

INSPECTION REPORT

CRANE PARK PRIMARY SCHOOL

Hanworth, Middlesex

LEA area: Hounslow

Unique reference number: 132263

Headteacher: Mrs S Hardwick

Reporting inspector: Mr G R Logan
11810

Dates of inspection: 9 - 12 December 2002

Inspection number: 248978

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Norman Avenue Hanworth Middlesex
Postcode:	TW13 5LN
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Davies
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11810	Mr G.R. Logan	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements;</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve?</p>
13792	Mr N. Shelley	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development;</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
19765	Mrs P. Shannon	Team inspector	<p>Foundation stage</p> <p>Information and communication technology</p> <p>Religious education</p>	
11901	Dr P. Lowe	Team inspector	<p>English</p> <p>Music</p>	How good are the curricular and other opportunities offered to pupils?
22254	Mrs H. Callaghan	Team inspector	<p>Special educational needs</p> <p>Art</p> <p>Design and technology</p> <p>Science</p>	
16773	Mrs R. Arora	Team inspector	<p>Educational inclusion</p> <p>English as an additional language</p> <p>Geography</p> <p>History</p> <p>Religious education</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crane Park is a community primary school for pupils aged 3 to 11 in Hanworth, Middlesex. The surrounding area has very high levels of social deprivation. There are 311 pupils in the main school: 148 boys and 163 girls, together with 38 children, 24 boys and 14 girls, who attend the nursery part-time. Children enter the nursery in the year when they become four. Attainment on entry to nursery is extremely low; on entry to reception it is well below average. Eighty-one pupils have special educational needs, mostly moderate learning difficulties. The proportion of pupils with special educational needs is above the national average. Five of these have Statements of Special Educational Needs. This is above the national average. There are 119 pupils with English as an additional language (39 per cent). There are 57 refugees and asylum seekers and 14 pupils from a traveller background. Forty-six pupils are at an early stage in learning English. Forty-four per cent of pupils are eligible for free school meals. This is well above the national average. Pupil mobility is high, with around 34 per cent of pupils joining or leaving the school other than at the normal admission and leaving dates. Many children are housed temporarily on the adjacent estate. The school was reorganised as a primary school in September 2001, an amalgamation of the former Crane Infant and Crane Junior schools. Although the school is adequately staffed at present, there are considerable difficulties in recruiting staff in the area.

HOW GOOD THE SCHOOL IS

Crane Park Primary has been open for just over one year. Despite having inherited considerable problems in relation to behaviour and pupils' attitudes, high levels of social disadvantage and mobility, it is showing signs of improvement and the climate for learning has improved significantly. The ethos of the school is very positive. The school provides a broadly satisfactory education for its pupils, although some significant weaknesses remain, particularly in relation to standards. The headteacher is providing a clear educational direction for the school and there is a strong team spirit and commitment among the staff. None-the-less, greater pace and rigour are needed if standards are now to be raised. The quality of teaching is satisfactory, overall, but with potential for further improvement. Pupils achieve adequately in relation to their extremely low starting points, but not well enough or fast enough to enable standards to rise. Support for pupils with special educational needs and for pupils with English as an additional language is good. Although there are signs of improvement, standards remain too low. The school is highly funded and in that context does not as yet provide satisfactory value for money.

What the school does well

- Pupils have good attitudes to learning; behaviour has improved significantly and is now good. The climate for learning in the school is now very positive.
- The provision for extra-curricular activities is very good.
- The reception classes provide the children with a good foundation for their education.
- Links with the community are very good.
- Provision for pupils' personal development is good; cultural development is very good.

What could be improved

- Standards in a number of subjects, including English, mathematics and science, are not high enough. Progress is inconsistent across the school.
- Assessment strategies are unsatisfactory in several subjects; assessment information is not used effectively to plan for the needs of individual pupils in all lessons.
- Co-ordinators are not sufficiently empowered to manage their subjects.
- Pupils' attendance is well below average; punctuality remains a weakness.
- Governors are not sufficiently involved in strategic planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school which has not previously been inspected. The school has made very significant progress in dealing with some inherited weaknesses. A very positive climate for learning has now been established. However, there is much still to be done if standards are to be raised.

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	N/a	N/a	E*	E
mathematics	N/a	N/a	E*	E
science	N/a	N/a	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The 2002 test results for pupils at the end of Year 6 were very low in English, mathematics and science compared with the national average, and in the lowest five per cent nationally. When compared with similar schools, standards were well below average. Few pupils attained the higher Level 5 in any of the three subjects. None-the-less, the majority of pupils had made the progress expected based on their performance at the end of Year 2. The school did not achieve its challenging targets in English and mathematics in Year 6 in 2002, although these were set prior to the opening of the school. Currently, standards in Year 6 are well below average in all three subjects. Pupils have had a very varied prior experience, with many gaps in their learning and this is compounded by high levels of mobility and language issues. Standards at the end of Year 2 in 2002 were very low in reading and writing in relation both to those achieved nationally and in similar schools. Standards in mathematics were very low when compared to schools nationally and well below average in relation to similar schools. Teacher assessment indicated that attainment in science was average. Very few Year 2 pupils achieved the challenging Level 3. Currently, standards in Year 2 are below average in mathematics and science, and well below average in reading and writing. This is nevertheless an improving picture. Pupils' skills in ICT are developing well, on the basis of effective staff training and focused skills teaching. Pupils apply their literacy and numeracy skills satisfactorily. The progress which pupils make from the extremely low levels of attainment evident when they enter nursery is beginning to improve as a result of the consistently good provision in reception. This is now feeding through to Year 1 and provides a good basis for further improvement in Year 2 and beyond.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils now have positive attitudes to learning and work well together. They are well motivated and participate readily in lessons and other activities.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and in the playground. The school is a very orderly community. This is a significant improvement on the situation inherited by the school. Although there was a high level of exclusions in the last school year, this has been reduced to zero so far in the current year.

Personal development and relationships	Good. The school promotes pupils' personal development effectively. Relationships in the school are good.
Attendance	Poor. In spite of the school's efforts, levels of attendance are still too low. Too many parents condone casual absences. Punctuality is poor; too many pupils are brought to school late. This affects their learning.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory, overall, with some significant strengths emerging. Most staff were new to the school in 2001 and four were newly qualified teachers. The overall length of experience was very limited. Teaching in well over half the lessons observed was good or better. Just under a tenth of the lessons was judged to be unsatisfactory, although the weaknesses mostly related to curriculum or planning, rather than to teaching skills. Good teaching was seen in many subjects, with consistent performance in English, mathematics and science and in the reception classes, where the teaching is particularly effective in promoting children's personal, social and emotional development and their speaking skills, so enabling them to make good progress. Teaching is strongest, overall, in the infants. There is a good working atmosphere. Staff manage pupils well and establish good relationships. This underpins the positive climate for learning that has been created. Pupils are generally enthusiastic about their learning. Where teaching is best, the pace is brisk, pupils are challenged as a result of sharply focused planning and the teacher's management skills are good. Teachers have high expectations of pupils' behaviour and manage this well. Questioning is used well in many classes and promotes learning effectively. Too often, however, expectations of what pupils could achieve are as yet too low, pace is slow, there is insufficient challenge and pupils are not given enough opportunities to develop as independent learners. The teaching of English and mathematics is satisfactory, overall. Literacy and numeracy skills are developed satisfactorily across the curriculum. The partnership between teachers and support staff is a strength. Specialist support for pupils with special educational needs, with English as an additional language and from a traveller background, is often good and has a positive effect on their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Both the Foundation Stage and the main school curricula are satisfactory. The provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. Pupils are well supported by support staff and often make good progress towards their targets. They are often less well supported when taught as part of a class and progress slows as a result.
Provision for pupils with English as an additional language	Good. Most pupils with EAL achieve well as a result of the good specialist support they receive. Their needs are not provided for so effectively within whole-class groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for cultural development is very good.

How well the school cares for its pupils	The school takes good care of its pupils. It monitors personal development effectively and gives pupils good personal support and guidance. The school has very good procedures for encouraging pupils to behave well. Procedures for assessing pupils' academic attainment and progress and for monitoring pupils' progress are unsatisfactory.
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The school has a satisfactory partnership with parents. The quality of information is satisfactory. The school works hard to develop a strong partnership with pupils' families, although it gets a variable response from them. Home-school links make a satisfactory contribution to pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The senior management team has been effective in securing good behaviour and positive attitudes to learning. However, there is an urgent need for a more rigorous approach to raising standards. Few co-ordinators have been sufficiently empowered to take responsibility for their subjects.
How well the governors fulfil their responsibilities	Satisfactory. The governors have a satisfactory understanding of the strengths and weaknesses of the school, but do not yet hold management sufficiently to account in relation to the pace of change or the standards achieved in the school. Committees meet regularly and have an effective monitoring programme. Governors are not yet sufficiently involved in shaping the direction of the school.
The school's evaluation of its performance	Satisfactory. The school evaluates its performance adequately. There is a shared understanding of its strengths and areas for development.
The strategic use of resources	Satisfactory. Finances are managed satisfactorily. The school commits a significant proportion of funding to maintain good levels of staffing. The school applies best value principles satisfactorily.

The school improvement plan identifies a range of key priorities, although it is now due to be updated. It is matched closely to the school's budget. The school is adequately staffed, with efficient administration. Support staff make a significant contribution to children's learning. The accommodation is extensive and well cared for. The school is adequately resourced.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good. Their children like school. The improvements in attitudes and behaviour. 	<ul style="list-style-type: none"> The school should work more closely with parents. Information about pupils' progress. The amount of homework.

Inspectors agree with most of parents' positive views except that they judge teaching to be satisfactory, overall. The school endeavours to work closely with parents. It tries to satisfy their diverse needs but does not always receive the response it deserves, for example, with regard to attendance and punctuality. Information for parents is available via two formal meetings per year. Teachers are accessible daily. Homework supplements class work satisfactorily.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are significant weaknesses in pupils' attainment. In the 2002 national tests for Year 2 pupils, standards were very low in reading, writing and mathematics in relation to schools nationally. Standards were very low in reading and writing, and well below average in mathematics in relation to similar schools. Teacher assessment indicated that standards in science were average. In the 2002 tests for Year 6 pupils, standards were very low in English, mathematics and science in relation to schools nationally and well below average in relation to similar schools. Very few pupils achieved the challenging Level 5. The school did not meet its challenging targets for Year 6 in 2002. A significantly higher percentage of pupils with English as an additional language achieve the expected level at the end of Year 2, than pupils whose first language is English. Girls performed significantly better than boys in reading and, particularly, writing in Year 2. The discrepancy was less evident in mathematics. At Year 6, girls again outperformed boys in English and mathematics, but the position was reversed in science.
2. A range of negative contextual factors adversely affects attainment. The catchment area of the school is one of very significant social deprivation. On entry to the nursery, children have very poor skills, especially in the key areas of communication, language and literacy (particularly speaking and listening) in English, in mathematics and in personal and social development. Much of the effort in the Foundation Stage is focused on remedying these basic disadvantages, although the underlying difficulties are rarely resolved by the time children enter Year 1. Just under 30 per cent of pupils are on the register of special educational needs – which is above the national average. Around 44 per cent of pupils receive free school meals. The school experiences significant levels of pupil mobility, which affects the continuity of children's learning. In addition, just under 40 per cent of pupils have English as an additional language. Many of these pupils are refugees who arrive with little or no English and may stay for only a short period.
3. When the school opened just over one year ago, with a new and relatively inexperienced staff, efforts to raise standards were significantly compromised by an inherited culture of poor behaviour, low standards and negative attitudes towards learning, particularly among older pupils. The school judged that it was crucial to rectify these long-standing weaknesses in order to create a climate where learning was possible. In this they have been successful. However, there is now considerable work to do to improve the rate of pupils' progress.
4. The pattern of attainment and progress across the school provides early, though not yet sufficient, indications of improvement. For example, children are now doing well in the reception year, where they experience consistently good teaching. The benefits of that initial boost are now feeding through to Year 1, where, when the teaching is effective, standards are almost as good as Year 2. Within the juniors, most year groups still show evidence of unsatisfactory earlier teaching and low expectations in the past. However, the current Year 5, as a result of very effective teaching at present, are making improved progress and, even now, are achieving almost as well as the Year 6 pupils. As yet, however, there are still too many inconsistencies in pupils' performance.
5. That said, evidence provided through data analysis by the local education authority indicates that of the Year 6 group who were tested in 2002, around three-quarters achieved the expected level in English, mathematics and science, on the basis of their performance at the end of Year 2. Additional data looking at the improvement achieved within Year 6 itself suggests that the majority of pupils demonstrated improvement during that year. However, the historic low levels of attainment in the constituent schools means that, in almost all cases, the starting point from which any progress is measured was very low indeed. Attainment remains too low and progress is still too erratic. The management recognises that this is the key priority at present.

6. Currently, the standards attained by Year 2 pupils are well below average in reading and writing, and below average in mathematics and science. At Year 6, standards are well below average in English, mathematics and science. Only a relatively small number of pupils is working at the expected level for their age. The proportion of very able pupils identified on entry to the reception class is small and this remains the case as they move through the school. The school supports those pupils with special educational needs well, and has begun to show commitment to providing for the needs of the potential higher attainers through, for example, the setting arrangements in mathematics.
7. Although children make satisfactory progress in the nursery and good progress in reception, few children are likely to achieve the Early Learning Goals¹ for the Foundation Stage by the time they enter Year 1, other than in personal, social and emotional development and in physical development. This is largely because they enter nursery with extremely low skills in all areas of learning and there is a great deal of ground to be made up. Attainment in reception is still well below average in communication, language and literacy, mathematical development, knowledge and understanding of the world and in creative development. Staff work hard to ensure that children settle into school life and routines quickly, feel valued and establish acceptable behaviour patterns. This helps them to get along with adults and other children and establishes a good climate for learning. Overall, children have a good start to their education in the Foundation Stage.
8. Standards in English are well below average, overall, by the end of Years 2 and 6 and pupils make insufficient progress, overall. There is insufficient focus on the progressive development of skills in reading. Not enough pupils are fluent, assured readers by the age of 11. Standards in speaking and listening are below average across the school but these are improving. Pupils listen attentively, but not enough contribute orally in lessons. Teachers do not always expect pupils to respond in extended sentences and pupils' communication skills in English are restricted. Standards in writing are well below average by the end of Years 2 and 6. Overall, however, the standard of pupils' writing in terms of handwriting, spelling and grammar, is improving. But many pupils do not transfer their skills to independent work, where presentation, sentence construction and spelling are often careless.
9. Standards in mathematics are below average by the end of Year 2 and well below average by the end of Year 6. However, the setting arrangements in Years 3 to 6 provide the basis for the raising of standards, although planning needs to be sharper to ensure that different needs are met within the sets. The pace of learning remains rather slow. Across the school, there is a systematic approach to the teaching and learning of basic mathematical skills and pupils acquire a secure knowledge of place value, as well as the procedures that enable them to add and subtract one- and two-digit numbers. They learn to use units of time, weight, measure and capacity and recognise the features of two- and three-dimensional shapes. They record data systematically and represent them in graphs and charts. Pupils have some opportunities to apply their mathematical skills across the curriculum.
10. Standards in science are currently below average by the end of Year 2 and well below average by the end of Year 6. Attainment is constrained in Year 2 because there is too little emphasis on the systematic recording by pupils of what they know. The current Year 6 pupils have not built sufficiently or systematically enough upon the good opportunities they had in Year 5. The curriculum followed has not provided sufficient time for pupils to focus on science. This is an issue across the school. Pupils are encouraged to set up investigations and this is a strength in Year 5. In some lessons, pupils are not sufficiently challenged.

¹ Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning; for example, in language and literacy, children should be able to write their own name and other things such as labels and begin to write sentences. In this school, Foundation Stage refers to the nursery and reception children.

11. Pupils' attainment in information and communication technology (ICT) is around the expected level by the end of Years 2 and 6. The main focus has been on improving pupils' skills. There is a well-structured programme to meet this need and this is working well. A weaker aspect – and the next step in moving the subject forward - is the restricted range and frequency of planned opportunities for pupils to use ICT to enhance their learning in other subjects.
12. By the end of Years 2 and 6 standards in religious education are in line with those expected by the locally agreed syllabus and pupils make satisfactory progress. Standards by the end of Year 2 are average in art and design, design and technology but below average in geography, history and physical education. By the end of Year 6, standards are average in art and design, but below average in design and technology, history, geography and physical education. No judgement is possible on standards in music at either Year 2 or Year 6.
13. The literacy and numeracy strategies have been implemented satisfactorily, with some planned opportunities for the use of pupils' literacy and numeracy skills in other subjects. The school intends to develop this further.
14. The proportion of pupils on the special educational needs register is above that found nationally, but most children on entry to the school have standards that are extremely low. Many pupils who are not identified on the register would be considered as having special educational needs in most other primary schools because of their low attainment. The school recognises this difficulty and is providing teachers with additional training and support so that they cater for the needs of the pupils as a whole class. Those pupils with specific special educational needs make generally satisfactory progress towards their individual targets. They are well supported by the special needs support staff and classroom assistants in withdrawal sessions and as part of classroom lessons. They are given good levels of guidance and encouragement, especially in literacy sessions. This supports their learning and enables them to find success. When provided with specialist support, pupils achieve well. In other lessons, activities are often not well matched to their capabilities.
15. Although their standard in English is well below the national average, most pupils with English as an additional language achieve well and at least in line with their peers. The available provision is suitably organised and a high profile is given to supporting EAL pupils in coping with the language demands in learning. Class teachers however, do not plan specifically for EAL pupils or use a range of teaching methods and strategies to support pupils' learning of the English language. EAL pupils are disadvantaged initially until they reach a satisfactory level of competence in English. Once competent, they make satisfactory progress and show satisfactory gains in line with their peers.
16. Pupils from a traveller background receive good specialist support from the traveller support service. This is usually focused on the reinforcement of basic literacy skills. In this school, levels of attendance by these pupils are higher and more consistent than is often the case. As a result of better attendance, and regular support, some of the pupils are coping quite well, acquiring secure competence in basic literacy and numeracy skills.
17. The school is setting up systems to enable it to track pupils' progress and is beginning to use available data to set targets for individuals and groups of pupils. There is more work to be done to ensure that pupils' potential is identified from an early stage and that their progress is monitored closely and promoted effectively. Very challenging targets (set prior to the opening of the school) were identified for the standards pupils were expected to attain in the national tests at the end of Year 6 in 2002. These were not achieved. Similar targets (in line with the characteristics of the group) are in place for 2003.

Pupils' attitudes, values and personal development

18. Pupils' attitudes, values and personal development are good. Attendance is poor. Substantial improvement has been achieved with regard to pupils' attitudes and behaviour. Attendance has marginally improved. Most parents are satisfied with standards of behaviour and acknowledge the improvement.

19. Pupils have positive attitudes towards the school and a large majority of parents confirm that their children like school. Those who have been in school longest say that they enjoy their lessons and the various activities in which many of them participate. They are pleased with the way teachers and helpers treat them. They are generally conscientious and willingly co-operate with their teachers.
20. A large number of pupils join the school or leave at various ages and at various times of the year and some come and go within the same year. This mobility factor makes stability a difficult matter for the school to manage. The attitudes and personal standards of the new pupils are often different from the school's expectations but the school does well to integrate them quickly. The significantly improved standards of behaviour that have been achieved over the past year are that much more commendable under the circumstances.
21. Standards of behaviour have improved substantially since the first term of the amalgamated school. Pupils behave well in lessons and conduct within the school is generally orderly. Pupils are polite to visiting adults. Occasional instances of unacceptable behaviour do occur, mainly in the playground, but they are far fewer and less serious than previously. Incidents of bullying and racist remarks are very few. Although the number of exclusions last year was higher than the average for primary schools, no permanent or temporary exclusions have so far occurred during this year.
22. Relationships between pupils of all ethnic origins are good. They get on well in work and play and are mutually supportive and suitably competitive when appropriate. New pupils integrate well. Most pupils make good progress in many aspects of their personal development. Some take longer to realise fully the effects of their actions and others, who have been transferred from elsewhere, need time to adjust, understand and respond to the school's expectations.
23. Pupils with special educational needs have a similar good attitude to their work as their peers. Many pupils have low self-esteem, but they usually try hard to do their best and complete their tasks. The consistent strategies used by staff to support and guide the behaviour of those pupils with emotional and behavioural difficulties are very effective and most inappropriate behaviour has been eliminated. Pupils with Statements of Special Educational Needs are well integrated into the school and other pupils accept them and usually treat them with sensitivity and care.
24. The attitudes of pupils with English as an additional language are consistently positive in all lessons. They behave well, listen with interest and are enthusiastic about all learning. Pupils from a traveller background, and in particular those with higher levels of attendance, have positive attitudes to their work, particularly when supported by specialist staff in withdrawal groups.
25. Pupils respect the feelings, values and beliefs of others as a result of the work done in personal, social and health education lessons, religious education and assemblies. They show their awareness of the plight of others through their support for charitable causes. They respect the views and contributions of their peers. Pupils come to a good understanding of the cultures and life styles of others through their own diverse school population and, in particular, because of a recent project that involved investigating other countries in some depth. Pupils develop awareness of moral and social issues. They develop skills and self-confidence by their involvement in dramatic and musical productions. Visitors to the school, such as theatre groups, and visits to places of interest expose pupils to other valuable experiences. Some pupils in Years 5 and 6 enjoy a residential visit to an outdoor centre. This contributes to the development of independence.
26. Pupils accept responsibility well and are pleased to be asked to undertake special tasks. They are able to participate in several routine classroom jobs and can apply, in writing, for important lunch-time roles that offer a range of different experiences. This project contributes very well to the personal development and sense of community responsibility of the pupils involved and also contributes to the quality of relationships and standards of behaviour, particularly at lunch-time. Pupils elect class representatives and, through the School Council, take some responsibility for their own community.

27. Attendance is well below the average for primary schools. Almost all pupils are keen to come to school. Some absence is caused by parents who refrain from sending their children to school for inappropriate reasons. Some absence is unexplained and many parents withdraw pupils for the purpose of family holidays during term-time. Many pupils arrive late for school every day. To some extent this is caused by the size of the site when a parent needs to take more than one child to different classes that may not be near each other, but does not fully explain why parents are unable to ensure the prompt arrival of their children.

HOW WELL ARE PUPILS TAUGHT?

28. In September 2001, the great majority of staff were new to the school; several were newly qualified teachers. Overall, the length of experience within the team was very limited. At present, the overall quality of teaching is satisfactory, although there are some significant strengths within the team. Where weaker aspects exist, these more often relate to curriculum or planning than to basic teaching competence. Teaching in well over half of the lessons observed was of good or better quality, leading to effective learning. Teaching was unsatisfactory in just under a tenth of lessons. The proportion of good or better teaching was highest in Year 2 and in the reception classes. In each of these year groups, teaching in at least four out of every five lessons was good or better. In the school as a whole, at least half the teaching observed in English, mathematics and science was good or better. The quality of teaching in the other subjects is more variable. It is particularly insecure in physical education, but a significant strength in information and communication technology, in which some teachers have good expertise. The pattern of achievement is very uneven at present, because pupils have had a wide range of prior experiences and the benefits of the significantly improved reception year provision are only just feeding through the school. However, most pupils, including those with special educational needs, are now making better progress from an extremely low starting point when they enter the school. The school has been effective, overall, in consolidating - and retaining - a new team of teachers. The next stage - securing consistency and quality through additional support, sharper planning and raised expectations - should ensure that the proportion of good or better teaching is improved, with consequent benefits to pupils' learning.
29. The quality of teaching is satisfactory in the Foundation Stage, with half the lessons being good or better. The teaching in the reception classes is consistently good. Teaching in the nursery is satisfactory, overall, but with some weaknesses in pace and subject knowledge. The focus on children's personal, social and emotional development is a particular strength, enabling them to make good progress. Staff manage children well. The quality of planning is good. The teaching of basic skills is satisfactory. However, speaking and listening skills are promoted very well in reception. All areas of learning are taught well in reception, but only satisfactorily in nursery, so that progress is satisfactory, overall. Reception staff work very well in partnership, but there is further work to do to create a cohesive Foundation Stage unit. Staff make satisfactory use of initial assessments and maintain effective on-going records.
30. Teaching is satisfactory in Years 1 to 6. Two-thirds of lessons were good or better in Years 1 and 2. Half the lessons observed in Years 3 to 6 were good or better. Relationships are usually very good and are a reflection of the successful efforts made during the last year to create an orderly learning environment. Teachers have good management skills and deploy both support staff and resources satisfactorily. They have high expectations of pupils' behaviour. However, their expectations of what pupils could achieve academically are less appropriate. In English and design and technology, for example, expectations are too low and teaching sometimes lacks pace and rigour. Pace is a weakness in mathematics. Too long is spent on the oral section of lessons, with too little time left for pupils to record or to develop their skills in working independently. Work is not always matched well to pupils' needs, particularly in English, while insufficient work has been covered in science. The introduction of setting of pupils by ability in mathematics has the potential to push standards forward, but is constrained by a failure to plan effectively for groups within each set. This is essential in this school, given the widely varying and often fragmented prior experience of pupils. Teachers do not yet have a clear fix on what can be achieved by the higher attainers. At times, there is a focus on the social needs of the pupils at the expense of the academic. Where subject

knowledge is good, as in information and communication technology skills, this has a very positive effect on the standards attained. There were other instances, such as art (Year 1) and music (Year 3) where teachers showed a good understanding of how to develop the appropriate skills. Conversely, in subjects such as physical education, where teachers' understanding of how to develop the skills crucial to pupils' learning in the subject is weak, this is reflected in the low standards seen. Across the school, some teachers are more effective than others in developing pupils' independence in recording their work. The quality of written work is still constrained, however, by overall weaknesses in pupils' writing skills.

31. The basic skills of literacy and numeracy are taught satisfactorily, overall. Standards in reading are not high enough because the school is not rigorous in implementing the necessary structured opportunities for the teaching of phonics and the provision of sufficient opportunities for pupils to practise their reading. Standards in writing are better, with a more consistent focus on handwriting, spelling and presentation, although these skills are not yet being transferred sufficiently to pupils' independent writing. Pupils' skills in numeracy are improving, because of the effective implementation, overall, of the numeracy strategy and raised expectations. Teachers generally make satisfactory use of learning objectives as a benchmark for success. Staff plan opportunities for pupils to use their literacy and numeracy skills across the curriculum, although the school has identified this as an area to be further developed. ICT skills are taught well and pupils are becoming confident in many basic procedures. However, the use of computers to support learning in other subjects varies between year groups.
32. Pupils from a traveller background are supported effectively by learning support staff and by specialist teachers from the Traveller Support Service when withdrawn for specific input on literacy skills. These pupils cope quite well, overall, because their levels of attendance are higher than is typically the case. Given the high level of pupils with individual needs in each class, they are seldom identified as a specific group in planning, but are, none-the-less, supported equally as well as other groups in the class.
33. The teaching of pupils with special educational needs is satisfactory, overall. In literacy lessons, pupils are usually supported well by the experienced learning support assistants who work closely with the teachers to stimulate pupils' greater knowledge and skills. The staff recognise pupils' difficulties and understand their individual needs. They provide good levels of support. Short, evaluative records are made by the support staff about pupils' progress and difficulties. The quality of teaching in withdrawal sessions is satisfactory. Activities are focused effectively on pupils' specific difficulties. Most pupils respond well to their tasks in these sessions and satisfactory progress is made in building their knowledge of how words are spelt. In lessons other than literacy, pupils receive less support. The teaching of pupils of similar abilities for mathematics is supportive for most pupils, but activities are not planned sufficiently sharply to support pupils with significant learning needs in numeracy, or in other subjects. Where work does not sufficiently build on what pupils already know and can do they make insufficient progress, particularly those pupils who have English as an additional language as well as special educational needs. The school is aware of the need to support and identify gifted and talented pupils. However, this initiative is not far advanced at present.
34. While aware of most pupils' different stages of learning, some class teachers do not specifically plan with EAL pupils in mind. Teachers' attention to pupils' stage of learning English is limited. They are not fully aware of the range of language needs of the identified pupils and therefore do not plan as effectively as they might, or make sufficient use of appropriate resources for young learners. However, they provide good general support and pupils' responses are suitably supported and extended. The specialist language service teacher has resources readily available for use in the classroom. The quality of teaching of the specialist teacher, as judged in lessons where more focused support was given in developing the spoken and written word, was good. Pupils' home languages within the whole school are generally well supported. There is evidence of promoting pupils' mother tongues in displays around the school. The use of pupils' home languages is not well promoted in the nursery.
35. Teachers use a variety of teaching methods satisfactorily. In most lessons, the combination of whole-class teaching and opportunities for pupils to work on their own or in small groups is used satisfactorily, but there is sometimes an imbalance, with too little time for pupils to work

independently. The overall support provided by the support staff is a significant strength in the school and promotes pupils' progress well, particularly those with special educational needs.

36. Everyday arrangements to assess pupils' attainment and progress are satisfactory, overall, although the quality of marking is variable across the school. Too often, teachers do not take the opportunity to provide developmental guidance for pupils and are content with ticks and brief generic comments.
37. Homework is used satisfactorily to extend pupils' learning. It usually takes the form of reading or mathematics and a record is kept on the progress made by each pupil.

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

38. The school provides a satisfactory curriculum. The appropriate statutory curriculum is in place. Ordinarily, a significant amount of time is spent on literacy and numeracy, the current priorities for the school. Some other subjects are allocated a relatively low amount of time by comparison. During part of the current term, the school has been engaged in a *World Cruise* project. This incorporated all subject areas, although it is difficult to judge the time spent on each subject, because they were interlinked. This has given rise to some imbalance of experience between classes, some elements being covered out of sequence and a greater emphasis on some parts of the curriculum than others. The school intends to rectify these matters in the coming term.
39. The quality and range of learning opportunities are satisfactory. Pupils' learning opportunities are enhanced through extra-curricular activities, educational visits and visitors to the school. There are opportunities to take part in school productions, such as the Christmas performance, summer performances and the *World Cruise* presentations.
40. As a new school, the school has had to develop a full set of subject documentation. This has been challenging, with other pressing issues to face and a relatively inexperienced staff. Policies have been implemented and updated. A number, including literacy and numeracy, have been agreed by the governors. The other policies are to be approved during 2003. The national schemes-of-work have been adopted. However, there is an urgent need to review schemes of work in all subjects and to ensure that they incorporate progression in skills, as well as knowledge and understanding. It is important that continuity and progression are ensured from one class to another and that teachers within each year group follow the good practice, already established in Year 5, and plan together to ensure equality of opportunity for all pupils within a year group. Teachers plan satisfactorily for the deployment of teaching assistants and use this resource effectively. They mostly plan suitable work in literacy for pupils of differing needs within each class and, where teaching is best, there are clear objectives for learning. There is further work to do in matching work to pupils' needs within numeracy sets. Pupils have the opportunity at the end of each lesson to assess what they have learned.
41. The provision for pupils with special educational needs is good. These pupils have similar opportunities to participate in the breadth of the curriculum as others. Opportunities to work with pupils of different ages, and of different capabilities, are rewarding socially and often provide pupils with special educational needs with good role models to follow. However, in mixed-age groups not all pupils are provided with activities that develop successfully their independence as well as promoting the next stage in their learning. In science, for example, insufficient opportunities are provided for pupils to further develop their writing or speaking skills.
42. Opportunities are provided for pupils with English as an additional language to participate in all lessons. The planned activities, the quality of support and teacher interventions ensure equality of access to the curriculum. The language demands of the curriculum are analysed and appropriate support is also given, in subjects other than English, in developing new subject-related vocabulary. Individual needs are adequately met. A clear distinction is made between pupils with EAL and those with SEN. The school is committed to the inclusion and

integration of pupils with EAL needs in all school activities. Pupils from a traveller background are given good specialist support to enable them to access the curriculum. For some of these pupils, poor literacy skills remain a stumbling block. However, a number of pupils in this school achieve relatively high levels of attendance and this is reflected in the progress which they are making.

43. The school is implementing the strategies for teaching literacy skills satisfactorily. Targets are set for all pupils, but there is a lack of consistency in ensuring that they are met as soon as possible and new ones established. Extra literacy help is provided in Year 1. It is soon to be provided in Year 5 and the school aims eventually to provide it in Years 3 and 4. There are planned opportunities to develop speaking and listening skills in other subjects, but insufficient attention is given to the development of emergent writing skills in Years 1 and 2 and extended writing skills in Years 3 to 6. The use of subject-specific vocabulary is good in English and, in some classes, it is encouraged in all subjects. All classes have regular spelling and handwriting practice, which is beneficial, but the majority of pupils are careless about using their skills in their general writing. Their *World Cruise* books show that they are capable of good handwriting and satisfactory spelling, when they make the effort.
44. Strategies for teaching numeracy skills are implemented satisfactorily. Pupils are placed in ability sets for mathematics. There is, nevertheless, a broad range of ability within each set and work is not always sufficiently adapted to pupils' prior attainment. The teaching of the key skills of numeracy is developed in ICT, through, for example, graphical representation, but is underused in design and technology. Targets are set for numeracy. Pupils who are not achieving their potential are given additional support through booster classes in Year 6.
45. Provision for extra-curricular activities is very good. Staff give generously of their time to provide a wide range of extra-curricular activities. Other activities are provided by local organisations, such as cheer dancing, and karate for the current nursery and reception class children. Staff provide sporting activities, such as football, cricket, rounders, athletics and basketball. There is an art and craft club and a drama club. One dance club focuses on disco and traditional English dances and there is a Bhangra Dance Club. Music clubs develop pupils' skills in singing and in the playing of recorders, drums and hand chimes. Pupils participate in a variety of community events, such as a recent art competition. They visit the Methodist Church, Gurdwara and Mosque in connection with their studies of special places. There is a biennial residential visit by Year 5 and 6 pupils. Visits over the past term have included Kew Gardens and visits to school by dancers and musicians.
46. Equality of access to the curriculum is satisfactory. Care is taken to ensure that all pupils who require specific help are integrated and given appropriate support. Extra-curricular activities are open to both boys and girls and there is suitable provision for pupils of all ages.
47. Provision for pupils' personal, social and health education is good. Circle-time and class discussions promote self-esteem and deal effectively with significant issues relevant to pupils and the wider society. There is a programme of sex education for pupils in Year 5. Growth, development and moral issues are introduced. There is provision for drug awareness. Pupils consider their responsibilities in the community. The School Council gives pupils 'a voice'. Adults share some of their concerns with pupils through the School Council; for example, they ask for their ideas on how to improve attendance and punctuality. The school has participated in the 'Healthy Schools' project. Pupils' successes are celebrated in each class and at assemblies.
48. The contribution of the community to pupils' learning is very good. There are strong links with the Methodist Church. The Parent-Teacher Association holds fund-raising events, which are supported by the community. The school actively encourages co-operation between education and industry. The school has strong links with GE European Equipment; the company has sponsored sweatshirts for every child, painted murals, supported the library passport scheme and sponsored a competition for good work. The school has a link officer with B.P., who have sponsored a Plasterzote workshop and provided a naturalist to work in the school for a period. McDonalds have supplied athletics equipment and, with other companies, have supported a memorial garden, in memory of a pupil who died. A Parent Representative Scheme has been

launched successfully. The Community Centre has flourishing crèches and parent-toddler groups, which enhance the transition of children to the nursery. Language, number and computer instruction is available for adults

49. There are good relationships with other schools. The headteacher meets regularly other headteachers in the area. Most subject leaders meet subject leaders from other schools on a regular basis. There are familiarisation visits for pupils prior to their transfer to secondary schools. This helps to ensure an easy transition for them and continuity and progression in their learning. There are some links with the pre-school providers from which some children transfer to the reception classes.
50. Provision for pupils' personal development is good. This has a positive effect on their attitudes, behaviour and relationships, which are also good. Provision for pupils' cultural development is very good.
51. Provision for spiritual development is satisfactory. Assemblies contribute to pupils' spiritual development, through hymns, prayers and lit candles. Most sessions create an atmosphere for reflection, as does the music played. RE and circle-times encourage pupils to think about the world they live in and to learn about world religions.
52. The curriculum also contributes to pupils' spiritual development. Younger children experience special moments of delight: for example, when experimenting with paint to make decorations, or baking Christmas cakes. The *World Cruise* project has provided older pupils in particular with opportunities to learn about the significance of the spiritual world. They consider different cultures such as the Native Americans and Aborigines. Opportunities are provided for pupils to reflect on their own beliefs. They are encouraged to consider world environment issues. They explore ideas around difficult issues such as friendship, slavery and oppression. They consider intangible issues around loss, death and an after-life.
53. Pupils' moral development is well promoted. Teaching and support staff give clear moral direction and provide very good role models. The school has its agreed rules in every classroom. All children from Year 2 sign a home-school agreement to take responsibility for their behaviour. Parents are involved quickly if behaviour issues arise. Children respond well to the behaviour and reward system and, as a result, behaviour is now good. Pupils are encouraged to consider the needs of those less fortunate than themselves around the world and in Britain and to support particular charities.
54. Provision for pupils' social development is also good. A strong feature of the school is the development of the *Crane Family Ethos* which begins when children start nursery. The main focus is on including all children (many of whom join school at different times). The result is a happy and caring school. As part of their curriculum project some classes designed and made a *friendship coat*. There are opportunities in most lessons for pupils to collaborate and share equipment and ideas.
55. Personal development is promoted well in the Foundation Stage. There were many opportunities created in the *World Cruise* project for mixed-age pupils to work together. Years 5 and 6 pupils have a residential experience. Pupils develop their personal initiative through participation in the School Council. Some pupils take part in an innovative *Meaning for Work* project run by the dinner supervisors. Pupils are interviewed for jobs around the school at dinner times. They carry out these responsibilities conscientiously. School clubs are well attended. Some activities are provided for younger as well as older children.
56. Provision for cultural development is very good. Pupils learn about British, European and non-European cultures through the curriculum. An extensive range of visits and visitors bring the curriculum to life, including the African art workshop. The *World Cruise* project involved the whole curriculum, through learning about the life and culture of countries around the world. Pupils recently shared their learning in a public concert. As part of their project some pupils e-mailed pen pals in America.

57. The programme to prepare pupils for life in contemporary Britain is very good. Younger children appreciate different cultures through stories, play equipment, and by learning about different festivals. Older pupils follow news events. The religious education programme teaches pupils to understand the lives and traditions of different religious cultures. Pupils visit places of worship, including a Gurdwara, churches and a temple.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

58. The arrangements for pupils' welfare are good. The procedures for monitoring and supporting pupils' attendance, behaviour and personal development are good, overall. Parents are satisfied with the quality of care and support and acknowledge the school's efforts to improve behaviour, attendance and punctuality.
59. Relationships between teachers and pupils are constructive and respectful. Older pupils describe very favourably the way their teachers treat them. Teachers have established a happy and good working environment that encourages positive responses from pupils and enables them to feel valued, supported and safe. Members of staff are advised about how they should respond to matters regarding child protection. Health and safety procedures are undertaken satisfactorily. First aid provision is adequate. Two welfare officers tend to the needs of pupils who are unwell and arrangements are in place regarding the medical needs of pupils. Specialist education and health agencies provide a service to the school. Supervision is generally good. School meal supervisory assistants receive training relating to their duties and play an important role in supporting good behaviour and personal development. A procedure is in place whereby teachers take their class to an exit point at the end of the day and wait with their charges until a designated adult collects each pupil.
60. The school records attendance and lateness very thoroughly. An attendance officer contacts parents on the first day of absence when a reason has not been given. Pupils are well motivated to attend and good attendance is recognised. Although attendance has improved, it is still well below average despite the school's efforts to engage parents' support. Late arrival at the start of the school day is a real problem and the school communicates with parents about it every week. Punctuality has improved but is still poor. The educational welfare service provides support and police carry out sweeps from time to time and bring in pupils who are found, usually with a parent, in the neighbourhood.
61. One of the school's priorities immediately following amalgamation was to improve standards of behaviour. It has succeeded very well in this and standards are now good. Records indicate substantial improvement and considerable reductions in offences and their seriousness have been achieved. A new policy, staff training, commitment, consistency of application of the agreed procedures in lessons and the co-operation of non-teaching staff and parents have all contributed to raising standards. Bullying has virtually been eliminated and an atmosphere of calm prevails. Good behaviour is positively promoted. Pupils have been involved in their own rule-making. Rewards and sanctions are thoroughly understood by the pupils. Instances of verbal abuse and aggression still occur but are quickly diminishing in number and seriousness. There has not been occasion to exclude a pupil so far this year.
62. Pupils' personal development is well supported by the programme for personal, social and health education. Competitive sport and visits out of school, including a residential experience for some older pupils, further enrich pupils' development. Pupils' recent investigations into countries of the world have extended their awareness of other faiths and life styles as well as promoting their research skills. A School Council offers representative roles and pupils take some responsibility for their own community through it. School meal supervisory assistants run a lunch-time initiative. Pupils are encouraged to apply in writing for a range of jobs that are subsequently monitored by the assistants. The initiative has contributed significantly to the reduction of playground incidents as well as the personal development of the pupils involved.
63. The specific needs of pupils with special educational needs are identified appropriately and clear targets for pupils' progress are included in pupils' Individual Educational Plans. Pupils' progress is monitored effectively by teachers and the special educational needs co-ordinator,

and strategies for supporting pupils' further progress are discussed at the regular review meetings. The Code of Practice is fully implemented.²

64. The pastoral care of pupils with English as an additional language is a high priority within the school and the success of the school's strategies can be observed in the confident way these pupils become happy members of the school community. Pupils from a traveller background are seamlessly integrated in this very inclusive community. Specialist staff from the local education authority, and the education welfare officer, ensure that their immediate needs are met.
65. Procedures to assess pupils' attainment and progress in subjects other than English and mathematics are unsatisfactory. The school has begun to gather assessment information to monitor and record pupils' academic progress in these subjects. Pupils' progress is tracked and recorded on an individual basis in mathematics, reading and writing. There are procedures such as collating samples of pupils' work in English and mathematics, but these are not consistently analysed to identify progress and the next step in planning.
66. National test results are carefully evaluated to identify areas of difficulty and use the information gained in setting effectively pupils' personal learning targets in English and mathematics. This process of target-setting in English and mathematics is in its infancy and has not yet had a positive affected on standards. There are no formal assessment systems in science, religious education or other subjects. The school has yet to develop effective whole-school systems for assessing and recording pupils' attainment and progress. Teachers in both infant and junior classes check pupils' knowledge and understanding, often through good questioning and observations during lessons, but systematic records are not in place. The marking of pupils' work is irregular. It is generally encouraging but not always diagnostic or consistent. The result is that teachers have insufficient information to provide a useful basis for planning future work. Annual reports to parents contain useful information but do not always include comments on how pupils might improve.
67. Pupils with special educational needs and those with English as an additional language are assessed individually and targets are set accordingly to ensure that the school meets their needs effectively. The careful analysis of the performance of different groups in the national tests is not yet fully developed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

68. Parents are satisfied with the school. The partnership between school and parents is satisfactory. The school has the support of all sections of its community. The small numbers of parents who responded to the questionnaires and attended the meeting for parents are satisfied with the quality of education and care that is provided. They regard teaching as good but inspectors judge that teaching is satisfactory, overall, although some teaching is good. Parents say that their children like coming to school. They are justified in being pleased with the improvements in behaviour that have been achieved over the past year. Some parents would like the school to work more closely with them but inspectors judge that the school seeks the co-operation of parents in many ways and also tries to satisfy their numerous and diverse needs. Some parents do not feel well enough informed about pupils' progress but there are adequate opportunities for consultation. School reports are published after two terms and do not account for pupils' achievements over a whole year although the quality of the reports is satisfactory. Some parents are not happy about the amount of homework. The amount of homework provided is not unusual for primary schools and it usefully supplements lessons and contributes well to pupils' independence. A whole-school project raised the school's profile and reputation in the community.

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act, 2001

69. The prospectus and governors' annual report omit some minor details. Informative newsletters are frequently published. Teachers are accessible daily. Parent representatives have recently been appointed for each class. They act as a link with the other parents in the class and are able to represent their views and concerns to the school at monthly meetings. Parents are encouraged to become involved in school. A good number of parents regularly give valued voluntary help in school. Others respond to requests to assist with special tasks, for example making up story sacks. The school says that some parents help their children well with their work at home but would like more parents to help their children, especially with reading. The school, through its community centre, provides opportunities for adult education, parental guidance and facilities for a toddler group. Those parents who are attending courses in order to become learning support assistants are able to gain relevant work experience in the school.
70. Parents are keen to support pupils' performances, open evenings, special events and assemblies. Their attendance at consultation evenings is lower than that found at most primary schools. The parents' association raises funds for the school. Most parents were very supportive of the school's strategies to improve behaviour in the last school year. Despite the school's efforts to improve attendance, many parents continue to arrange family holidays in term-time and some condone the absence of their children. The school has asked for parents' co-operation to ensure that pupils arrive on time for the start of school. Considerable improvement has been achieved but punctuality is still poor in spite of weekly reminders.
71. Parents of pupils with special educational needs are kept fully informed of and involved in their child's progress once they have been identified as having particular difficulties. Parents are invited to attend the regular reviews of pupils' Individual Educational Plans, and their views about possible strategies for supporting their child's progress are encouraged. Not all parents take up the opportunity to attend, but those who do become well involved and increasingly well-informed.
72. The local education authority traveller support service is highly effective in managing liaison between the school and the families of traveller pupils in the school. Levels of attendance are, for some pupils, above those normally expected. Parental support for parents of pupils who have English as an additional language is sought effectively. Translators and translation services can be arranged as necessary. The on-going interaction between school and home in supporting pupils' learning is suitably developed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

73. The school was established in September 2001, an amalgamation of the former Crane Infant and Crane Junior schools. Although co-existing on one site, the schools had each developed a separate ethos. The Junior School in particular had had a turbulent recent history, with management issues, a falling roll and considerable concerns over behaviour and standards. Crane Park Primary School opened with a new headteacher, a new senior management team, with limited management experience, and a largely new, and relatively inexperienced, teaching staff. Four of these were newly qualified teachers. Essential building work was not completed until the beginning of the second term and this significantly slowed the integration process.
74. The management team rightly prioritised the establishment of a positive ethos in the school and the need to bring behaviour under control, with a view to creating a positive learning environment. They have been very successful in creating a new ethos and stability in the school. Attitudes and behaviour are now good, incidents and exclusions have fallen dramatically, the school is calm and purposeful and there is a shared commitment to taking the school forward. In these respects, the school has made significant progress since it opened.
75. Overall, the leadership and management of the school are both satisfactory. The headteacher has a motivational style, has created stability in the school and has gained the respect of parents and the local community. She is supported satisfactorily by the deputy headteacher. The headteacher has a clear vision for the school and provides it with a clear educational direction, although the pace of improvement now needs to be increased. The management team recognise this. There have been considerable pressures in the first year of the school.

However, there is an urgent need now for clearer identification as to how standards are to be raised, greater pace and expectation in the implementation of effective strategies and rigorous monitoring to ensure that these are successful. Staff have a high level of commitment to the school. Some co-ordinators are very new and others have limited experience. While some monitor planning and support colleagues satisfactorily, most, other than those for English and mathematics, have few opportunities for direct monitoring of teaching and learning or to have a positive effect on standards. Most co-ordinators are not sufficiently aware of how well pupils are progressing or of the standards they are attaining. It is crucial that co-ordinators are enabled to be effective, and to use their expertise, so that greater progress is made across the curriculum.

76. The school's aims are clearly reflected in its daily work. The good relationships and good behaviour of pupils, their concentration, good motivation and their care for one another are significant strengths.
77. The headteacher, staff and governors are strongly committed to developing the school further. Greater focus is now needed on improving the school's performance.
78. Several governors have been associated with the school for some time. Most governors visit the school regularly. They have a satisfactory knowledge of the strengths and weaknesses in the school and are committed to doing what is necessary to make the school better. They look at performance data and are aware that there is a need for further improvement. They now need to monitor more closely the effectiveness of the senior management team and the level and pace of improvement which is being achieved. They are not yet sufficiently involved in development planning and this is an area for improvement. The governing body fulfils its statutory requirements satisfactorily.
79. The co-ordinator of special educational needs manages the provision well. She monitors the support provided by learning support staff effectively and has correctly identified the areas for teachers' further training and support. Learning support staff receive effective training and, where possible, they work closely with teachers to improve the quality of support in lessons. Unfortunately, this support is usually only in literacy sessions.
80. The local education authority co-ordinator oversees the provision for pupils with EAL. She has a well-considered action plan as part of the school's improvement plan, to develop and improve the quality of provision. Admission procedures are effective and appropriately focused on collecting the most useful information about the pupils' background and their linguistic competence in English as well as their other languages. The school has yet to apply a rigorous approach to monitoring and evaluating the effect of its provision.
81. Educational priorities are supported satisfactorily by the school's financial planning and the headteacher and governors manage the budget well. The funding for the first two terms of the school's existence was complicated by exceptional building costs, funded as a repayable loan to the school, transitional funding and access to the residual funds from the constituent schools. Allowing for the exceptional nature of the circumstances, and on the limited evidence available, no concerns arise as to the appropriate use of funding in the school. Specific grants are used well for the designated purposes. The special educational needs budget is used appropriately and additional funding is used effectively to release class teachers so they can attend the regular review meetings with parents about individual children's progress. This provides good levels of communication that ensure effective ongoing support for pupils. Day to day financial administration is efficient and modern technology is used well in accounting. The school has ready access to outside expertise in managing its finances and feels that this is very successful. There has been no audit as the school has been open for only a short time. The office is a welcoming contact point for visitors. The principles of best value are applied satisfactorily. Governors consult parents through the representative committee and competitive quotations are sought for services, with perceptive evaluations made of service levels provided. The school is not yet in a position to compare its levels of efficiency with similar schools. The current development plan reflects the initial priorities of a new school and is about to be updated. It is fully costed, with the costs incorporated in the budget. Updated individual action plans increasingly prioritise the raising of standards. Success criteria are not always sufficiently

specific. This is an increasingly effective school, given the challenging environment, the high levels of mobility, the very low levels of attainment on entry to the school and the very positive climate for learning which has been secured. It is not yet achieving sufficiently high standards and this is the key priority for the future.

82. There is an adequate number of suitably qualified teachers to teach the curriculum. Some of the teachers are recently qualified. Many, including some curriculum co-ordinators, are young and have limited experience although they are very enthusiastic and committed. The staff includes an advanced skills teacher and two lead literacy teachers for the borough. Recruitment of teachers is difficult and has necessitated the medium-term employment of temporary teachers. Stability and staff retention have been good under the circumstances.
83. Staff development has mainly been undertaken in order to support the priorities in the school development plan. An audit of the perceived development needs of staff has been carried out. A full support and mentoring programme is in place for newly qualified teachers and support continues to be available for those teachers who qualified last year. Arrangements for the induction of new staff are satisfactory.
84. Support staff are suitably qualified and experienced but are barely adequate in number to meet the needs of all pupils who find difficulty in making adequate progress. Specialist support is good for pupils who belong to travelling families, pupils whose first language is not English and pupils who have special education needs.
85. Accommodation is good and resources are satisfactory. The number and sizes of rooms are more than adequate to teach the curriculum. Additional rooms are available for small group use, offices, welfare and storage. Corridors and open spaces are well used for large displays, library facilities and reading. Two halls can cope with large audiences and physical education. Two computer suites support ICT education and there are sufficient computers, although some require upgrading, for whole-class teaching. The nursery has its own external secure play area in which large and mobile equipment is used. Outside hard and grassed areas are more than adequate for sport and recreation. Members of staff and the staff of a local employer have helped decorate and improve the property. A separate community centre is well used by parents and local residents. An area of waste ground has been re-developed as a Memorial Garden. This provides a peaceful environment for pupils to enjoy. Resources for learning are satisfactory, overall. They are good for ICT and religious education. There are minor shortfalls in resources in a few subjects. There is no up-to-date stock inventory in place.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. In the period since it was established, the school has been successful in tackling a number of inherited weaknesses, including significant behavioural issues. The next stage is to build on the very positive climate for learning that has been achieved. With a view to raising standards significantly, the governing body, headteacher and staff should:
 - (1) Devise and implement, without delay, a strategic plan to improve standards in subjects across the curriculum, in particular in English, mathematics and science, by:
 - building upon the broadly satisfactory progress which pupils now make in lessons to ensure greater pace and rigour in learning and more consistency of achievement over time;
 - raising teacher expectation of what pupils could achieve, through additional training and opportunities to visit other schools;
 - ensuring that the curriculum is covered progressively and thoroughly to ensure, in particular, that pupils' skill development in subjects other than English and mathematics is secure;

- improving assessment procedures and the use of information gained, to ensure that lesson planning consistently meets the needs of the full range of pupils, thereby securing the best possible progress;
- ensuring that subject co-ordinators are empowered effectively to monitor planning, teaching, and pupils' achievement and attainment;
- ensuring that the senior management team is actively focused on the raising of standards through rigorous monitoring of teaching, learning and standards.

(paragraphs: 4-12; 28-31; 65-67; 75; 96)

(2) Ensure that governors:

- are more fully involved in strategic planning;
- hold management to account for the standards achieved.

(paragraphs: 77-78)

(3) Continue to implement strategies already in place to improve the level of pupils' attendance and their punctuality.

(paragraphs: 18; 27; 60)

(The governing body and senior management team have already identified standards as the key area for improvement)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	28	25	6	0	0
Percentage	0	14	41	36	9	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 more than one percentage point.

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)	19	311
Number of full-time pupils known to be eligible for free school meals	0	134

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	81

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	57
Pupils who left the school other than at the usual time of leaving	53

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	1.9
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	28	27	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	18
	Girls	16	19	22
	Total	26	28	40
Percentage of pupils at NC level 2 or above	School	47 (n/a)	51 (n/a)	73 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	19	25
	Girls	22	22	26
	Total	36	41	51
Percentage of pupils at NC level 2 or above	School	65 (n/a)	75 (n/a)	93 (n/a)
	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	17	19	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	10
	Girls	8	10	8
	Total	12	14	18
Percentage of pupils at NC level 4 or above	School	35 (n/a)	39 (n/a)	50 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a (n/a)	N/a (n/a)	N/a (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
171	36	0
0	0	0
17	0	0
3	0	0
0	0	0
0	0	0
8	0	0
8	0	0
5	0	0
11	0	0
1	0	0
4	0	0
13	1	0
2	0	0
0	0	0
33	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)	13
Number of pupils per qualified teacher	29
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	226

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	562,158
Total expenditure	837,815
Expenditure per pupil	2,471**
Balance brought forward from previous year	221,489
Balance carried forward to next year	-54,168

** Finance figures for the last school year are not typical. They relate only to a part-year and include several exceptional items such as building costs (provided as a repayable loan rather than capital grant, by the local authority), plus accrued surplus funds acquired following the closure of the Infant and Junior schools. The indicative figures for the current year suggest that the income per pupil is around £3,450.

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	16
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Total number of vacant teaching posts (FTE)	1.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
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	314
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	21	7	0	0
My child is making good progress in school.	55	24	3	3	14
Behaviour in the school is good.	66	17	10	3	3
My child gets the right amount of work to do at home.	34	34	17	3	10
The teaching is good.	59	34	0	3	3
I am kept well informed about how my child is getting on.	41	38	10	10	0
I would feel comfortable about approaching the school with questions or a problem.	55	31	14	0	0
The school expects my child to work hard and achieve his or her best.	59	28	10	3	0
The school works closely with parents.	55	17	17	7	3
The school is well led and managed.	45	45	3	7	0
The school is helping my child become mature and responsible.	55	31	10	3	0
The school provides an interesting range of activities outside lessons.	45	34	14	0	7

Other issues raised by parents

- Only a small number of comments were included with parents' questionnaires. Comments were mostly positive.

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

87. Provision for the children in the Foundation Stage is satisfactory overall. It is satisfactory in nursery, with some weaknesses but good in reception, with some strengths. There is a secure early years curriculum, based on the Early Learning Goals. The children learn effectively through a range of practical first-hand experiences.
88. The main strengths are: -
- The teaching in both reception classes is consistently good.
 - Teaching assistants are a real asset in both nursery and reception classes.
 - Children's social skills, listening skills and creative skills are well promoted.
89. Points for development: -
- Foundation Stage staff need to work more closely to ensure that the provision in the nursery matches the high standard in reception.
 - Weaknesses identified in teaching within the nursery need to be tackled.
 - Some children need a more structured approach to help them develop their speaking skills.
90. Children enter school in the autumn term. Nursery children attend part time and most later join the reception class. The reception classes also have children who have not attended the nursery. The admission arrangements are effective and ensure that children settle easily. The school works hard to create an inclusive atmosphere so that all children feel valued. For example, care is taken to help asylum seekers who arrive at various times of the year to settle in.
91. Staff provide a calm and safe learning environment. The nursery is spacious. The shared outdoor area has been recently developed through a business link. The result is an area with a range of features such as big wall pictures, which provide opportunities for creative play and physical development. Both reception classes are stimulating and every opportunity is taken to display children's work.
92. Children in nursery and reception who are identified as having special needs make satisfactory progress. The few children who have specific support make good progress. Some children with immature speech do not get enough targeted support. These children need a more structured approach in both the nursery and reception classes to help them develop their ability to communicate in English.
93. The children who have English as an additional language make satisfactory progress. When the children who are very early users of English receive targeted specialist support they make good progress. A good example was seen when children from both classes came together to share the story of the Nativity. The use of children's home language together with attractive puppets prepared the children well for some activities later in the week.
94. Nursery parents are made to feel welcome. Many join the nursery for a few minutes to help their children settle in. Reception staff provide time at the beginning and end of the day to talk to parents. Some parents make a valuable contribution to children's learning at home by undertaking reading activities. At times, books are not returned to school. There are not many parent volunteers in school; however, some parents help in other ways; for example, making exciting story sacks with puppets.
95. Staff use information provided by parents, and their own detailed assessments, appropriately. Nursery assessments show that children join with extremely low skills. During their time in nursery most make satisfactory progress. The authority base-line assessments show that the

majority of children start in their reception year with skills that are very low. They are much lower than expected, particularly in English language and mathematical skills. Staff keep appropriate records and are in the process of adopting the local authority records and the new national Foundation Stage profile. Teachers give the children helpful simple targets, such as learning to hold a book correctly.

96. Teaching, overall, is satisfactory and as a result children make satisfactory progress with their early learning targets. Teaching in the nursery is satisfactory; however, there are some weaknesses. At times aspects of the curriculum are too formal. Sometimes the pace slows down because the children have too much time without adult intervention. As a result, while most children make satisfactory progress, overall, not all children make as much progress as they could. In the reception classes the teaching is consistently good and sometimes better. As a result, reception children make good progress in each area of learning. However, by the end of the year, most reception children are still unlikely to achieve their Early Learning Goals, other than in personal, social and emotional development.
97. The Foundation Stage is well led by a knowledgeable Early Years practitioner. She is enthusiastic and has high expectations. She has drawn up an appropriate action plan and has begun the process of enabling the nursery and reception classes to operate as a Foundation Stage unit. Resources are generally adequate, but more books are needed for individual and group reading.

Personal, social and emotional development

98. Nursery staff help children to settle in quickly. They are beginning to show more confidence when leaving their parents. Children enjoy the range of activities but need regular encouragement to stay with one activity. Well-established routines such as registration, group, fruit and juice time, help build the confidence of quieter children. While staff encourage the children to behave appropriately, on occasions teachers' expectations of the children are inappropriate for their age and maturity.
99. By the time they join reception children have learned some routines and are gaining some independence. Reception children work well in small groups and alongside each other. Care is taken to include all children in lessons and to make sure none are isolated. There are very good relationships between the staff and children. The staff make sure the children know what behaviour is expected. They use lots of praise, to which the children respond very well. Most children enjoy learning, behave well and work hard. All children have regular opportunities to choose activities and are encouraged to take responsibility for putting away any equipment they use. All children have opportunities to be class helpers. Some opportunities are missed for nursery and reception children to mix and play together in the shared outdoor area. (The school has identified this as an area to develop further).
100. The nursery nurses in nursery and reception give very good support and encouragement. As a result, children's attitudes to learning are generally good.
101. Liaison between reception and Year 1 staff is good. This helps children settle easily in Year 1. By the end of the reception year many children are likely to achieve their Early Learning Goals.

Communication, language and literacy

102. Most nursery children start with skills that are extremely low in reading, writing and speaking English. A large number of children are early users of English as a second language. They get good support from the nursery nurses and additional specialist support. However, opportunities are sometimes missed for staff to enable children to use their first language. For example, two children were not able to follow a story or make contributions because they had no preparation in their first language. As a result they gained little from the activity.
103. Teaching is variable and during the week two lessons observed in the nursery were unsatisfactory. In one unsatisfactory lesson children made limited progress because the questions asked about a story were too difficult. This made some children very restless and

both behaviour and learning suffered. A strength of teaching in reception is the time all staff give to promoting children's speaking and listening skills. Both teachers provide interesting books and read with fun and interest. Children respond well and enjoy story sessions. The outdoor area and role-play areas are used well to encourage language. In a good lesson the class teacher and nursery nurse promoted language well by modelling the language children might use to order toys for Christmas. The children involved were totally engrossed!

104. The reading areas are spacious and comfortable with seating and soft toys that encourage children to sit and browse. However, few children choose the reading areas when they have choice times in either the nursery or reception classes. Most children handle books sensibly because they are taught to look after books. Children enjoy sharing books and some are beginning to develop sounds and words to help them read.
105. Handwriting skills are reinforced regularly. Teachers provide many opportunities for children to trace and form letters in different media such as playdough and sand. Some children can write their names without help. Supplies of paper, pencils and crayons are readily available for children to make marks on paper.
106. Although teaching is good in reception most children are unlikely to achieve their targets in speaking, writing and reading because they start with less developed skills. Many are reluctant speakers and need constant encouragement to talk and share their ideas.

Mathematical development

107. Most nursery children start with skills that are extremely low in mathematical knowledge and understanding. They are taught satisfactorily an appropriate range of matching and counting activities. Many find it difficult to use mathematical language when putting teddies in order. Most enjoy simple number matching puzzles. When children who are early users of English as a second language have opportunities to use their home language they make good progress in their learning. For example, in a session at the water area, a group of children working with a nursery nurse were able to use their first language as well as English to describe when bottles were full, half full or empty.
108. In reception, all staff use a variety of ways to practise and extend number awareness and the use of mathematical language. For example, in a well-taught lesson, children practised their counting and measuring skills whilst making delicious Christmas cakes! Staff also work hard to develop children's mental and oral skills. In another good lesson a nursery nurse encouraged higher-attaining children to add and subtract within five when decorating a Christmas tree. At the same time the teacher helped lower-attaining children to identify triangles in the Christmas tree.
109. Although teaching is good in reception, most children are unlikely to achieve their targets in mathematical development because they start with very limited mathematical language and number skills.

Knowledge and understanding of the world

110. Most nursery children start with very low levels of knowledge and understanding. They are taught satisfactorily through a range of topics. Good use is made of student placements to encourage children to use large and small construction equipment. Opportunities are missed for children to explore informally, as there is no ongoing investigation area with a range of equipment for children to explore.
111. Most children join reception with well below the expected levels of understanding for their age. A range of topics, together with trips out and visitors to school, help children build up their picture of the world.

112. The staff build successfully on the children's own knowledge of different cultures through the range of books, music and resources available. Participation in the 'World Cruise' project included visits to a Gurdwara and church. Over the two years children also learn about a number of festivals as they arise.
113. Information technology skills are developed satisfactorily from nursery onwards. Computers are in use daily with a range of programmes to practise language, number and art activities. The children work sensibly, both independently and in pairs. Some opportunities are missed to extend language usage through timely adult interventions. Girls and boys have positive attitudes to using computers.
114. Although teaching is good in reception most children are unlikely to achieve the Early Learning Goals because they start with very limited knowledge and have difficulty expressing their ideas.

Physical development

115. Most nursery children start with physical skills that are below those expected. They are taught satisfactorily to develop their skills. They enjoy their weekly hall session and make good creative efforts at movement.
116. Children enter reception with skills below those expected for their age. An appropriate range of resources is now available. Nursery and reception children have sessions in the school hall to help them explore how to use their bodies for movement and dance. In a very well taught lesson, children concentrated well and some produced movements above those expected. This is because teacher and nursery nurse had very high expectations, maintained a good pace and made the lesson fun.
117. The outdoor area provides regular opportunities for girls and boys to play with three wheeled bikes and large and small construction equipment. The staff also provide many opportunities for children to practise their skills in cutting, sticking and painting.
118. Teaching is good in reception and most children are on course to achieve the Early Learning Goals in their physical development. A significant minority are likely to remain below. This is because they have difficulty using tools and manipulating small equipment.

Creative development

119. Most nursery children start with very limited ability to express themselves creatively. They are taught satisfactorily to develop their skills, to explore colours and to develop their knowledge of rhymes.
120. Children enter reception with skills below what is expected for their age. Staff provide children with a wide range of creative experiences. Children are encouraged to experiment freely when mixing paints, printing or using materials. In a very good lesson children responded with real pleasure to the high quality resources available and as a result produced beautiful hanging Christmas decorations. They showed real pride and worked carefully because the teacher encouraged attention to detail through lots of praise. Most children enjoy their singing activities in classes. In the weekly hymn practice children attempt either to join in the songs or make the hand movements that accompany the songs.
121. The imaginative play areas and outdoor area are used well. Teaching assistants, in particular, skillfully interact with children to extend their use of language and develop their creativity.
122. Although teaching is good in reception most children are unlikely to achieve the Early Learning Goals by their reception year. This is because many children have continuing difficulty in expressing their creative ideas, thoughts and feelings.

ENGLISH

123. Standards observed in English are well below those expected at the end of Year 2 and Year 6. The attainment of pupils in the 2002 tests was very low in comparison with the standards expected at the end of Year 2 in reading and writing and very low in English at the end of Year 6. In relation to similar schools, attainment was very low in reading and writing at the end of Year 2 and well below in English at the end of Year 6. The percentage of pupils who achieved the higher Level 3 at the end of Year 2 was well below the national average in reading and below in writing. The percentage of pupils who achieved the higher Level 5 at the end of Year 6 was well below the national average.
124. Good provision in the Foundation Stage, especially in reception, is contributing to a rise in pupils' attainment. Pupils enter Year 1 with standards that are well below national expectations, but show an improvement from very low attainment on entry. This improvement has not yet had time to move through the school. In the 2002 tests, girls performed significantly better than boys in reading and writing in Year 2. They attained better than boys in English in Year 6. Inspection findings show that the gap between the attainment of boys and girls has decreased, but is still significant. Pupils make steady progress in relation to their attainment on entry to school. Pupils with special educational needs, those for whom English is an additional language, and travellers, make progress commensurate with that of their peers, as a result of the focused support they are given. However, pupils overall do not make enough progress to enable them to raise their standards.
125. Standards in reading are well below those expected in Years 2 and 6. The National Literacy Strategy provides the structure for the progressive development of pupils' literacy skills, knowledge and understanding through a daily literacy hour, but the school's lack of emphasis on the development of skills inhibits pupils' progress. The regular and consistent teaching of phonics, the consistent use of the structured reading scheme, the daily use of guided reading and the study of texts in the literacy hour, together with enhanced opportunities for pupils to read to adults individually, are essential if there is to be full equality of opportunity for all pupils and progressive development in their reading skills. Many pupils in Years 1 and 2 do not have the strategies to enable them to read unfamiliar words, although in classes where phonics have been taught on a daily basis this term, pupils' word recognition is better. Pupils who read regularly at home make better progress than their peers. By the age of 11, a minority of pupils read fluently, use meaning to predict, offer opinions about books and authors, make comparisons with other books, and carry out research from more than one source. However, the majority of pupils lack the skills, knowledge and understanding to enable them to access fully the National Literacy Programme for pupils of this age and their research skills are limited.
126. During the inspection, all classes participated in a daily literacy hour. By the end of the week, varying degrees of progress were visible, due to the progressive development provided within the structure. The continuance of a well-delivered literacy session each day is crucial to the raising of standards in writing. During the inspection, pupils in Year 1 increased their phonological awareness and understanding of rhyme, but many pupils made slow progress because of their complex needs. In Year 2, initial work on phonemes was consolidated during guided reading and pupils extended their understanding of rhythm in poetry. Pupils' notebooks show that many pupils find difficulty in applying prior knowledge and skills to new situations and insufficient attention is given to the progressive development of emergent writing skills. Year 3 pupils developed their ability to recognise synonyms and use a thesaurus. The latter activity was hampered by the lack of resources. During the week, pupils in Year 4 demonstrated a growing understanding of adverbs and developed their ability to write a playscript. In Year 5, pupils evaluated a story and adapted it to incorporate more effective language. Year 6 pupils studied the use of language in *A Christmas Carol* by Charles Dickens. The teacher worked hard to motivate pupils and increase their understanding, but their lack of skills inhibited their ability to access the curriculum fully for their age and militated against progress.
127. The implementation of the National Literacy Strategy is generally satisfactory, but the delivery lacks pace and rigour. Investment in a range of resources has helped teachers in supporting the literacy hour. In literacy lessons, where additional support is provided, pupils with special educational needs, travellers, and pupils in the early stages of learning English, make

satisfactory progress commensurate with that of their peers. Early literacy support is provided in Year 1 and further literacy support is to be introduced in Year 5. In time, this should prove beneficial to pupils who need extra support to raise their levels of attainment. Learning objectives are shared with pupils each lesson and, where teaching is good, opportunities are provided for pupils to assess what they have learned. Work sampling and lesson observations during the inspection indicate some improvement in writing in most literacy lessons, with attention to handwriting, spelling and grammar. Many pupils do not yet transfer their skills to independent work and their presentation, sentence construction and spelling are often careless. There is a lack of emphasis on redrafting and insisting that pupils attempt to correct their own mistakes, rather than the teacher doing it for them. Marking is satisfactory, but seldom tells pupils clearly what they must do to improve their work.

128. The attainment of pupils in speaking and listening is below the standard expected at the end of Years 2 and 6. This nevertheless represents an improvement from attainment on entry, particularly in pupils' listening skills. Most pupils listen attentively. In all subjects, they are encouraged to take an active part in discussions but, as yet, a number of pupils do not make the effort to do so. The good use of questioning by some teachers is encouraging more pupils to respond. There are planned opportunities for the development of literacy skills during whole-class discussions and paired and grouped activities in most subjects. In the best lessons, there is a strong emphasis on the use of subject-specific vocabulary and pupils are encouraged to respond in sentences, rather than words or phrases.
129. The quality of teaching and learning is satisfactory, overall. In the 11 literacy lessons observed, teaching was satisfactory in four lessons, good in four and very good in three. The strength of teaching in literacy lessons was the management of pupils and the positive climate for learning which prevailed. The strength of learning was the intellectual effort which most pupils applied to their work. In the best lessons, teachers' good subject knowledge and their sound teaching of the basic skills led to the progressive development of pupils' understanding, knowledge and skills. Effective teaching methods engaged and retained pupils' interest and concentration. In lessons judged to be satisfactory, and in much of the work in pupils' books, work lacks challenge. Expectations are not high enough, the pace of working is slow and pupils have limited involvement in their own learning. Homework is used satisfactorily to extend the work in the lesson. The use of ICT is limited mainly to word processing.
130. The quality and range of learning opportunities is satisfactory. Provision for travellers, pupils with special educational needs and pupils for whom English is an additional language, is good. Equality of access and opportunity is satisfactory. Through the appreciation of the writings of others and the expression of their own thoughts and feelings in writing, pupils' spiritual development is supported. Group and paired work and class discussion aid their social development. The study of texts from a range of countries and cultures enhances pupils' cultural development. Moral issues are considered as they arise.
131. There are satisfactory procedures in place for assessing pupils' attainment and progress and for using assessment to guide curriculum planning. The subject leader monitors some aspects of pupils' work throughout the school and has monitored teaching and learning in some classes. Other classes have been monitored by the headteacher and deputy headteacher.
132. Leadership is satisfactory. The priorities for development are appropriate. The level of resourcing is satisfactory and the libraries are adequately stocked. There is a shared commitment to raising standards. The capacity to succeed will depend on the immediate and full implementation of the National Literacy Strategy, a more urgent commitment to raising standards, a recognition that English is one of the keys to raising attainment across the curriculum, and planning to ensure the progressive development of skills. The school should facilitate the monitoring of teaching, learning and standards by the subject leader, and the full involvement of all staff in using assessment and tracking information to improve standards. Pupils have insufficient responsibility for planning, organising and evaluating their own learning.

MATHEMATICS

133. Standards in mathematics are below average in Year 2 and well below average in Year 6. This represents some improvement on the standards indicated in the 2002 tests. At that time, standards at the end of both Years 2 and 6 were very low in relation to schools nationally and well below average in relation to those achieved in similar schools. In the relatively short time since the school was established, and in the context of the problems it has faced, this is a positive sign. The subject is well-organised, staff teach mathematics competently and with some adjustments to current practice, standards can be pushed up.
134. Children enter the nursery with very poor mathematical skills. Many have limited understanding of English and there are high levels of mobility. At present, younger pupils in the school in Years 1 and 2 are making steady progress in mathematics. This is particularly evident in Year 1, where pupils have benefited from the good provision in the reception classes, but is also the case in Year 2 where the teaching is particularly consistent and class sizes are relatively small. Progress in Years 3 to 6 is more variable. The recently introduced arrangements for setting pupils in relation to their competence in mathematics, within two-year cohorts, is a positive step, but needs fine-tuning if the pace of progress is to be increased significantly. At present, while progress within individual lessons is often at least satisfactory, and tracking data indicates that the majority of older pupils have made some progress, for most pupils, including those with special educational needs, this is not yet sufficient. Not enough pupils attain the higher levels in the national tests in either age group.
135. By the end of Year 2, the most able pupils are confident in counting in twos, fives and tens to 100. They have a growing knowledge of place value up to 100, with some competent in three-digit numbers. They recognise odd and even numbers accurately. They confidently add on, totalling and subtracting numbers within 20. There is an appropriate focus on basic number skills of addition and subtraction, recognition of odd and even numbers and sequencing. The weaknesses in Year 2, at present, lie in the very limited recording expected of pupils. The school has recognised that many pupils find recording slow and difficult. They have focused instead on a high level of oral interaction and much of the lesson is spent in oral activities. In the longer term, this is a disadvantageous strategy and pupils are not developing sufficient independence in managing their work. Nor does this prepare pupils well for the end of year tests. The pace of learning is relatively slow. Although in the lessons observed, good provision was made for the higher-attaining pupils, this is not always the case, on the basis of the written work seen. The quality of marking varies considerably between the parallel classes. In one, marking is not sufficiently developmental. In Year 1, the volume of recorded work is significantly greater and, while the matching of work to individual need is not as consistent as it might be, these pupils are making progress which is often good. Higher-attaining pupils are supported well in this year group. Those pupils with identified special educational needs are supported satisfactorily. Pupils with English as an additional language are supported effectively by specialist staff.
136. Standards in mathematics in Years 3 to 6, while still well below average, are showing early signs of improvement, although there is a very wide spread of attainment and many inherited issues relating to pupils' prior experiences of mathematics and the rapid turnover of pupils. By Year 6, around half the pupils are working at the expected level, while a significant number of others are working some way below the expected standard. However, the introduction of setting by ability, the largely successful implementation of the National Numeracy Strategy, the positive climate for learning, the good management skills of teachers and the effective use of learning support staff in the lower sets is likely to improve performance.
137. In Year 3, the higher-attaining pupils add and subtract two-digit numbers confidently within 100, calculate doubles of given numbers and are beginning to cope successfully with number tasks which are embedded in word 'problems'. They recognise simple fractions. They undertake some systematic recording of mathematical procedures independently, although presentation is not a strength – reflecting poor writing skills. A key weakness of the setting arrangement as it currently operates is the lack of planning for different groups within each set. Often all pupils are set the same task. Consequently, able Year 3 pupils are achieving almost as well as the able Year 4 – and similarly for able Year 5 pupils in the Year 5 and 6 upper set. The issue of

planning for two year groups within a set remains to be tackled. In Year 4, the most able pupils have satisfactory recall of a range of tables and number bonds. They are confident in partitioning three-digit numbers. They can add three-digit numbers in linear format. They know basic multiplication and division procedures. They understand and use function machines. They identify fractions of a shape and can calculate equivalent fractions accurately. They recognise two- and three-dimensional shapes and their key attributes and have undertaken an investigation with cubes. Again, however, this reflects the attainment of the small number of more able pupils. The majority is working at a lower level. Pupils have some opportunities to develop independent recording skills. Overall, the pace of learning remains relatively slow.

138. Standards in Year 5 appear significantly more secure than in Year 6. Both groups are covering similar topics, including fractions, decimal place value, percentages, ratio and proportion and aspects of shape, space and measure. In a lesson observed with the middle-attaining group, where pupils were attempting to convert kilometres and metres into kilometre format, it was evident that few pupils have a clear grasp of decimal place value. The higher-attaining pupils of both year groups are working at an appropriate level, but they are few in number. The quantity of work covered during the term varies with the set to which pupils belong – for some pupils it is insufficient and the pace of learning needs to be increased. All pupils are contending with significant gaps in their prior experience which need to be made up and this is hindering progress. The quality of presentation and of marking varies between sets – staff expectations are not consistently high.
139. There are some opportunities across the school for pupils to build experience in data-handling. The school is working to support pupils in applying their skills when faced with number problems. However, many pupils have difficulty in dealing with mathematical problems in context because their literacy skills and their ability to record work speedily are restricted.
140. The teaching of mathematics was good in the majority of lessons observed. However, the impact of teaching on standards is not, at present, better than satisfactory. On the positive side, the majority of lessons have clear learning objectives which are shared with the pupils and sometimes displayed on the board – or, as in Year 2, read aloud by pupils. Relationships are a significant strength. Teachers use the end-of-lesson feedback session well, to check pupils' learning, but this is sometimes rather rushed. Most teachers use questions effectively to extend pupils' thinking, but they do not always challenge pupils to analyse their strategy and to explain this to the group. This is an area for development, given the restricted speaking skills of many pupils. Teachers create occasional opportunities to extend numeracy skills across the curriculum, mostly in science – but this is not strongly developed and there are missed opportunities in geography and design and technology. There is occasional use of ICT to support pupils' learning in mathematics – but this is another area where improvement is possible. Systems for assessing pupils' attainment in mathematics are satisfactory. A range of tests and assessments gives teachers a clear view of what pupils have achieved and still need to do. However, information is not being used effectively to target work closely to pupils' needs.
141. The weaker aspects of teaching relate to the need to find a better balance between the oral sections of lessons and the time given for pupils to work independently. Within sets in Years 3 to 6, there is not enough focus on the needs of different groups and teacher expectations generally are not high enough. In some lessons the pace is too slow. There is insufficient focus on the extent and quality of recorded work. The quality of marking is variable and too often there are few indications as to how a pupil can improve his performance. Given that the structures are in place to move the subject forward, and pupils' attitudes are now very positive, these are achievable areas for improvement which, if rigorously monitored, should enable standards to be raised.
142. There is a shared commitment to raise standards. The co-ordinator provides satisfactory leadership and has had opportunities to monitor teaching. However, while she has some understanding of the standards being achieved in different areas of the school, there is too little monitoring of pupils' work and close tracking to ensure that the necessary progress and pace of improvement are being achieved. Resources are satisfactory in both range and quality. The subject benefits from the availability of well-prepared learning support staff who deal effectively, overall, with those pupils who have special educational needs, including those from a traveller

background. Pupils with English as an additional language in the lower part of the school receive skilled professional support. The needs of the older pupils are less well served and the extent to which they fully understand the flow of lessons is unclear. Overall, however, pupils from minority ethnic groups are the highest achievers in the lower part of the school.

SCIENCE

143. Standards in science are below average in Year 2. Pupils are not yet making sufficient progress in their learning from their very low level of attainment when they enter reception. This is because insufficient focus has been placed on pupils' recording of what they know and pupils find difficulty in communicating their knowledge. In Year 6, standards are well below those expected. There is a high proportion of pupils with special educational needs and little time has been given in the current term to build on the good progress pupils made in their learning when they were in Year 5. The whole school has been focusing this term on the '*World Cruise*' project, which has emphasised pupils' learning in geography, art and design and music rather than in science.
144. Pupils in Year 2 have been studying the differences between living and non-living things. Higher-attaining pupils clearly distinguish between the two characteristics, and they sort objects correctly. They know that plants grow from seeds and need water to survive, but they are not sure what else is necessary except the soil in which the seeds would grow. Higher-attaining pupils have a suitable awareness of the properties of common materials and explain why bricks are used to build houses in England, rather than straw or twigs. Pupils have been learning about how things move and have studied the effect of pushes and pulls on vehicles they had made. Average and higher-attaining pupils could explain satisfactorily their ideas and knowledge. Pupils lack the opportunity to record what they know and understand and, consequently, this aspect of their attainment is poor. They have insufficient opportunities to develop these skills using text, diagrams or pictures.
145. Pupils' achievement is inconsistent through the school. The curriculum in the two classes in Year 1 has not been the same. Similarly, aspects of science taught have been different across the classes in Year 2. The areas covered were dictated to a large extent by the country they studied in the *World Cruise* project. There is a similar picture in Years 3 to 6. Only the classes in Year 5 studied the same country and so their lessons in science followed the same themes. In all other year groups, pupils have had a significantly different range of scientific knowledge and skills taught. The school intends to rectify these imbalances next term.
146. Weaknesses in pupils' learning in the 2002 national tests have been identified by the co-ordinator. The teacher in Year 6 focused appropriately on these areas before the project started. Strengths and weaknesses in pupils' learning were apparent in discussion with pupils from Year 6. For example, they were able to name the different parts of a flower and explain their purpose in the pollination and fertilisation of the flower. Pupils were not, however, able to suggest the correct terminology without considerable prompting. They have a satisfactory awareness of how seeds are dispersed by animals, birds and the wind. They have a clear understanding of food chains and the effects on all the creatures if damage occurs within the chain. Pupils have a satisfactory knowledge of the sun and solar system that they studied and obviously enjoyed last year. Pupils made good progress in Year 5, but this has not been sufficiently built upon this year.
147. The quality of teaching is satisfactory, overall. In the lessons observed teaching was often good, but weakness in the quantity of work covered means that pupils' learning over time is only satisfactory. If standards are to rise than pupils' learning will need to be very effectively stimulated so that good achievement occurs. In the best lessons observed, there was a good focus on developing pupils' investigative skills. In a lesson in Year 3, for example, pupils discussed how to design an investigation to test the absorbency of different paper towels. They considered how they were to make the test fair and which towel was likely to be the most absorbent, but there was insufficient opportunity for pupils to discuss this in groups before they started their test. The teacher made effective links with recent work in mathematics and pupils recorded their findings using simple tables and graphs.

148. In a Year 5 lesson, there was a similar strong focus on developing pupils' investigative skills through the exploration of how well sound would travel using a string telephone. Pupils used their predictions about how well the telephone would work to design a simple experiment. They considered how the possible variables of loudness of voice and different sized cups for the earpiece could be eliminated to make the tests as fair as possible. The well-structured lesson enabled pupils to make good progress in learning about experimentation and sound, but there were insufficient opportunities for all pupils to take full part in the discussion.
149. Generally, teachers are not sufficiently focused on using a variety of strategies to further develop pupils' speaking and listening skills, or their writing skills. New vocabulary is suitably identified in lesson planning, but is not always written up for pupils to see or discussed thoroughly. Teachers frequently enable pupils to work in mixed ability groups so that pupils with English as an additional language and special educational needs are well supported by their peers. However, as there is insufficient expectation for pupils to discuss their investigative strategies in these groups or to plan and develop their own group systems of recording, many pupils remain silent through much of the lesson. Pupils' numeracy skills are promoted satisfactorily in science investigations but ICT is rarely used, either as a means of research or to present pupils' findings.
150. The curriculum is appropriately broad, but at present it is not fully balanced because of the differences in what pupils have been taught. Teachers have continued to use elements of the agreed scheme of work, but not all aspects of the unit chosen were taught and several aspects from other units were included. Good links are often made between science activities and learning in design and technology.
151. Assessment procedures are unsatisfactory. Most teachers use their own strategies for assessing pupils' knowledge and skills, but there is little discussion about teachers' judgements to ensure consistency. There is no whole-school agreed process of recording pupils' attainment or tracking their progress. The co-ordinator for science is keen to develop his role, but at present is unsure of his responsibilities and has little time to manage the subject effectively. He has made an effective audit of resources and ensured these are sufficient to meet the demands of the curriculum. He has also started to analyse data from the national tests to identify areas of weakness. This is a positive start in gaining a clear understanding of standards through the school.

ART AND DESIGN

152. Standards in Years 2 and 6 are broadly in line with those expected. Recent training has raised teachers' knowledge and levels of expertise and this has had a significant effect on promoting pupils' learning in several aspects of art and design.
153. The recent whole-school project has provided many exciting opportunities for pupils to explore the use of colour. Pupils throughout the school have developed the skills of colour mixing. The study of Japan by a class in Year 3 was a stimulus for them to create very effective images of Mount Fuji. In Year 4, the class that studied North America used effective colour mixing techniques to create images of hills, trees and waterfalls. In two of the classes in Years 1 and 2 pupils became very aware of the different shades of green to be found in a South American jungle. They used a wide range of materials and textures to create the effect of a jungle in their collages. They have studied the work of other cultures around the world effectively and this has enhanced their cultural awareness and introduced them to new ideas and ways of working. This was well-developed in Year 5 where pupils explored many different ways of designing, and using, a variety of media in creating their own image of a Chinese dragon. A computer program was also used effectively within this activity.
154. There has been a strong focus on mask making through the school. Pupils have studied why masks were an important part of the culture of many peoples in the past. They have designed their own masks and a wide variety of methods and materials have been used effectively. Some classes used papier-mâché and the vibrant colours of a 'plastiform' product were ideal for Chinese masks.

155. The skill of printing has been well-developed through the school, from the simple task of creating an outline of an African mask in Year 1 to very complex designs created on the covers of books made by pupils to display their work. The quality of much of this work was good. Three-dimensional work was explored satisfactorily by two classes in their creation of totem poles out of boxes made to look like those of the native people of North America. The 'trailing fish flags of Japan' were copied effectively by pupils in Year 3, with gaping mouths to catch the wind and decorative scales printed along the sides.
156. Only one lesson in art was observed during the inspection. Pupils' general drawing skills are not well-developed, but those elements that teachers have studied themselves are now being well taught, and standards in these areas are satisfactory, overall. Teachers have captured pupils' imagination and enthusiasm well and they were eager to discuss their work and obviously very proud of their efforts. Pupils of all abilities, and those with English as an additional language, have made similar good progress in the areas taught this term. In the lesson observed, the teacher was well aware of the different abilities and needs of pupils in her class and structured their task so that they would find success. Pupils' skills of observation were well promoted.
157. The curriculum for art is gaining breadth and greater balance as teachers become more confident in their own skills. The use of an agreed scheme of work underpins teachers' planning but the recent project has resulted in a break in the systematic development of knowledge and skill. In the short term, however, this is not a concern as most pupils have benefited from the focus on a number of specific skills developed through the topics. Teachers recognise that they now need to ensure that future planning reflects those skills that have not been taught so breadth and balance return and pupils' learning is promoted progressively through the school.
158. The subject was led by the headteacher during the *World Cruise* project and to a large extent it was her drive and enthusiasm that fired the imagination of the staff. The subject now requires effective management so that there is a clear view of standards through the school and whole-school planning is reinstated.

DESIGN AND TECHNOLOGY

159. Standards in design and technology are in line with those expected in Year 2, but below expectations in Year 6. Pupils of all abilities and ethnic groups make satisfactory progress in Years 1 and 2 but progress is inconsistent in Years 3 to 6. Pupils are provided with an appropriate range of opportunities to use a variety of materials and to develop skills of cutting and fixing. They have many opportunities for designing decorations for objects and to evaluate their work. There are insufficient opportunities for pupils in Years 3 to 6 to design their own artefacts or to experiment with different mechanisms or use them in their designs. Teachers' expectations for pupils in Years 3 to 6 are unsatisfactory and so pupils make insufficient progress.
160. Pupils in Years 1 and 2 have satisfactory opportunities to choose their own materials and to build simple models. In Year 2, for example, pupils chose from a variety of recycled boxes the materials they needed to make a vehicle. They used cotton wheels and thin doweling rods to create wheels and simple axles so the vehicle could move. The efficiency of their vehicles was then tested in a science activity when some pupils studied the effect of the forces of push and pull. The process of designing, making and then evaluating their work is introduced effectively in Years 1 and 2. For example, one of the Year 1 classes, along with pupils in a Year 2 class, designed and made their own rainsticks as part of their study of South American rain forests. They used a simple recording format to explain the materials and tools they would use and designed how they thought the artefact would look. Pupils in Year 2 had a greater range of objects that they could use than pupils in Year 1. They all made simple evaluations of their work. Pupils in Year 2 also considered how they could improve their models. This process is continued satisfactorily in Years 3 to 6 but activities have insufficient challenge and there is a lack of focus on skill development to ensure that pupils make suitable progress.

161. Many pupils in Year 6 have poor cutting skills and they find it very difficult to fold thin card accurately. They have had few opportunities to develop these skills. Pupils in Years 3 to 6 have satisfactory opportunities to investigate and evaluate commercially made artefacts. For example, in Year 4, pupils studied how torches were made as part of their science work on electrical circuits. They then designed their own torch, which would suit a particular purpose, recognising that this might influence its shape, colour and size. A group of pupils investigated the different methods used to make animated greetings cards. The investigation did not, however, lead to them adapting these ideas in their own cards. The opportunity for pupils to use their own imaginative ideas was lost. They all followed the teachers' instructions and all pupils created an identical mechanism. Only the design on the cover of the card was individual.
162. Several effective links are made with pupils' studies in science. Pupils in Year 4 made a Christmas box that incorporated an electrical circuit of two or three bulbs to illuminate their stained glass window. The pupils were delighted with the effect of the finished articles. The design and making skills were minimal, however, as the box was measured for them and cut out as well. There was little discussion of the difficulties in creating an effective design for the stained glass window and time was wasted as pupils drew and coloured elaborate designs, which they could not reproduce with tissue paper.
163. Teaching is satisfactory in Years 1 and 2, but unsatisfactory, overall, in Years 3 to 6. One afternoon was given to all classes making greeting cards. Classes in Years 1 and 2 were given tasks that further developed their skills of cutting and sticking and considering a variety of designs that they could use and adapt. In Years 3 to 6 classes were mixed so that house teams were taught together. Pupils had to consider ways of co-operating with children they did not know. In terms of enhancing pupils' knowledge and skills, the afternoon was less successful. Insufficient consideration had been given to what skills were to be taught and so cutting and sticking were prominent in most lessons, with little extension.
164. In most design and technology lessons there is no additional help for pupils with either English as an additional language or having special educational needs. They gain some support from other pupils and, as the teachers used artefacts and a lot of other visual clues to show what they had to do, these pupils made similar progress as their peers. Good support was given to pupils with English as an additional language in Year 3 who worked with the Language Support teacher when they were making American muffins. She skilfully developed their language skills and vocabulary of cooking. She ensured their good learning by presenting knowledge in a variety of ways using lots of visual clues to support their understanding.
165. The recent *World Cruise* project has provided satisfactory opportunities to study a variety of artefacts from around the world. Pupils who studied North America developed satisfactory sewing skills as a means of fastening and decorating their own Sioux pouches. Pupils in Year 6 made didgeridoos as part of their study of Australia. Pupils' cultural awareness was considerably enhanced through these studies. However, different activities, skills and knowledge have been taught in different classes within each year group. Teachers recognise the need to review what has been learnt and which aspects now need to be taught for the curriculum to be appropriately broad and well balanced. Little use is made of pupils' literacy or numeracy skills, and ICT is little used in design and technology.
166. The co-ordinator has tried to begin the process of managing the subject. There are no systems for assessment in design and technology at present. Management of the subject is unsatisfactory because little time or responsibility has been given to the co-ordinator. If standards are to improve a clear focus on the progressive development of pupils' knowledge and skills through the school is needed.

HISTORY AND GEOGRAPHY

167. Only one lesson in history was observed during the inspection. Geography lessons were observed in three classes. There is insufficient evidence to make judgement on the quality of teaching in history.

168. In both history and geography, the standards reached are below those expected at the end of Years 2 and 6. Many pupils, including those with special educational needs, and a significant number of pupils with English as an additional language, show limited progress as they move through the school. This is mainly because:
- *the subjects are not taught for a sufficient amount of time;*
 - *the school adopted the national guidance in the subject last year, but has not yet adapted this to suit the needs of pupils across the school;*
 - *there is a long-term overview of topics to guide teachers' planning, but the skills in history and geography are not taught progressively as pupils move through the school;*
 - *when planning, teachers take insufficient account of different abilities and needs;*
 - *pupils have not covered the topics in required depth, and this is reflected in the limited quantity of work seen in pupils' books.*
169. The school has focused strongly on English and mathematics with a view to improving standards in these subjects, while giving less emphasis to other subjects, including history and geography. This approach has resulted in a low profile for both subjects. Valuable opportunities to extend pupils' thinking, for example, through evaluating historical evidence, and to develop pupils' writing through subjects other than English, have not yet been developed effectively.
170. Evidence from lessons and teachers' planning indicates that a greater focus on the required aspects of history and geography is planned for later in the year, through topics such as Britain since 1930s, ancient Greece and the Victorians, and, in geography, the study of places, the weather and the environment. This term the whole-school project has been much enjoyed by pupils and provided opportunities to develop their knowledge of places and environments in many parts of the world. Discussion with pupils, however, revealed a limited knowledge of physical and human features or the ability to compare, contrast or describe how places change over time.
171. Most Year 2 pupils demonstrate little understanding of the past or a sense of chronology. Most pupils enter Year 1 with very low standards of speaking, reading and writing. This makes it difficult for pupils to gather information from a wide range of texts, to explain why people acted as they did or to record their findings in writing. Year 6 pupils have limited knowledge of historical periods, such as the Tudors and the Victorians. Pupils find it hard to make sufficient connections between different periods studied. They know the importance of evidence in learning about past societies; however, their knowledge and understanding of the interpretation of historical evidence are not well-developed.
172. In geography, pupils in Year 2 are beginning to develop an understanding of what an island is. They have limited experience of map-work or preparing simple plans. The three geography lessons linked mainly with art, but did not lose the geography focus. For example, pupils in Year 3 learnt to identify how North American settlers affected the environment. Year 2 pupils learnt to describe what places are like in terms of landscape and the weather. In a good lesson, Year 1 pupils were supported in identifying features such as cities, mountains and forests. However, pupils' knowledge and understanding of places closer to home is very limited. Some pupils have adequate knowledge and understanding of the use of keys and symbols when using atlases and maps, but have not learnt to use grid references or plot co-ordinates. This indicates that the topics are not studied in sufficient depth and that there is a lack of reinforcement of geographical facts.
173. Pupils' attitudes to learning history and geography are satisfactory. They are interested and keen to share their knowledge and opinions. They listen attentively to their teachers and do their best to complete tasks. They work co-operatively in groups and pairs, making suggestions and amendments sensitively. This promotes their social development satisfactorily.
174. In the geography lessons observed, the quality of teaching was satisfactory and often good. Pupils worked at a suitable pace and reacted well to praise and encouragement by the teacher. Teachers used appropriate methods and effective questioning. Teachers' planning takes

account of clear objectives for learning, but their expectations of pupils are not always high. The use of assessment to inform planning is underdeveloped. Many pupils' recorded work is hampered by their lack of fluency in writing and ability to apply the subject-specific vocabulary in their writing. Most pupils are not sufficiently skilled in using and interpreting a wide range of information sources and evidence. Many do not confidently ask questions from the past in order to develop their historical or geographical enquiry. ICT is underused as a research resource for these subjects.

175. Both subject co-ordinators are aware of the need to work on the order in which knowledge and skills are to be taught, based on the national guidance. They have clear views about what needs to be done to improve the profile of the subjects. There are clear plans to implement the curriculum for history and geography more fully and to achieve better depth and range of coverage. There are some suitable resources for geography, including globes and atlases, but insufficient artefacts for history. Resources are not well organised for effective delivery of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

176. Standards, by the end of Years 2 and 6, are in line with those expected. Pupils, including those with English as an additional language and pupils with special educational needs, make satisfactory progress. A high percentage of lower-attaining pupils make better than expected progress.
177. There are a number of strengths in the delivery of ICT. The co-ordinator has achieved advanced skills teacher status and is able to give good support to staff at his fortnightly drop-in club. Resources for ICT are good. The school now has two computer suites. They are large and attractively laid out. This helps pupils learn. The ratio of computers to pupils is better than the national average and the school is building up a range of CD-ROMs to support different subjects. Each class is timetabled for a minimum of two sessions a week in the suite (one for skills development and one to apply these skills within subjects). Staff use the suite more regularly for skills development than for specific subjects. Computers were not generally in use in classes during the inspection week.
178. Teaching across the school is satisfactory. Staff have received training and show confidence when delivering ICT. While much of the teaching observed during the inspection was good, it remains satisfactory, overall, as ICT is not fully integrated into the various subjects or used regularly enough to support each subject. The school has rightly prioritized skill development and, as a result, most pupils are at the national average even though many do not have computers at home to practise or reinforce their skills.
179. There are some examples of ICT being used to support other subjects. For example, in English, Year 6 pupils used their word processing skills to create poems. Year 3 used *The story board weaver* to edit work. Year 5 used *The Class Primary 5* program to improve their ability in mathematics and analyse data. Following a history museum visit, a group of pupils put together an information sheet based on their research on Tutankhamun. In RE, Muslim pupils used the Internet to extend their knowledge of mosques around the world. Year 5 pupils used a graphic modelling program to design the school and playground. However, some gaps remain. For example, the school does not currently have sensor equipment to support pupils' scientific understanding of measuring change in the environment.
180. The *World Cruise* project provided relevant opportunities for pupils to practise and use ICT skills. For example, pupils in Years 3 and 4 e-mailed pen-pals in America. They used the Internet to research information about Sioux Indians. Some pupils put together a Power Point presentation for visitors.
181. The Foundation Stage staff use ICT programs daily. This regular use lays a good foundation of ICT skills for staff to take forward with infant and junior pupils.

182. By Year 2, standards are average. In a good lesson, the teacher explained well what the pupils were going to do and gave them time to try and express their ideas. During the session he worked sensitively with less confident users. Pupils were enthusiastic and most stayed on task. Most could save their work and copy a Christmas picture using the program available. From discussion, more able pupils understood that an e-mail is used to send information. They understood that an e-mail is more like a letter than a phonecall.
183. The lessons observed in the junior classes were good. For example, in a well-led Year 3 lesson, pupils' ICT skills were secure, even though their English skills were poor. The teacher had high expectations. He had a good understanding of each child's individual skills. He pitched the work at the right level of challenge and gave lots of praise and encouragement. Consequently, both the higher-attaining and the less confident pupils made good progress. Most pupils could locate and open files and delete text. Most could use their skills to edit and change punctuation. Their ICT skills helped them practise their English skills in a way that motivated them. The main difficulty for most pupils was articulating what they were doing. Some also had difficulty with basic word processing skills. Pupils clearly enjoy using the ICT suite.
184. No ICT lessons were observed in Year 6. Most pupils are enthusiastic and confident. Most want to explain what they have learnt. For example, Year 6 pupils remembered work from the previous year, including the use of an on-screen turtle. Many understood the terms *icon*, *cursor*, *font*, *menus* and *database*. They talked enthusiastically about using the Internet for research purposes. Some pupils, however, had difficulty in explaining what they learnt.
185. The subject is well led by a knowledgeable and enthusiastic co-ordinator. He has an appropriate development plan and a clear idea of how to take the subject forward. Priorities include creating a web page and working with co-ordinators to integrate the use of ICT more systematically in each subject. The co-ordinator has provided the staff with an overview sheet so that they can track attainment and skills more closely. He provides additional guidance through his workshops. ICT makes a very good contribution to pupils' social development, with many opportunities to work together and collaborate.

MUSIC

186. Only one music lesson was timetabled during the inspection. Further evidence was obtained from the singing in acts of collective worship and singing practices at assemblies. Pupils' attainment in singing is satisfactory. Pupils, including travellers, pupils with special educational needs and pupils for whom English is an additional language, make satisfactory progress in this respect. There is insufficient evidence on which to assess pupils' attainment in other areas of the music curriculum.
187. Good teaching, subject knowledge, enthusiasm and detailed planning by the teacher in the lesson observed in Year 3 led to pupils making good gains in their ability to sing in tune and to learn a traditional Japanese song, 'Sakura-Sakura' about cherry trees, in Japanese. The lesson built on pupils' knowledge of Japanese festivals and celebrations. Pupils listened well to taped Japanese music about a terrible sea monster and recognised that the music told a story; for example, it was very quiet when the monster went to sleep. In 'Sakura-Sakura, pupils sang in time to the piano and demonstrated a good sense of rhythm.
188. A singing practice for pupils in the reception classes and Years 1 and 2 was a happy occasion, during which pupils practised carols, with actions, in preparation for a performance in the following week. As they looked at a lighted candle, they reflected on the meaning of Christmas and Eid. Links were made with the Christmas story, as pupils thought about people in other countries, who might be refugees as a result of war or famine. At an assembly for pupils in Years 1 and 2, entry to a piece of classical music established a calm climate, in which pupils thought about 'belonging' and 'friendship' and joined in an associated prayer, hymn and period of reflection. During an assembly for pupils in Years 3 to 6, pupils recalled the birth of Jesus and thought about the importance of the Christmas festival. They sang a Christmas round, 'Jesus Christ is born today', tunefully in three parts. Their knowledge was extended as they

learnt to sing the chorus of 'The Holly and the Ivy' in canon, to an accompaniment on the piano. A whole-school assembly, in which the singing of two hymns was accompanied by the school drumming group, was much enjoyed by pupils, who sang with gusto. They listened well to a short reading and participated in a period of reflection.

189. Teachers' planning shows that, for several weeks this term, during the *World Cruise* project, pupils in a Year 1 class joined pupils in a Year 3 class to learn new songs and rhythms about the importance of music and culture, Japanese instruments, Kodo drummers and Japanese theatre. The other Year 1 class joined a Year 2 class to play tuned and untuned instruments, rehearse and perform with others and create musical patterns. A Year 3 class and a class in Year 4 studied the United States and Native Americans. They composed music to portray animals, listened to Native American music and created their own music. Year 5 classes worked together. They learned about traditional Chinese instruments and their sounds and composed their own music in the style of Chinese music using the pentatonic scale with unpitched percussion instruments. Pupils in Year 6 studied Australia and Oceania. They made links with mathematics as they extended their knowledge of how music can be produced in different ways. They developed an understanding of how time and place can influence the way that music is created and wrote a series of rhythmic patterns, linked with number facts and repetition in patterns. They listened to a range of live and recorded music from different cultures. A discussion with a small group of Year 6 pupils confirmed that they had each made a didgeridoo, played it, and had had some opportunities to compose music.
190. The curriculum is enriched through visitors to the school and through extra-curricular activities. Staff give generously of their time to lead clubs for singing, recorders, drums, hand chimes, disco, traditional and Bhangra dance. An outside agency recently taught cheer dancing. When they are not involved in a whole-school project, pupils are taught the units of work contained in national guidelines. Resources are good, the Parent-Teacher Association having recently expended £2000 on instruments from a range of cultures. The subject contributes significantly to pupils' spiritual, social and cultural development. There is scope for greater use of ICT to support learning in music.
191. Procedures for assessment and the use of assessment to inform curriculum planning are satisfactory. In order to raise standards further, there is a need for a programme of skills' development to ensure progressive learning through the school and equality of access for pupils in parallel classes. Pupils do not yet have sufficient responsibility for planning, organising and evaluating their own learning.

PHYSICAL EDUCATION

192. Lessons in physical education were observed in Years 1, 4 and 6 only. Available evidence indicates that standards in physical education are below the expected level by the end of Years 2 and 6. Pupils, including those with special educational needs and with English as an additional language, make unsatisfactory progress. Pupils' achievements are limited, due to a lack of regard to the systematic development of the expected skills. The school does not have an agreed scheme of work to aid progression of skills and the current allocation of time to the teaching of physical education is insufficient.
193. There are significant weaknesses in the teaching of physical education. Teachers' planning is inadequate and learning intentions do not relate to pupils' needs. Not all elements of the Programme of Study are covered with sufficient depth in planning. As a result, pupils' progress in lessons and over their time in school is unsatisfactory. Planning for Year 2 indicates practice in basic co-ordination skills and in gaining confidence and control in creative movement. In a lesson observed, Year 1 pupils followed simple instructions carefully and moved reasonably well, showing increasing body control in the warming-up part of the activity. A few showed a satisfactory grasp of the ball skills, accurately throwing and rolling with growing confidence and safely. Pupils are not encouraged to refine and increase their range of gymnastic actions, through evaluating their own and others' performance. Pupils in Year 6 have a satisfactory knowledge of the individual and team sports including football and netball. They show reasonable levels of control in skills such as catching, passing and throwing. However, they

have limited awareness of working safely and do not demonstrate sufficient competence in simple competitive games. Year 5 pupils attend swimming lessons and practise water safety. Most pupils rely on floats for longer distances but only a few swim the expected 25 metres by the time they leave school at 11.

194. There are weaknesses in the overall quality of teaching that affect pupils' learning in lessons. In one lesson, Year 4 pupils showed good concentration and commitment to learning, but the lesson failed to teach any valuable physical skills. Pupils were taken through an appropriate warming-up, but the rest of the lesson time was spent on writing instructions in books, and then giving instructions to the impaired. Teachers have a limited knowledge and understanding of the subject. They do not always refer to the effect of exercise in their lessons. Pupils are not aware of the need to warm up and cool down. Higher-attaining pupils are not sufficiently extended or provided with sufficient opportunities to reflect on their performance. Teachers do not use demonstration well to explain the finer points of the skills being taught. Pupils with special educational needs are well supported and have full access to the physical education curriculum. There is no formal assessment of pupils' achievements in the subject.
195. A range of extra-curricular activities generate considerable pupil interest and support their progress; for example: football, rounders, basketball, cross-country, karate and athletics. There is also 'Bhangra', a Punjabi folk dance club. In general, pupils are active and enthusiastic. They co-operate well and show respect for others and equipment. Most pupils observe good supporting behaviour.
196. The co-ordinator's role in managing the subject effectively is not fully developed. There are satisfactory resources. The range of equipment is adequate and well used.

RELIGIOUS EDUCATION

197. Standards are average by the end of Years 2 and 6. Pupils, including those with English as an additional language and pupils with special educational needs, make satisfactory progress.
198. No judgements are made about teaching as only two lessons were observed. Many pupils have difficulty with their written skills, so that much of the RE curriculum is delivered orally and through art. As a result, there was limited evidence of how much they had covered of the planned syllabus. Planning this term shows that the RE syllabus was adapted to focus on particular strands of the agreed syllabus as part of the *Crane World Cruise* project. Aspects omitted this term are planned for next term.
199. Discussion with a Year 2 class shows that most have appropriate religious knowledge and understanding. They can talk about the life of Jesus. They understand that Jesus is important to Christians and that Christians celebrate Christmas. Some can talk about Easter and a Christian baptism. They know that Muslims celebrate Ramadan and that Eid follows Ramadan. A higher-attaining pupil gave a clear explanation as to why Muslims fast. 'Muslims fast so they can think about how to help poorer people'. Many understand that religions have celebrations. Many know that celebrations can include special food and clothing. A number of children have difficulty articulating their ideas.
200. In a very well taught lesson with Year 2 pupils, progress was very good because the teacher was well prepared and had high expectations. By the end of the lesson many pupils could outline the Nativity story accurately and name the gifts left by the Three Kings.
201. As part of the *World Cruise* project the emphasis has been on understanding different spiritual beliefs. Junior pupils have learnt the significance of spirits to Sioux Indians, made Japanese shrines and researched African prayers. They also studied aspects of Buddhism and Hinduism. They have discussed difficult moral issues including the effects of war on the lives of people in Hiroshima.

202. In a Year 5 lesson, most pupils attained satisfactorily. They demonstrated appropriate knowledge of the Chinese New Year. Most could recount aspects of the festival and had an understanding of the religious rituals that keep evils spirits away.
203. Discussion with Year 6 pupils indicates that most have a satisfactory understanding of Christianity and Islam. They can discuss similarities and differences between the two religions. They can talk about what it means to have a personal faith and to belong to a particular religion. Work from their *World Cruise* project shows they have learned about the significance to Aborigines of *Dreamtime* and the spirit world. They have studied examples of spiritual poetry. While pupils demonstrate positive attitudes towards different religions, a significant minority find it difficult to use correct religious terminology to explain their thinking. There is insufficient focus on developing pupils' ability to use correct religious terms.
204. The school ensures that pupils' own religious customs are respected. During Ramadan, pupils choosing to fast had an area to go to at lunch-time. They used the Internet to find out more about Mosques in various countries. Pupils also learn about other major faiths in assemblies. This term they have covered festivals such as Diwali, Ramadan, Hanukkah, Advent and Christmas.
205. The co-ordinator is new to the post. She has written an action plan to take the subject forward. She does not have the opportunity to monitor teaching and learning and this limits the help and guidance she can give to colleagues. The school has satisfactory resources for each religion studied.
206. The school's planned religious education programme makes a positive contribution to pupils' spiritual, moral and cultural understanding. Pupils visit places of worship, which include a Gurdwara, churches and a temple.