good in leading new developments and improving the provision for early years. The action plan is a useful document in this regard. There are good systems for monitoring and evaluation. All issues from the previous report have been addressed well and there are

new developments. The quality of teaching has improved and there is a shared approach to teaching and learning. Good mentoring support is available for the newly qualified teacher, who is highly appreciative of the quality of support that is provided, leading to good results. The teaching assistants are well supported and valued. The training of support assistants is effective, which is evident from the good quality of support they provide to the younger children.

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

77. Children's personal, social and emotional development is promoted very well through other areas of learning. Children are well behaved, take interest in activities and are keen to learn. Children in the nursery show sound involvement in all activities and remain focused for short lengths of time. Reception class children respond well to their structured literacy lessons and show a degree of confidence in talking about the story characters in front of the whole group. However, many are unlikely to achieve the expected national standards by the end of the reception Year. In the local Church, they performed very well by singing in tune in front of the whole audience. Through the established rules and routines they are developing a good awareness of what is right and what is wrong. Through their regular assemblies, prayers and visits, they develop a sound understanding of their own faith and an awareness of other faiths, cultures and ways of worship. They enjoy listening to the Bible stories and show interest in learning about other faiths. Children have learnt about the Muslim faith and practices and have drawn a mosque and made a special prayer mat to show this. They use multicultural costumes to dress up in their role-play.
78. Teaching is generally very good and makes a significant contribution to the children's very good progress in this area. Children are encouraged to make independent choices and work on their own or with others and play co-operatively during outdoor activities. During whole class activities, good conduct is encouraged and established. Resources are well organised to develop multi-cultural awareness, which includes good use of the local community and the Church. Teachers provide very good role models for the children to emulate.

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

79. Most children enter the nursery and reception class with well below expected standards for their age in language and literacy. Progress is good from where they start, particularly in their reading. Children's writing skills and speaking skills are unlikely to achieve the expected national standards by the end of the reception Year. Children in the nursery use the reading area frequently and show interest in looking at books when on their own and hold their books correctly to turn a page. They listen well to the story when an adult reads the story to them in a small group and shows pictures. They show interest and respond to the story in different ways. Speaking and listening skills are generally poor. A number of children have English as an additional language at the initial stages of learning English. Children in the reception class show sound listening skills and generally speak with some confidence and assurance. Children with English as an additional language tend to be much quieter during whole group sessions, although they take full part in the activities when they are supported in small groups. The role-play areas and story puppets are used well to develop their language.
80. Children read the names of toys on shopping lists. They learn names and sounds of the letters of the alphabet and their sequence. When reading their books, they use picture cues to guess the new words and show an increasing awareness of letters and sounds. In lessons, they are learning to recognise the initial and final sounds in words. More able children make a good guess at telling the missing letters in words. Parents are involved in supporting their children's reading at home. Children enjoy listening to stories and they learn about different parts of a story. They make stick puppets for the story characters and learn about the purpose of a speech bubble. Children in the nursery make marks and attempt to write for a purpose. In reception class, they write labels for toys and for their puppets. Many are able to write their name correctly. They hold their pencil with a firm grip and form recognisable letters and words and some copy out words.
81. Teaching is mostly good. Lessons in literacy are well structured and there is a good programme of work. There is due emphasis on speaking and listening skills. Planning is detailed and expectations are generally high. Learning objectives are clearly identified and shared with the children. The

classroom displays are labelled and there are good opportunities to read printed words and sentences. The reading areas are well organised and equipped. Ongoing assessment is generally good in informing teaching. There is some inconsistency, however, in the way children's progress is recorded. There are group targets in literacy but target setting is not firmly linked to assessment.

## **Mathematical development**

82. Progress is very good. Most children are likely to reach the expected standards for this age by the time they start Year 1. Children count everyday objects reliably to ten and many count to 20 or beyond in meaningful contexts. For example, they count the number of children present in the class as a routine during registration. This helps them to make use of the numbers and gain a sound understanding of the order of the numbers. Children recognise the order of numbers from 1-12 on the clock face and begin to get the idea of o'clock in relation to time. They sequence the everyday activities in relation to time, for example, 'school time', 'lunchtime'. Most children understand 'one more' or 'one less' in practical situations; many understand the idea of addition and subtraction to 10, although the recording skills do not match their understanding of numbers. More able children begin to have an awareness of patterns in numbers; they observe the pattern of 'twos' while threading the different coloured cotton reels. Children understand the language of position, such as 'over', 'under' and 'through', and show this during physical activities in the hall. Children recognise, name and match the familiar two-dimensional shapes, although do not describe them well. In their 'toy shop' they do their shopping sensibly and many recognise 1, 2, 5 and 10p coins. Some are able to recognise 20p, 50p and £1 coins, although they did not understand the value of coins beyond 10 pence.
83. Teaching and learning are generally very good. The planning shows the good use of assessment to differentiate work in ability groups. Practical activities are used well to develop age-appropriate mathematical ideas and language. Expectations are high and mathematical vocabulary is used well to make comparisons, for example, of different sizes and weights and lengths.

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

84. Children's knowledge and understanding of the world is sound and there is good progress from the nursery. Children in the nursery observe plants and seeds as they grow, and become aware of changes in the weather. They have good sensory experiences through manipulating a variety of malleable materials. The classroom 'travel agent's shop' is useful in learning about the stages of travelling to another country for a holiday. In reception, children look at toys in their class and homes and find out if they work. They observe the battery-operated toys and learn the importance of the battery in making a toy work. Teachers provide special kits to help children explore the use of switches and batteries in lighting a bulb or making the buzzer sound. With help from the teacher, they make the right connections and use the switch to light the bulb or sound the buzzer. Most children are not likely to achieve the national standards at the end of the reception class.
85. Children have easy access to the classroom computer - both in the nursery and in reception - and they often use it to support their learning. Children work well in pairs and help each other. They begin to control the mouse with increasing skill. There are good opportunities to control battery-operated toys and robots. Their class book 'The Very Hungry Caterpillar' shows photographs of the children in reception class using the Roamer to move in different directions, in order to find 'food'.
86. Teaching and learning are generally good, especially in aspects linked to science. Teachers build on the children's previous experiences. Activities are well organised and resourced. There is a good level of adult support in children's language development. Their knowledge and understanding of the world is developing satisfactorily.

## **Physical development**

87. There is good progress from the nursery in the development of physical skills and co-ordination. Children's physical development in reception class is generally good and most are likely to achieve the national standards by the end of the reception Year. They move with confidence and with increasing body control and co-ordination. There are regular opportunities to use the outdoor space.

Children select activities and equipment and play well imaginatively with others, or alongside each other. They move safely with the large wheeled-toys, trucks and trolleys and climb up or down confidently on the climbing frame. Children make good use of the hall space for their structured lesson and remain well aware of others when using the apparatus that has been set in different ways. Many show daring movements and are eager to show different ways they can move, climb or jump. They have developed a good awareness of the effect of their movements on their bodies and can express this clearly. Children learn to control their movements well when using tools and equipment, such as scissors, paintbrushes and glue sticks through cutting, painting or pasting or constructing.

88. Teaching and learning are good and lessons are well planned. There are clear instructions about health and safety rules. Teachers' expectations are made clear about the behaviour in the hall. Children listen and respond well to the teacher's instructions and follow the sequence of activities as directed. Children are chosen as role models for others to show their best efforts, which are rewarded. This helps to boost children's self-esteem and they begin to pay more attention to refining their movements.

### **Creative development**

89. There is very good progress in this area. Children in the nursery explore paints, glue and malleable and textured materials on a regular basis and enjoy having sensory experiences. Children in the reception use a wide range of resources, tools and re-cycled materials to paint, draw and design pictures and models and most will achieve the national standards. They take an active part in musical activities and sing familiar songs with enjoyment. They explore the sounds made by different musical instruments. In a lesson seen, they listened to a story read by their teacher - 'Peace at Last'. They listened to the story again in order to become more familiar with the sounds that were linked to the story. Later, they successfully managed to tell the story by using a range of musical instruments, including an African drum. They learnt the names of the musical instruments and played them sensibly - creating a steady rhythm. Children used their imagination well in music.
90. Teaching and learning are generally very good in this area. Children from both age groups experience a wide range of creative activities and materials through which they develop their creativity and imagination. There are good opportunities to explore colour, texture, shape and form in two and three dimensions. Imaginative play is extended through role-play areas, which are well organised and where children frequently rehearse their own ideas and experiences.

### **ENGLISH**

91. In the 2002 national tests at the end of Year 2 pupils' attainment compared to all schools nationally was average, although standards compared very favourably with those of schools in similar contexts. At the end of Year 6 standards attained in the national tests were below average, although standards compared favourably with those of similar schools. Pupils' attainment on entry to the school, particularly in communication, language and literacy skills, is below average. Standards in Years 4, 5 and 6 are greatly affected by the high level of mobility of pupils. In a significant number of cases, pupils who join the school, often mid-key stage, have standards well below that typically found. Pupils have below average skills when interpreting texts. This means their comprehension levels are generally poor and this not only depresses standards in English, but in other areas of the curriculum as well. Overall, due to very good teaching, particularly in Years 2 and 6 and the very effective range of strategies employed to improve pupils' attainment, the school has been particularly successful in boosting the attainment of a significant proportion of pupils, although it is still below average.

#### **Strengths**

- The very good implementation of the National Literacy Strategy.
- Good achievement.
- The very good quality of teaching, particularly in Year 2 and Year 6.
- The very good behaviour management, which ensures the majority of pupils are attentive and remain on task.
- The very good range of help and additional classes employed.

#### **Areas for improvement**

- Standards are below average by Year 6.
  - The amount of support provided for teachers dealing with both the high percentages of pupils who are at the early stages of language acquisition and the significant numbers of pupils in each class with challenging behaviour.
  - The consistency of teaching strategies, particularly those designed to improve pupils' speaking and listening skills.
92. The standards in reading of a significant proportion of Year 2 pupils are above national expectations and the indications are that many are likely to attain Level 3 in the recently taken national tests. However, despite good and often very good progress, the very high percentage of pupils for whom English is an additional language in Year 2 means that, overall, attainment is below national expectations. Attainment by Year 6 is similarly below national expectations in reading and writing. When considering these judgements it is very important to understand that a large majority of pupils arrive at the school, frequently mid-key stage, without the language skills normally expected of their age. For more than half of the current Year 6 pupils, for example, English is an additional language and only 16 of the current class of 27 attended the school in the infants. The attainment of these pupils, many of whom have to learn English as an additional language on joining the school, is well below national expectations and, in a significant proportion of cases, very poor.
93. The school has implemented the National Literacy Strategy very well. Teachers have undergone appropriate literacy training and have a secure knowledge of the National Literacy Strategy and their lesson plans and lesson format conform to those recommended for the strategy. Assessment procedures and the use of the data obtained to modify the curriculum are very good. The school has put in place a number of whole-school strategies to improve standards. In the best cases, individual teachers, who systematically and consistently encourage often reluctant pupils to talk and put forward their ideas during lessons, provide very good opportunities for speaking and listening. However, there is some inconsistency from class to class. Pupils throughout the school practise forming their letters and standards of handwriting and presentation are broadly satisfactory. Pupils read a variety of texts appropriate for their age and ability and show a developing enthusiasm for books. Big Books and group readers used for shared and class reading in literacy lessons include a good range of fiction with stories from a range of cultures, traditional stories and poetry and factual books. As they progress through the school, the majority of pupils acquire an appropriate love of books and develop a range of strategies and skills to enable them to tackle new words and understand text. Pupils are heard reading regularly during literacy lessons by the teacher and/or by classroom support assistants and younger pupils take their reading scheme books home regularly.
94. Although the writing of the majority of pupils in the Infant department demonstrates a developing understanding of sentence structure, overall, their use of an appropriate range of vocabulary and their ability to spell simple words correctly are below expectations for their age. A significant number of pupils need considerable adult help and support in order to achieve an appropriate level of work. Pupils' frequently poor speaking and listening skills are a determining factor in the quality of the writing produced. In Year 2, although the majority of pupils were able to create glossaries of special interest words linked to their topic on "swans", only a small proportion were able to undertake this Year 2 literacy activity independently. In a Year 3 lesson, only a very small minority of pupils identifying and experimenting with language in humorous poetry were able to offer - following the teacher's reading of "Sitting Sipping Sarsaparilla" where every word begins with 's' - suggestions for "something special about the poem". Similarly, following a reading of "Wally The Wascally Weptile" although most pupils were giggling and chuckling at the poem, only three pupils were able, independently, to identify that the 'r's have been swapped for 'w's. Most pupils' attainment was at the level more commonly found with Year 2 pupils. Some Year 6 pupils, identifying similes in poetry and explaining the imagery, need a great deal of skilled support and encouragement from the class teacher and the attainment of a significant minority of pupils is below expectations for their age.
95. Pupils' attitudes and behaviour in English lessons range from very good to satisfactory and are satisfactory overall. Pupils' behaviour during lessons is generally satisfactory due to the very good range of whole-school strategies and teachers' consistent application of the rules for appropriate behaviour, which are well-understood by pupils. However, a significant number of pupils do not willingly volunteer answers to questions and remain at best passive during lessons, due in large part to their low level of language skills and lack of confidence in speaking.

96. Teaching and learning in English lessons, which range from very good to satisfactory, are very good overall in the Years 1 and 2 and good overall in Years 3 to 6. Teaching and learning are very good in Year 2 and Year 6. In most lessons, teachers have a good rapport with their pupils, use questioning well and skilfully to guide and assess pupils' learning and work very hard to move the lesson along at a good pace. Additional support for lower-attaining pupils is of a good, and often very good, quality. For example, in the Year 3 and Year 4 lessons, learning support assistants play an important and integral role in the lesson and work in close partnership with the class teachers. However, the amount of support available is unsatisfactory in a few lessons. This is a matter of some concern given the high level of pupils with special educational needs and pupils for whom English is an additional language in each class. In the majority of lessons, teachers' good subject knowledge, good planning and good understanding of the National Literacy Strategy, coupled with good classroom management skills, enables them to teach the subject effectively.
97. Teachers have adopted the National Literacy Strategy very well and literacy lessons are well-planned and organised in detail, with resources readily available for pupils to use. Pupils are made very aware of the learning intentions for each lesson, and in the best cases, teachers return to the learning intentions throughout the lesson and particularly at the end, where pupils usefully discuss what they have learned. In the best cases, teachers use skilful questioning techniques to consolidate and direct pupils' learning effectively and to develop pupils' speaking and listening skills, although this is not always sufficiently stressed in some lessons. In a number of lessons, due to the poor attitudes of a significant proportion of pupils, the quality of learning is below what would normally be expected given the very energetic and skilled teaching. Throughout the school, teachers have to work very hard and consistently to motivate a small but significant proportion of pupils. Due to the good and sometimes very good quality of teaching in the majority of lessons, however, most pupils make good progress.
98. Resources are satisfactory overall. Class libraries contain an appropriate range of colourful and attractive books with stories from a wide range of periods and cultures. The subject co-ordinator has very good subject knowledge and has a very good overview of standards in the school. Analysis of data obtained from the national tests has been used very well to identify weaknesses and both the curriculum emphasis and teaching methods have been modified as a result of this analysis.

## **MATHEMATICS**

99. In mathematics, pupils in Year 2 make good progress and learn well in lessons. They start Year 1 with standards that are below average. By the end of Year 2, the proportion of pupils attaining the nationally expected Level 2 is average but nevertheless shows good achievement. By the end of Year 6, standards in the National Curriculum tests were below the national averages but average in comparison to similar schools. Pupils' progress is good. The school has made good progress since the last inspection in improving the quality of teaching and learning overall.
100. The standards pupils reach are depressed by the high levels of movement into and out of the school. A significant number of Year 6 pupils have attended more than one school, or are new to the local area. One fifth of Year 6 pupils started at the school recently. Such admissions patterns inevitably disrupt teaching and lead to gaps in pupils' knowledge. Those Year 6 pupils who have attended the school continuously for the last four years do well. Very nearly all are expected to reach average attainment levels, or higher, in the national tests at the end of the year.
101. By the end of Year 2, pupils add and subtract numbers up to 100, although none do so accurately all of the time. Many pupils find subtraction particularly difficult. Higher attaining pupils are beginning to explore quick ways of adding, such as adding 11 by adding 10 and adjusting the answer. Pupils use their number skills in shopping activities and some use decimals to write total amounts such as £1.60. Pupils are beginning to learn 2, 5 and 10 times multiplication tables. However, few understand how to use table facts to divide. Most pupils recognise and describe common two-dimensional shapes, although only a very small number have sufficient skills to enable them to explain, for instance, why a square is different from a rectangle. All pupils measure familiar objects in centimetres, but some lower attaining pupils need help to accomplish this correctly.

102. By the end of Year 6, pupils calculate with numbers up to 1,000 or so, but only a small number do so without error. Nearly all pupils make errors in calculations because they do not know basic number facts well enough. Pupils explore the relationship between fractions, decimals and percentages. Discussion with a group of pupils showed that they do not have a clear enough understanding of what decimal numbers actually are and how to use them in calculations. This carries over into work on metric measures. In the same discussion pupils were unable to explain why 1,250 grams is the same as 1.25 kilograms without considerable prompting. Pupils describe two and three-dimensional shapes using mathematical vocabulary accurately, but often spelling words incorrectly. They use angle vocabulary such as acute and obtuse, but when asked to draw and measure an angle, few know how to use a protractor.
103. The quality of teaching and learning in mathematics is good overall. No lessons seen were unsatisfactory and many were good or very good. Consistent teaching strengths across the school are:
- Relationships with pupils. These are very good and as a consequence pupils have positive attitudes to learning in mathematics lessons.
  - The very good attention teachers give to ensure that all pupils are included in lessons. Whilst not neglecting others, teachers and support staff all work very hard to integrate newcomers, to help those in the early stages of learning English and to support pupils with a wide range of special educational needs, including challenging behaviour. They do this very successfully and, as a result, all pupils make good progress in mathematics and achieve well, despite the overall standards being below the national average. This was particularly good in one lesson, where a classroom assistant worked with a small group of pupils. The discussion was rich in both oral and written mathematical language and at the end of the lesson one pupil successfully joined in the class discussion by describing one of the shapes he had drawn. He was justifiably very pleased with his efforts.
  - Good knowledge of the National Numeracy Strategy and how to teach it. Whole class sessions at the beginning of each lesson are generally lively and, because teachers question pupils well, they are able to demonstrate well what they know, understand and can do. Teachers explain subsequent work carefully so that pupils know what is expected of them.
104. Some lessons seen are very good, because teachers skilfully combined the strengths above with others. Behaviour management appeared effortless, because pupils were well motivated by their work and thoroughly absorbed in it. In one lesson, good planning took account of learning weaknesses in the previous lesson and very good remedial action at the start of the lesson ensured that this was largely overcome. Others were taken at a brisk pace, ensuring that pupils had plenty of time to complete work.
105. There are no overall weaknesses in teaching and learning. The lessons judged to be satisfactory included many of the positive elements already described. However, in each case, specific factors caused the lesson to be less effective than it could have been. For example, in two lessons, teachers did not manage all pupils' behaviour effectively enough. This led to time wasting and lesson interruptions. Occasionally discussions went on too long, leading to increasing fidgeting and inattention and contributing to minor behavioural disturbances.
106. The National Numeracy Strategy is firmly established and because teachers teach it well standards are rising. The leadership and management of the subject are good. Additional funds to support pupils with difficulties in mathematics are used well. The Springboard and Booster projects are successful in raising standards of small groups of carefully targeted pupils. The subject is well led and opportunities to monitor and support colleagues' work are growing. Learning resources are sound.
107. The school has made good improvements since the last inspection in improving the quality of teaching and learning overall.

## **SCIENCE**

108. Standards of pupils' work by Year 6 are below average, with very few pupils attaining the higher than expected Level 5. This is different to the situation for pupils in Year 6 at the time of the previous

inspection, when attainment was reported to be above national standards. Standards in Year 2 are below average and a small number of pupils attain higher than expected levels. This is also different to the situation for pupils in Year 2 at the time of the previous inspection, when attainment at the expected Level 2 was reported to be well above the national average, but attainment at the higher Level 3 was below average. There is now an increased emphasis on enquiry-based learning. There is no significant difference between the achievement of boys and girls. Pupils' overall achievements are good. Pupils with special educational needs have good support in accessing the curriculum and achieve results that match their ability, showing good progress overall. Pupils with English as an additional language make good progress and achieve as well as their peers.

109. Despite the generally well below average test results in last year's Year 6, progress across the school is good.
110. Pupils start at very low levels in language and literacy when they join the nursery and the school. There is a high turnover of pupils during Years 5 and 6 and a large number of pupils are at the lower stages of learning English as a second language; many pupils have special educational needs and require additional guidance and support. Teachers and support staff have to work hard to try and meet their individual needs and to keep up the rates of pupil progress.
111. By Year 2, pupils learn to sort materials on the basis of certain properties and learn to describe these properties in simple terms. They observe growth in plants and find out about where plants grow or do not grow. They look at the school pond and predict what they will find in it, on the basis of their increasing knowledge of what living things need in order to survive. They learn about healthy eating and know what they should eat more of. Pupils in Year 2 learn to plan and carry out simple investigations, but need much help to complete a task. Their work shows that they have investigated which surface lets a car travel furthest and have learnt to interpret information that is given in a table. They know about the various sources of light and the uses of everyday appliances that use electricity. By the age of seven, they understand that it is necessary to build a complete circuit in order to light a bulb. The more able pupils confidently say how they have made the bulb light and what happens if there is a break in the circuit.
112. By Year 6, pupils have more opportunities to carry out their own investigations and develop the idea of fair testing. They carry out a series of tests to compare different electric circuits and they observe the effect on light or sound – to see what happens if they use one battery or if they add more batteries in the circuit. They draw their own conclusions and try to explain their reasoning by using appropriate language. The higher attaining pupils learn to control variables as they carry out their own investigations, but the less able do not fully understand how to do their own investigations systematically.
113. Teaching and learning are good overall and consistently good in some classes. Teaching is sound for pupils in Years 1-2 and good for pupils in Years 3-6. The following strengths and areas for development were apparent from the lessons observed:
  - the teachers' good subject knowledge reflected in the very good planning and the confident demonstration - with due emphasis on developing skills in scientific enquiry, methods of recording and the use of appropriate vocabulary; other strengths included;
  - focus on the key learning objectives throughout the lesson and the use of key questions to probe and to extend the pupils' thinking;
  - suitably challenging work for all ability levels and the provision of additional support for pupils according to their levels of need, including special needs; and
  - good use of resources to support the practical work and increasing opportunities for pupils to carry out their own investigations.
114. The use of assessment is not always sufficiently strong to plan suitably challenging work for the age and the ability range within the year group. There are also some missed opportunities to teach pupils the precise scientific vocabulary and there is insufficient focused language support for pupils who need this most during group activities.
115. Pupils show positive attitudes towards their work and enjoy the practical work that is assigned. The behaviour is mostly good and pupils form good relationships with adults and peers. They work well on

their own, in pairs or in small groups. In very good lessons seen, there is high level of interest, pupils concentrate and apply themselves to the given tasks. They respond very well to the teachers' questions and increase their pace of work, when this is expected.

116. Science is used increasingly well to promote literacy skills. Teachers generally ensure that pupils understand and use the appropriate scientific vocabulary. Pupils are encouraged to make their own notes, record their methods of investigation and conclusions in different formats. The quality of the pupils' recorded work is generally below expected standards, although there are some examples of well-presented written work with neat diagrams and labels.
117. There are sound opportunities to use numeracy skills in science. Pupils generally present their results in a simple table format. Teachers mostly use commercially produced graphs to help develop skills in analysing and interpreting information. There are limited opportunities for pupils to weigh, measure or compare results by using different units of measurement.
118. There are limited examples of pupils using ICT in science to explore different methods of recording results of an investigation. This is an identified area for development and part of the action plan.
119. The leadership and management of the subject are sound overall. A number of strategies have been put in place over the last year to improve standards, for example, target setting at school and at group level, and an increased level of support and challenge for the more able pupils. These efforts are beginning to show a positive effect on raising standards and improving teaching. The subject leader is keen to take a leading role in the development of the subject. He analyses test results and is aware of the level of progress pupils are now making. However, he needs more time and support to prepare him well for the direct monitoring of teaching and pupils' attainment. The curriculum in science is broad and there is an increasing emphasis on developing skills of scientific enquiry. However, science topics are not taught consistently to a sufficient depth. This is mainly because there is a lack of common understanding of how attainment is linked to the National Curriculum levels. The practice of recording pupils' progress in science is a weakness. The science policy does not provide enough useful guidance for teachers in all aspects of the subject. Resources are good and generally used well, including the use of visits to museums and the use of the local community.

## **ART AND DESIGN**

120. Standards by the end of Year 2 and Year 6 are as expected for their age. Achievement is good and there is steady progress in pupils' knowledge and understanding of art and design and in the development of skills. Pupils are actively involved in taking a full part in lessons and produce good quality of work. They evaluate their work in the light of what was intended and compare this with the work of artists. There are some good examples of African art on display. Pupils are developing a good awareness of the similarities and differences between European and non-western art. Art and design displays across the school celebrate pupils' achievements and enhance the learning environment. Art and design makes a good contribution to enriching the curriculum as a whole and to the pupils' spiritual, moral, social and cultural development. The provision has been well maintained since the last inspection and there are some improvements. There is more evidence now of three-dimensional work in art and design, and the use of ICT has improved in teaching and learning. Pupils in all classes use their sketchbooks to develop their ideas and techniques in art and design, but the use of sketchbooks is not fully developed across the school.
121. Pupils in Year 2 observe the natural environment and investigate patterns in nature. There is good progress from Year 1 in the level of detail in their leaf prints. They collect leaves to make their leaf print murals and observe shape, pattern and texture in leaves. Pupils begin to evaluate their initial designs and consider the steps they will need to take to produce their intended finished designs. They mix primary colours to make shades of green. Their sketchbooks show sound observational skills.
122. Pupils in Year 4 learn about silk-screen printing and create their own screen prints using the teacher's guidance. They have enjoyed learning about 'batik' printing and have used the techniques learnt to create their own 'journeys', first using paper and ink, later fabric, dyes and the bees wax, to create larger compositions. They have studied aspects of the African art, for example, masks from

Ghana, and have reproduced these in drawings in two dimensions. The observational drawings of cross-sections of different fruits from Year 5, displayed on walls, show good progress in pupils' observational skills, reflected in the level of attention given to detail in developing the use of line, pattern and shape.

123. In both the two lessons observed during the inspection, teaching and learning were good and sometimes very good. Samples of sketchbooks and displays across the school indicate that teaching is generally good for pupils of all ages. Strengths in teaching include detailed planning and preparation, with clear learning objectives for which pupils might aim, and good use of resources to support the lesson. In the very good lesson seen, the teaching was highly interactive and both the teacher and the pupils spent much of the time observing and discussing two different styles of art and comparing similarities and differences between the two. Pupils explored their use of line, pattern and colour in creative ways in their drawings on whiteboards or paper, using a variety of media, such as pencils, felt tips, charcoal and pastels. ICT was also used well to look at the work of Paul Klee and examples of Aboriginal art, and to draw, paint and explore the visual elements of line, shape and pattern.
124. There are good opportunities to visit museums and art galleries. Often these visits are linked to the pupils' work in history and provide good inspiration for pupils to explore the ideas they have encountered. This has helped to deepen their knowledge and understanding of art and design from other periods and cultures.
125. The subject co-ordinator successfully organises art and design events, such as the recent 'eco week' when an artist was invited to work with pupils. All year groups had an area to focus on and the whole school community was involved. Opportunities were available for working with a range of materials, tools and controls to produce two and three-dimensional structures. The policy has been updated to take account of the revised National Curriculum and is used well by teachers to plan their work. The co-ordinator monitors the teachers' long-term plans, to ensure that there is good curriculum coverage through using the nationally recommended schemes of work. She provides good support to her colleagues and ensures that good quality work is produced and displayed throughout the school. Resources are satisfactory to support the schemes and are well used. Assessment is unsatisfactory; it is not effective in showing how well pupils are progressing.

## **DESIGN AND TECHNOLOGY**

126. Attainment by the end of Year 2 and Year 6 is average and pupils make satisfactory progress as they move through the school. This is a similar picture to the last inspection. Only two lessons were observed during the inspection, thus providing insufficient information on which to base secure judgements on the overall quality of teaching and learning or of pupils' behaviour and attitudes to the subject. However, a survey of the samples of work on display throughout the school and discussions with teachers and with pupils indicates that pupils throughout the school undertake an appropriate range of activities in which they design, make and evaluate products.
127. During the current school year, pupils in Year 1 have made designs for a new playground and made greeting cards with moving parts. Year 2 pupils, undertaking a project to design and make a hand puppet, were evaluating products, with help, discussing their ideas and identifying the materials used appropriately. Pupils in Year 5 have designed and made a Valentine's Day card, using ICT. Year 6 pupils have undertaken food technology projects, made stable structures well and solved given problems in line with that expected.
128. Although the majority of pupils are interested in the tasks and respond well to their teachers' questions and directions, a significant proportion need frequent teacher intervention in order to maintain levels of interest and make appropriate progress during lessons. The quality of teaching in both lessons observed was good. Teachers demonstrate good subject knowledge, resource the lessons well, have very good classroom management skills and provide very clear explanations.
129. Leadership and management of the subject are satisfactory. Resources for the subject are broadly satisfactory.

## **GEOGRAPHY**

130. Pupils' attainment is average at the end of Year 2 and Year 6. This is a similar picture to the last inspection. Two geography lessons, one in Year 1 and one in Year 4, were observed during the inspection. As a result judgements are based on a scrutiny of pupils' work in topic books, display around the school, photographic evidence provided by the school and discussions with pupils. Pupils make good progress in geography as they move through the school from a generally low level of attainment on entry.
131. In a Year 1 lesson, pupils learned about what they would need to take with them if they were going on a journey and were asking and answering questions about places and environments. They used resources well and drew and labelled items to take on a holiday to a warm climate, a school trip or a trip to the seaside. Year 2 pupils have designed and written a postcard from a hot place and know how to use a world atlas when identifying major countries of the world. Year 6 pupils have studied the water cycle, looking at rainfall, precipitation and transpiration and, on their field week in North Wales, made maps of the local village using a scale and key and know how to identify coastal environments, headlands and waterfalls.
132. In one of the two lessons seen, the teaching and learning were unsatisfactory. Where teaching was satisfactory, questioning was used well and the teacher worked constantly and consistently and, finally, effectively to maintain a level of satisfactory behaviour in the class. In the unsatisfactory lesson the teacher was unable to achieve acceptable levels of behaviour during the lesson. The attitudes and behaviour of a significant proportion of pupils were poor, leading to little progress during the lesson.
133. Leadership and management are satisfactory. The school has adopted the government-recommended scheme of work for geography, with some amendments to suit the school. This ensures clear progress in the skills and knowledge of the subject as pupils move from year to year and provides guidance to teachers on appropriate expectations for pupils of different ability. There is a satisfactory range of resources for the subject.

## **HISTORY**

134. Standards are average in Year 2 and Year 6 and this has been maintained since the last inspection. There is an increasing emphasis placed on developing the skills of enquiry, interpretation and explanation. Steady progress has been made since the last inspection.
135. By Year 2 the pupils have a satisfactory knowledge and understanding of events and personalities from the past. They show an understanding of the order in which things happened; for example, they could place particular important events such as the accession of Queen Victoria and the Great Fire of London in the correct order on a time line. All pupils have a satisfactory understanding of differences between the life that is familiar to them today and life in the past, for example, identifying how clothes worn at the time of the Great Fire are different from the clothes worn today. Across the ability range pupils are able to use sources such as photographs and contemporary paintings to make simple observations about the past.
136. By Year 6, pupils have a satisfactory knowledge of key dates, periods and events in British history. They are able to identify differences between particular historical periods, give reasons for these and describe how they affected people's lives. Average and higher attainers are able to explain why things happened as they did; for example, that Henry VIII had six wives because he wanted a son to succeed him. Higher attainers are developing the understanding that interpretations of the past may differ and can give examples of what is fact and what is opinion. During Years 3- 6, pupils develop a satisfactory knowledge of the different sources of historical evidence. They are able to present the information they find in a variety of ways, for example, as a letter from an evacuee in the Second World War. All pupils show an understanding of the point of view of the people who were alive at the time of the periods they study, for example, the feelings of the children who were evacuated during the Second World War.
137. Overall, teaching and learning are satisfactory. Lessons have clear learning objectives, which are generally shared with the pupils. These objectives focus on the development of historical skills as well

as knowledge. For example, in a Year 2 class, pupils placed photographs of historical events on a time line to develop their understanding of the passage of time. In the majority of lessons, teachers demonstrate satisfactory subject knowledge and manage behaviour appropriately so pupils make satisfactory progress. They make good use of resources so pupils with special educational needs and those learning English as an additional language are fully included in the lesson.

138. The management and leadership of the subject are effective. The school uses a nationally recommended scheme of work. This ensures that pupils make appropriate gains in their knowledge, skills and understanding in history. The co-ordinator undertakes regular monitoring of teachers' planning and pupils' work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

139. The majority of Year 2 pupils reach the standard expected nationally for their age group. By the end of Year 6 standards are also average overall. Standards have improved since the last inspection and in many ways the subject has been enhanced and developed, so progress since the last inspection is good. Pupils in all year groups, including those with special education needs or English as an additional language, make sound progress overall.
140. By the end of Year 2, pupils name items of computer equipment, such as the mouse, keyboard and printer. Most use a keyboard to type simple text, producing short sentences. They place gaps between words using the space bar and many pupils introduce capital letters and full stops into their writing. Using a paint program, pupils are learning to produce images for greeting cards. Most pupils know how to access the menu to print their finished work. Pupils have opportunities to give instructions to a floor turtle to produce movements over varying distances.
141. By the end of Year 6, most pupils have good skills in word processing. They change the font, colour and size of their work and move portions of text from one place to another. A few newer arrivals, however, lack as yet confidence and independence in carrying out changes to the presentation of text. Most pupils use the mouse accurately to merge pictures into their text. Pupils have experience of spreadsheets. Pupils continue to have appropriate experience in using both a programmable robot toy, either to follow a set course or to produce their own patterns. Pupils use simulations and are familiar with locating information on CD ROMs and the Internet. Some pupils can access the Internet, as well as a range of computer programs, to gain information for subjects such as history.
142. The overall quality of teaching and learning is satisfactory. Teachers are generally keen and enthusiastic and communicate this to pupils. Staff are well advanced on their own computer training. Through careful preparation of lessons, together with ongoing training, teachers are providing pupils with sound learning experiences. Teachers provide clear and careful instruction as to how to use equipment and computer programs. As a result of these aspects of teaching, all pupils make steady gains in their knowledge and understanding.
143. Where teaching is good, the teachers have secure subject knowledge. The pace of the lessons is brisk and keeps pupils involved and concentrating. Expectations of pupils are high and they make good progress as a result.
144. Resources for ICT have improved since the last inspection. The school has introduced national guidelines into its scheme of work and these are being systematically implemented. The co-ordinator is enthusiastic and knowledgeable. The IT classroom assistant supports her colleagues informally as well as holding training sessions for them. Teachers keep records of the assessment of pupils' skills and this information is used to provide support for individuals when required. Through the work in word-processing, the subject is beginning to make a limited contribution to the development of pupils' literacy skills. The collection of data and its presentation, for example in the form of graphs, is having limited effect on the development of numeracy skills. Many pupils find the use of computers exciting, and the excitement generated, such as when adding sounds to text, helps enhance pupils' enthusiasm to learn.

## **MUSIC**

145. Standards overall are average, which is the same as at the last inspection. Two music lessons were observed during the inspection, one in Year 2 and one in Year 4. Further valuable evidence of pupils' attainment in the singing aspect of the music curriculum was obtained in the daily school assemblies.
146. In a Year 2 lesson, pupils selected percussion instruments well to convey the sound of a hammer and a saw to play as an accompaniment to singing Noah Built an Ark. Pupils were singing with a sense of the shape of the melody and performing simple accompaniments well, keeping to a steady pulse. In a Year 4 lesson, pupils learning to perform an ostinato pattern were following and improvising repeated patterns and beginning to combine several layers of sound well. They were performing rhythmically simple parts and singing in tune with good expression, following simple non-standard notations. Pupils' singing in the school assemblies was appropriately tuneful, rhythmic and enthusiastic. A good range of school musical performances or celebrations are held annually, both within the school and in the community. Extra-curricular recorder clubs, African drum troupe lessons and gospel choir activities are held throughout the school year, which enhances learning further.
147. The quality of teaching and learning was good in both lessons observed. Pupils' attitudes and behaviour in music lessons were good in one lesson and satisfactory in the other lesson observed. The teachers displayed good subject knowledge and had very good classroom management skills, making frequent changes to the activities to maintain and encourage pupils' interest and motivation.
148. The co-ordinator for the subject is very enthusiastic but very new to the role and, although she has overseen the introduction of a whole-school scheme of work, she recognises that assessment is a weakness.

## **PHYSICAL EDUCATION**

149. Pupils' attainment at the end of both Year 2 and Year 6 is average. Boys and girls from all different ethnic backgrounds work well together. All have access to the curriculum on offer and all, including pupils with special educational needs and those who speak English as an additional language, achieve well. By the end of Year 2, some pupils carry out a series of instructions to move in a variety of ways, changing direction, and they make good use of the space available. Pupils receive and send a ball in a variety of ways. They throw, catch, roll, dribble and strike. They throw a ball using over, under, chest and shoulder passes. They devise invasion games and employ good defend and attack tactics. By the end of Year 6, pupils understand the basic rules of several games such as football, cricket and rugby, and have taken part in athletics. They move appropriately to music and sequence movements working in pairs and groups. During dance lessons, pupils display very good body shape, poise and spatial awareness. Pupils sustain physical activity for a reasonable length of time and are aware of the effects of exercise on their bodies and the benefits to their health and fitness. Teachers give due regard to safety issues. Pupils' attainment is also improved through extra-curricular activities.
150. In the two lessons observed teaching and learning were very good and as a result pupils make very good progress. Teachers have high expectations and pupils respond appropriately. They have good knowledge and understanding of the subject and they demonstrate the skills to be learnt very well, keeping brisk pace to keep their pupils interested in the activities. Appropriate resources are prepared in advance and this gives good long periods for physical activity. Teachers give clear guidance to pupils to improve their skills and they respond positively when extra challenges are set. For example in Year 4 gymnastic lesson, after working in pairs, pupils developed a sequence of mirroring others' movements. Pupils enjoyed the lesson and worked hard to refine their sequences. Pupils look forward to lessons and they concentrate and persevere to improve their skills.
151. All teachers wear appropriate footwear and ensure that pupils are properly warmed up before starting exercise and cooled down at the finish. Pupils are given opportunities to observe each others work and suggest ways of improving performance. The school makes good use of visiting specialist coaches to improve the quality of learning further. Teachers make good links with other subjects such as English, science, music and art and design.

152. The school uses its accommodation very effectively for the teaching of games skills, dance and athletics. The resources for the subject are sufficient and are used well. The school has implemented a scheme of work that gives good guidance to staff. The co-ordinator provides sound leadership and management. He monitors the quality of teaching through informal observations, advice regarding organisation of activities and scrutiny of planning to ensure that skills are taught progressively. There are no systematic assessment procedures to check standards against National Curriculum Level Descriptors. The co-ordinator is aware of this and has planned to monitor teaching this year to improve standards further.