

INSPECTION REPORT

CHRIST CHURCH C OF E PRIMARY SCHOOL

Greenwich

LEA area: Greenwich

Unique reference number: 100165

Headteacher: Mr W Hillier

Lead inspector: Mrs M Summers

Dates of inspection: 2-4 February 2004

Inspection number: 255800

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	192
School address:	45 Commerell Street Greenwich London
Postcode:	SE10 0DZ
Telephone number:	020 8858 3974
Fax number:	
Appropriate authority:	Governing body
Name of chair of governors:	Ms D Greenwood
Date of previous inspection:	29 June 1998

CHARACTERISTICS OF THE SCHOOL

This school is of average size and caters for pupils between four and eleven years of age. Most of the pupils come from the immediate area although a considerable number travel from across the borough because their parents wish them to have a church school education. There is a high number of pupil transfers. The school has a diverse ethnic mix, with about half the pupils coming from backgrounds other than white UK. Most other ethnic groups are represented although the main groups are from Black Caribbean, African and other Black backgrounds. The school receives extra funding to support pupils from ethnic minority backgrounds. There are a few pupils from refugee families on roll. Only a few pupils are in the early stages of learning English as an additional language.

About half of the pupils are entitled to free school meals and this number is rising, reflecting the high levels of social and economic disadvantage in the area. Most children have had some form of pre-school experience but, when they start in the Reception class, they are still at levels which are below those expected for their age, especially in their communication, language and literacy. An average number of pupils in the school are identified with special educational needs but this figure varies considerably from year to year. Needs vary from moderate learning difficulties to visual impairment.

There have been many staff changes since the last inspection but the situation is stable at present.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	Mathematics, information and communication technology, music, physical education
9502	Rosalind Hall	Lay inspector	
21491	Carolyn Maples	Team inspector	Geography, history, Foundation Stage, English as an additional language
25787	Edmond Morris	Team inspector	English, science, art and design, design and technology, special educational needs

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PART A: SUMMARY OF THE REPORT

Overall evaluation

Christ Church provides a **satisfactory** education for its pupils and gives sound value for money. As a result of sound teaching, by the end of Year 6, pupils' achievement in English, mathematics and science is satisfactory. The headteacher's sensitive and careful leadership results in a calm and purposeful working atmosphere where pupils can concentrate on their work and make steady progress. This contributes well to their achievement over time. There is work to do in strengthening management procedures to ensure more rapid development.

The school's main strengths and weaknesses are:

- Children get a good start to their education in the Reception class. The teaching is good and helps children achieve well.
- Achievement in Years 2 and 6 is good because of good teaching in Years 1, 2, 5 and 6.
- Very good support from teaching assistants helps pupils with special educational needs and those learning English as an additional language to have confidence and achieve well.
- The school offers a very safe and caring environment which means that pupils feel secure and ready to learn.
- Some pupils are missing important parts of their education because of poor attendance and punctuality.
- Pupils' spoken language skills are weak. Teachers do not plan enough opportunities for pupils to develop these during lessons.
- Management systems, whilst satisfactory, are not rigorous enough to address weaknesses quickly and improve provision for the pupils.

The school has made satisfactory improvement since the last inspection. Standards in English, mathematics and science are improving steadily and pupils are now reaching appropriate levels for their ages in information and communication technology. All statutory requirements are met and assessment procedures are being used effectively by teachers in most classes to help them plan appropriate work for pupils. Management systems have improved slightly but are still not rigorous enough to ensure rapid improvement where weaknesses are identified. Attendance levels have dropped significantly and this means that some pupils are missing vital parts of their education.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	C	B
mathematics	E	E	E	B
science	E	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is **satisfactory**. Children start school at levels which are below those expected for their age, especially in their communication, language and literacy. Although they are still below the levels expected nationally when they enter Year 1, they have made good progress. Their spoken language is weak however, and limits their ability to express themselves fluently and confidently. Pupils achieve well in Years 1 and 2 and reach expected standards for their ages. Mathematics standards were lower last year but the current pupils in Year 2 are reaching appropriate levels for their age. The achievement of pupils in Year 6 is satisfactory. Their rate of progress varies considerably between classes, with the most being made in Years 5 and 6. They are still below national standards in English, mathematics and science but they have made sound progress since

Year 2. Standards in other subjects are as expected for pupils' ages. Pupils from ethnic minority backgrounds often do better than their white British counterparts because they work hard and their parents support them well. Pupils with special educational needs and those for whom English is an additional language achieve well because of good care and support from school staff. Pupils' personal qualities, attitudes and behaviour are good. Their spiritual, moral, social and cultural awareness is **well developed**. Attendance levels are below average however, and too many pupils arrive late in the mornings, disrupting their own and others' learning.

Quality of education

The quality of education is **satisfactory**. Teaching and learning are **satisfactory**, as is the curriculum. They are good in Reception and in Years 1 and 2 because teachers track pupils' progress carefully and provide suitable activities for different pupils to help them progress. Teaching and learning are satisfactory in the rest of the school although they are often good in Years 5 and 6. Discipline is good resulting in a quiet, calm atmosphere in lessons which helps pupils concentrate on their work. Teachers do not focus enough on extending pupils' vocabulary or give them enough opportunities to explain their work or discuss it with each other and this hinders the development of their spoken language. The teaching part of the lessons is often too long and this leaves little time for pupils to complete their independent work and consolidate their understanding.

Pupils are cared for and supported well, particularly those with special educational needs. Pupils from different ethnic minority backgrounds and those for whom English is an additional language are catered for well and their particular needs met. The school is beginning to involve parents from ethnic minorities in school life and this is having a positive effect on their children's achievement.

Leadership and management of the school

The leadership and management of the school are **satisfactory**. The headteacher is a competent leader but his management role has been affected recently by the amount of time he has had to devote to teaching and overseeing provision for special educational needs because of staff absence. Despite this the school has continued to improve steadily. The situation is now more stable. Senior staff support the headteacher satisfactorily and they have made a useful start in overseeing standards and pupils' progress. Teaching and learning are not monitored rigorously enough however, to identify and address weaknesses quickly. This lack of urgency also applies to other areas identified for improvement, such as attendance and punctuality. Some individual co-ordinators do a good job and have had a great effect on improving staff expertise and pupils' achievement. The governing body provides good support. They are well informed and take an active interest in the work of the school. The school day runs smoothly and there is a calm and purposeful atmosphere which enables pupils to settle to their work.

Parents' and pupils' views of the school

Parents are highly satisfied with the school. Relationships between staff and parents are positive. Pupils say they like coming to school. They enjoy their lessons and feel safe and well supported.

Improvements needed

The most important things the school should do to improve are:

- Improve pupils' attendance and punctuality.
- Improve pupils' spoken language skills.
- Adopt more rigorous management procedures to secure faster development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English, mathematics and science are average in Year 2 but below average in Year 6. Bearing in mind the below average levels at which they start in Reception, pupils' achievement is satisfactory. Children in Reception achieve well, although by the time they start in Year 1, they are still below expected levels for their age in some aspects of their development.

Main strengths and weaknesses

- Children do well in the Reception class because of a well-organised and interesting curriculum and good teaching.
- Pupils' achievement in Years 2 is good because of the effectiveness of the teaching they receive in Years 1 and 2.
- Pupils with special educational needs do well in relation to their capabilities.
- Pupils for whom English is an additional language and those from ethnic minority groups also make good progress and achieve well.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003.

Standards in:	School results	National results
reading	15.9 (14.8)	15.7 (15.8)
writing	14.7 (13.4)	14.6 (14.4)
mathematics	14.9 (16.1)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003.

Standards in:	School results	National results
English	25.9 (26.8)	26.8 (27.0)
mathematics	25.9 (24.9)	26.8 (26.7)
science	26.8 (25.8)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. The 2003 national test results showed pupils in Year 6 reached standards which were below national expectations in English and mathematics and well below expectations in science. Compared with the levels they reached in Year 2, however, pupils' achievement is satisfactory. Standards have been rising at a steady rate, with science standards especially making rapid improvement. Inspection findings confirm this steady improvement, especially in science, where Year 6 pupils are likely to reach higher standards this year although not yet quite up to the nationally expected level. Pupils from ethnic minority groups often achieve at a higher level than their White British counterparts because they are more motivated and committed to their work and their parents take an active interest in their children's education.

2. Pupils' spoken language skills are weak throughout the school. By Year 6, they still lack confidence in speaking in front of an audience and few can express themselves clearly and fluently.

This is because there are not enough planned opportunities for pupils to increase their vocabulary and develop their fluency and confidence.

3. Pupils receive a good solid start to their education during their earliest days at school. In the Reception class, the children quickly settle down to their learning and the good assessment procedures in this part of the school mean that adults are able to provide them with the experiences they need to move them on. Considering their levels of attainment are below average on entry to the school, the children make good progress over the year. By the time they transfer into Year 1, the majority reach nationally expected levels for their age in their mathematical understanding, physical and creative development and in their personal, social and emotional development. Many children are still developing their confidence and fluency in English, however, and this means that standards in communication, language and literacy and in their knowledge and understanding of the world are not yet at levels expected for their age.

4. Pupils in Year 2 reach nationally expected levels for their age in reading, writing, mathematics and science. This is an improvement since last year when standards in the national tests were well below average in mathematics and teachers' assessments judged standards to be below average in science. The difference in standards is explained by differences in the two year groups of pupils, and the fact that last year a large number had missed several weeks' school because of illness. Compared with pupils in similar schools, pupils at Christ Church achieve well. This is because of the good quality of teaching they receive in Years 1 and 2. More pupils this year are on track to reach the higher Level 3 in the tests.

5. Achievement in other subjects is satisfactory. Standards in information and communication technology have risen since the last inspection and are now in line with national expectations. This is due to the good leadership and management of the subject which has led to rapid development in recent months. Although pupils throughout the school are developing secure skills and knowledge in using computers, they still do not use them effectively to help their work in other subjects.

6. Pupils with special educational needs and those for whom English is an additional language achieve well throughout the school because of the high quality of support they receive from learning assistants. Also, in most but not all classes, teachers plan work which is matched well to their needs and which helps to move them on in their learning.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is good and they enjoy their school day. The school makes good provision for their personal development and as a result they are becoming confident individuals. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- The school's approach to managing behaviour is effective and results in good standards of behaviour throughout the school day.
- The provision for personal development is good, children are developing good self-esteem and there is a high degree of racial harmony.
- The attendance of pupils and their punctuality at the start of the day are unsatisfactory.

Commentary

7. Pupils are keen to talk about their school and are proud of it. They particularly appreciate the range of out of school activities and speak highly of the relationships they have with teachers who listen to them and treat them fairly. This security means that they feel supported and ready to learn.

8. Staff have high expectations of their pupils' behaviour and implement policies consistently and fairly. There are a few pupils in each class whose behaviour is challenging but they are managed well by class teachers and support staff and do not disrupt the learning of their classmates. Many of these have transferred to Christ Church having had difficulties at previous

schools. The school's good levels of support and care mean that they settle in quickly and begin to learn and develop their confidence. Pupils are keen to earn praise and rewards and understand the sanctions for misbehaving. As a result, behaviour throughout the day is good. There are clear strategies to combat bullying and racism and these are applied successfully, helping to make the school a safe and supportive place for the pupils. Consistent yet positive behaviour management has resulted in a dramatic drop in the number of exclusions this year.

9. The good provision made for pupils' personal development ensures that they are developing confidence and self-esteem. They talk confidently in a small group but they are far less articulate when speaking out in front of the class or in assembly. They are becoming aware of the needs and values of others and the responsibilities of living in a community. Year 6 pupils act as monitors and Year 5 help those in Reception and Year 1 at lunchtimes, as playground buddies. Pupils have a clear view of the difference between right and wrong and are supported in this by the school's caring and Christian ethos and the way in which staff take time to listen to their views, for example, after an incident of inappropriate behaviour. The school has arranged visits from theatre groups and pupils enjoyed a range of activities during Book Week. These included Year 6 who visited the neighbouring nursery to read stories to the children thus giving them a further sense of responsibility. The celebrations for Black History month, a new venture for the school this year, provided a very good opportunity for pupils to learn about one another's cultures and backgrounds.

10. Pupils from ethnic minority groups show good levels of interest and commitment to their work. They value their education and work hard in lessons. This means that they often reach higher standards than their white British classmates.

11. Attendance levels are low. Too many pupils arrive late in the mornings, which disturbs the learning of others as well as themselves. At present the school is not proactive enough in tackling this. Although registers are taken carefully and reasons sought for absence, there is not a high enough priority placed on addressing this issue resulting in a fall in attendance levels since the last inspection.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.6	School data	2.9
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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Exclusions

<i>Ethnic background of pupils</i>	<i>Exclusions in the last school year</i>		
Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	82	6	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0

Mixed – White and Black African	1	0	0
<i>Ethnic background of pupils</i>	<i>Exclusions in the last school year</i>		
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	26	0	0
Black or Black British – African	26	0	0
Black or Black British – any other Black background	10	0	0
Chinese	4	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality of education for its pupils. Provision in Reception and Years 1 and 2 is good. Provision in older classes is satisfactory. Pupils with special educational needs and those learning English as an additional language are supported well and make good progress. Accommodation and resources are satisfactory.

Teaching and learning

The quality of teaching and learning is satisfactory. Pupils in the Reception class and in Years 1 and 2 achieve well because of good teaching, particularly in English, mathematics and science. Pupils' progress is satisfactory in Years 3 to 6 but varies considerably because of differences in the quality of teaching in different year groups.

Main strengths and weaknesses

- Teachers in Reception and Years 1 and 2 make careful assessments of pupils' progress which enable them to plan work at suitable levels for different abilities. This is not always the case in older classes.
- Teachers manage their pupils' well and this results in good behaviour and a calm atmosphere in classes.
- Learning support assistants do a very good job and support pupils with special educational needs really well.
- Teachers do not give pupils enough opportunities to develop their spoken language skills in lessons.
- The teaching part of the lessons is often too long and this limits the amount of time that pupils have to work independently.
- In some lessons, teachers do not make their expectations clear to their pupils; they talk too much and do not make enough use of demonstration.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (19%)	12 (39%)	12 (39%)	0 (0%)	1 (3%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Although teaching and learning are satisfactory overall, this judgement masks a range of quality, from very good to poor. Virtually all the lessons seen in Reception and Years 1 and 2 were good and a few were very good. The pupils do so well in these classes that by the time they move to Year 3, they reach nationally expected levels in reading, writing and mathematics. This represents good achievement compared to the below average levels at which they start.

13. Teaching and learning in Reception are good. The classroom is colourful and well resourced and reflects a commitment towards providing a welcoming and stimulating atmosphere to interest and motivate the children. Very effective assessment systems enable adults to really get to know the pupils well and provide appropriate experiences to help them learn. Activities are well planned and organised and cover all the necessary areas of learning. A good range of different methods are used to maintain high levels of interest. For example, sometimes adults lead activities and sometimes children select for themselves, thus developing their confidence and independence. Children with learning difficulties are cared for sensitively and their needs well met.

14. In the older classes the picture is much less consistent. Much of the teaching and learning in Years 5 and 6 is good and some is very good. In Years 3 and 4, the teaching is satisfactory, although one poor lesson was observed during the inspection.

15. Teachers manage their pupils well, insisting on high standards of behaviour during lessons. They apply school rules carefully and consistently but they do this in a positive way so that pupils are not afraid to ask questions or make mistakes. Relationships are good and both teachers and pupils have high levels of respect for one another. A good example of this was in Year 5 where pupils responded very well to their teacher's praise and encouragement. The teacher thanked individual pupils when they made a positive contribution to class discussion or put a special effort into their work. These good behaviour management strategies contribute well to the positive ethos which pervades the whole school. They have also contributed to the improvement in pupils' behaviour since the last inspection and the drop in exclusions.

16. Learning support assistants are a valuable asset to the school and have a great impact on pupils' learning, especially those with special educational needs and those for whom English is an additional language. They too, form warm relationships with pupils and these enable them to provide high levels of personal and academic support. A close working partnership exists between teachers and their assistants who know exactly what to do during lessons. Pupils respond extremely well, valuing the support they are given in and out of class. Assistants encourage pupils to respond during class discussions, enabling them to feel included and play a full part in lessons. They remind them gently if they lose concentration and explain concepts which are more difficult. The small group work which they do in English helps pupils to catch up with skills they have missed earlier on in their school lives, such as spelling and handwriting, as well as basic phonic skills.

17. In most lessons, teachers do not give pupils enough opportunities to develop their spoken language and this hinders the standards they reach in many subjects. Although specific vocabulary is sometimes identified in teachers' plans, it is seldom given high priority in lessons and in some cases, is not referred to at all. Teachers are too easily satisfied with one word answers, hardly ever encouraging their pupils to respond at length in full sentences. The effects of this can be seen in pupils' achievement in speaking which is weak even at the top of the school.

18. Despite this weakness, pupils for whom English is an additional language achieve well. They are supported through the school's good pastoral systems and quickly feel at home and ready to learn. Assistants are always on hand to explain new vocabulary and pupils are not afraid to ask. They would benefit further however, from more direct teaching of subject-specific vocabulary, to extend their understanding and language usage.

19. In many lessons too much time is spent on direct teaching and this means there is not enough time for pupils to complete their independent work. In some cases, they become restless when made to listen for long periods of time and this affects their concentration. Teachers then have to work at regaining their attention and this wastes valuable time. In some cases, teachers talk too much and make little use of demonstration to illustrate their lessons. This also makes the learning more difficult for the pupils.

20. In most English and mathematics lessons, teachers plan the work to match the needs of their pupils and this means that the brightest are challenged and the weaker ones supported. This can only be done as a result of good assessment procedures which inform teachers about the different stages their pupils have reached. In the poor lesson observed during the inspection, no note had been taken of pupils' existing stages of development and the lesson was pitched at an unrealistically high level which confused even the most able. Explanations were muddled, the task was unclear and the exercise set was the same for all. Consequently, pupils became frustrated, bored and unhappy and little learning took place.

The curriculum

Curriculum provision is satisfactory overall, but it is good in the Reception class. The curriculum is enriched by a satisfactory level of additional activities. The accommodation is adequate and the resources sufficient to deliver the full curriculum.

Main strengths and weaknesses

- The good provision in the Reception class ensures children make fast progress,
- Good provision for pupils with special educational needs means that they achieve well.
- There is a very good team of skilled learning support assistants who work very closely with teachers.
- All pupils have complete access to the curriculum and are fully included in all aspects.
- There are few planned links between subjects to make the curriculum more relevant and interesting for pupils.

Commentary

21. Since the last inspection there has been a satisfactory improvement in the curriculum. The current sex education policy complies with legal requirements that parents may withdraw their children from such lessons. The provision for information and communication technology has been improved by building a new computer suite and introducing a suitable scheme of work. Standards in the subject are now appropriate for pupils' ages.

22. The curriculum for children in the Reception class is good. All the areas of learning are well planned with many interesting and stimulating activities to grab their imagination and make learning fun. They are well prepared for moving on to Year 1 and the rigours of the National Curriculum as they are well taught and reach the expected standard in most areas of learning with the exception of communication, language and literacy and knowledge and understanding of the world.

23. The curriculum for pupils with special educational needs is good throughout the school. Where appropriate, the work they are given by their teachers is linked to the targets in their individual education plans and is specifically designed to help them make good progress. Pupils receive very good quality help from a strong team of skilled assistants who make a significant contribution to

pupils' learning. Learning support assistants are very dedicated to the pupils they work with and have many skills that complement the work of the teachers in class. They have a good understanding of the subjects they help teach as they are included in the planning. Some are trained to take small groups for additional work in literacy. These groups are an effective addition to the curriculum as they not only improve the attainment of the pupils but also make them more confident in their work when they return to class.

24. There is a good level of inclusion at Christ Church. All pupils are highly valued and the school works hard to ensure that they are able to take full benefit from the curriculum planned for them. For example, when working with learning support assistants, pupils are invariably engaged in tasks that match the work of the main class so that they do not miss important learning in other subjects.

25. The school plans a satisfactory range of learning opportunities outside the school day. These activities include football, netball, dance, drama and art clubs. A number of visitors to the school and visits to places of interest by pupils help make the curriculum more interesting. The annual residential school journey enables pupils to participate in outdoor and adventurous activities as well as learning to live together harmoniously in an environment away from home.

26. The accommodation is very well kept and maintained and is further enhanced by some colourful displays that make the whole school attractive and show the value the school puts on the work of its pupils. They also raise the profile of individual subjects and make pupils eager to learn. The school library is small and unsuitable for class library sessions but there are plans to improve the situation in the future.

27. The school curriculum is planned so that all subjects are taught over each year. Occasional links are made between subjects so that the work is more relevant and interesting for the pupils. For instance, in science, pupils use their mathematical skills to construct graphs of their findings. Such links are rarely planned however and opportunities to use curriculum time more effectively are missed.

Care, guidance and support

The school's procedures to ensure the pupils' care, welfare and health and safety are very effective. All staff take time to listen to pupils views and concerns and offer good support and guidance.

Main strengths and weaknesses

- Each pupil is well known as an individual by many adults and good pastoral support is underpinned by detailed record keeping.
- The steps taken to guarantee the safety and welfare of each child are very good and are implemented well.
- Pupils with special educational needs are well cared for.

Commentary

28. Health and safety procedures are very good and all staff are aware of them and apply them consistently. This means that the pupils are safe and well cared for during their time at school. All the pupils who responded to the questionnaire, for example, said that they would be able to speak to an adult at school if they had any worries. This high level of support means that the school can work effectively with pupils who have transferred from other schools where they have not been so happy and well motivated. These pupils settle in quickly and flourish in their learning.

29. Good records are kept to support personal development and these, together with assessments of their academic progress, are used to involve pupils in self-assessment and target

setting. The pupils therefore feel part of the learning process and this increases their motivation and interest.

30. There are satisfactory procedures in place to introduce children into the Reception class at the start of the year or midway through the year. Staff visit the children who attend the neighbouring nursery and parents are invited into the Reception class before their children start. These systems help to reassure parents and their children about the early days at school and also form the basis of the good relationships which the school enjoys with its parents. Assistants provide good care for children who start later, especially those for whom English is an additional language. This helps them feel at home and ready to learn.

31. All pupils with special educational needs are carefully tracked to monitor their progress and to ensure that they are achieving as well as possible. Their individual education plans are well written, set appropriate, achievable yet challenging targets and are regularly reviewed. Liaison with outside agencies is good and the school makes great efforts to ensure that pupils receive as high a level of care as possible.

32. The fact that pupils feel confident to talk freely to their teachers and other adults means that they can voice opinions and ideas about school developments. However, these systems are not formal enough to ensure that they have a real voice in the running of the school.

Partnership with parents, other schools and the community

The relationship the school has developed with parents has improved and communication is good. Parents are supportive of the school and its work but there are a number of parents who do not support their children by ensuring that they attend regularly and arrive on time.

Main strengths and weaknesses

- The school is beginning to involve parents from ethnic minorities in the school life and this is having a positive effect on their children's achievement.
- The school provides parents with good information about school activities and how well their children are progressing.

Commentary

33. Parents receive good information about the life of the school and the curriculum taught through newsletters and the detailed prospectus. This means they know what their children are learning at school so that they can support them if they wish. Regular parents' evenings ensure that they are kept well-informed about how their children are progressing and a useful summary is provided in the form of an annual written report. Teachers make sure that parents are aware of the targets which have been set for their children in English, mathematics and in their personal development, enabling parents to judge progress more easily. There is a clear policy for homework and this is generally supported well by parents.

34. The school regularly canvasses parents for their views; a recent questionnaire about extra-curricular activities was instrumental in determining the current programme of clubs. A parents' association supports the school appropriately by organising successful events such as the Christmas Fair and end of term disco. The school's good work in extending pupils' cultural development has involved a number of parents from ethnic minority groups and this is having a positive effect on their children's achievement. Although the majority of parents are supportive of the school and assist in their children's learning, there are a number of parents who do not ensure that their children attend punctually and regularly. The school is aware of the need to work with these parents more closely.

35. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. They are always invited to meetings to review individual education plans although not all are able to attend. The school does its best to ensure that such parents and carers are aware of the targets set for their child so that they can further support their learning at home.

36. There are good links with the parish church which help to support the school's Christian ethos. The clergy visit each week to take a school assembly and four school services take place in the church each year. The school benefits from community volunteers whose work is arranged through a local charity. They give up time regularly to help in many classes, show a strong commitment to the school and provide a good example to the pupils of the value of voluntary work. Sports teams compete against other local schools and this aids the pupils' personal development. There are effective links with secondary schools to ease the transfer of pupils at the end of Year 6.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The governing body is well informed and supports the school well. The school is led competently by the headteacher and senior staff. Management systems are satisfactory although there is room for improvement.

Main strengths and weaknesses

- The governing body provides good support to the school and monitors its work effectively.
- Some co-ordinators are making a real impact on provision and have a clear focus on raising standards.
- Management systems lack enough rigour to drive school improvement fast enough.

Commentary

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	551,610	Balance from previous year	15,573
Total expenditure	535,177	Balance carried forward to the next	32,006
Expenditure per pupil	2,957		

37. The headteacher guides the school's work appropriately. He has a good knowledge of individual pupils and takes a keen interest in their welfare and development. He has a strong focus on maintaining good levels of behaviour throughout the school, to ensure that lessons proceed calmly and without interruption. This is done in a very sensitive and supportive manner which results in pupils having high levels of respect for him. He sets a good example to staff. There is a very happy and pleasant atmosphere throughout the school.

38. The school has had to cope with a high turnover of staff over the past few years. The situation is now stable although the long-term absence of the school's Special Educational Needs Co-ordinator has meant that the headteacher has had to take over this aspect of provision as well as his normal duties. He has also had a considerable teaching commitment which has cut into the time available for aspects of management. Despite this, the school has continued to make steady improvement.

39. Governance is good. Governors are interested, supportive of the school and are well informed about its work. The information they receive from the headteacher and individual co-

ordinators enables them to gain a clear overview of what the school is providing for the children. Some individual governors show extremely high levels of commitment to the school and work tirelessly to maintain the premises, raise funds and support the pupils.

40. Financial procedures are satisfactory. Spending is monitored regularly by staff and governors, who take a keen interest in ensuring that they get appropriate value for their money. This is especially the case when new developments are considered for the site.

41. Provision for pupils with English as an additional language is led and managed enthusiastically and with a great deal of commitment. Staff awareness of the needs of these pupils has been raised significantly and this has in turn improved the provision for pupils' cultural development. Recent curricular innovations include the celebration of Black History Month and the addition of a topic on Benin culture in order to make history more relevant to the African and Afro-Caribbean children. Celebrations for Black History Month drew in a number of parents who previously did not have a great deal of contact with the school. This innovative work is therefore being successful in extending the school's relationships with parents. A careful audit of provision has led to support staff being deployed more effectively to meet the needs of specific pupils.

42. The headteacher, in the absence of the permanent co-ordinator, is currently overseeing the special educational needs provision. The progress of individual pupils is tracked carefully to ensure they are achieving well. All paperwork is kept up-to-date and liaison with outside agencies is effective. Regular meetings with learning support assistants provide a forum for discussion of important developments and enable any concerns to be addressed.

43. Other co-ordinators have also had a good impact on provision for the pupils. Information and communication technology provision has improved dramatically recently because of good leadership and management. Developments have been led with enthusiasm and vigour and have been the main reason for the rise in standards since the last inspection. Some other co-ordinators have made a useful start in monitoring pupils' progress and standards but these procedures are not yet rigorous enough to have a rapid effect upon teaching and learning and on pupils' achievement.

44. A useful action plan guides the school's development. This identifies accurately the areas in which improvements need to be made but the action towards them is not planned rigorously enough to secure rapid and sustained improvement.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Main strengths and weaknesses

- Thorough assessment gives adults good knowledge of children's abilities.
- Careful planning builds on this knowledge and results in children being systematically moved on to the next stages in their learning.
- Support staff make a valuable contribution to children's learning.
- Relationships are good and adults value children's contributions, creating a secure learning environment.
- The curriculum is broad, varied and covers all required areas of learning.
- More could be done to develop children's spoken language skills.

Commentary

45. Children enter the Reception class in September and January, according to their birthdate, and, at the time of the inspection, the vast majority of children in the class had only been in the school for four weeks. All children have had pre-school experience elsewhere and this helps prepare them for their formal education. Children enter the school at levels which are below average in knowledge and understanding of the world and communication, language (particularly spoken language) and literacy. They are broadly average in other aspects of their development. The small number of children in the class and the well-planned deployment of staff mean that children benefit from a lot of adult attention. The classroom is well resourced, colourful and stimulating and this means that children are keen to come to school and enthusiastic about their learning. There is a good balance between adult-directed and child-selected activities and between class teaching, individual and small group work. This results in children having a good range of experiences which helps them learn as well as developing their independence. Children with special needs receive high quality support and make good progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- The Reception class is a welcoming place where children feel secure and are eager and motivated to learn.
- Adults have high expectations of children's behaviour and help children learn to behave well.

Commentary

46. Children quickly learn the routines of the class, are interested in learning and are confident to try new things. They can choose activities for themselves, find the equipment they need and co-operate harmoniously with others for long periods without adult support. Good teaching, including effective use of praise, helps children concentrate and sit quietly when required. In a dance session children were encouraged to take responsibility for their own shoes and socks, although most still needed some assistance. Children achieve well in this area of learning and many are on track to exceed the goals they are expected to reach by the end of Reception.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Children of all abilities are making good progress with reading, writing and handwriting.
- Many children have limited spoken language skills and are only making satisfactory progress in developing these skills.

Commentary

47. The teaching of reading and writing is very systematic and tailored to meet individual needs. Adults value all attempts at writing, so children confidently try, making plausible guesses at spellings, without fear of getting words wrong. Children are also encouraged to use a range of strategies like a word bank and sentence building cards to enable them to write independently. Children show great enthusiasm for books and excitedly predict what is going to happen next during group stories.

48. Although they enter the school with below average skills in communication, language and literacy, children are achieving well and many will reach the goals they are expected to in reading, writing and handwriting by the end of the year. Progress is less good in spoken language and at the end of Reception most children will still be below average in using language for communication and thinking. Some opportunities are provided for children to practise their spoken language, but talking skills are not assessed as thoroughly as other skills and activities to develop them are not planned in the same structured way as for other areas of learning.

MATHEMATICAL DEVELOPMENT

Provision for mathematics is **good**.

Main strengths and weaknesses

- Children's previous learning is used well to develop their understanding further.
- Children show enthusiasm for number work.

Commentary

49. Children enter the school with average skills in mathematics. Well-planned provision builds on this and children achieve well. Many children are able to perform addition and subtraction with numbers under ten in a practical situation. Some are starting to use the word "add" correctly. Children are given practice at counting forwards and backwards as a group and many are keen to show off their knowledge of numbers. Some of the children who started attending in September are already achieving the goals they are expected to reach by the end of the year. The majority of the class look likely to achieve these goals at the expected time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Learning opportunities are provided which cover all aspects of this area of learning.
- Children's limited spoken language skills slow down their achievement.

Commentary

50. Children's limited language skills and low levels of general knowledge mean they enter the school with below average skills in these areas of learning. Many children know that Monday is the first day of the week but none understands the concept of a month or can name any month. Exploring objects that make sounds, one boy was able to suggest that the dinosaur squeaked when

squeezed “because there is a little tiny dinosaur inside” and other children accepted this explanation until the teacher corrected them.

51. Despite being provided with well-structured opportunities for investigation, children find it difficult to ask questions, make observations or suggest solutions about why things happen or how things work. When questioned, children tend to remain silent or give single word answers. The language skills they need are not broken down and taught directly. There are two computers and a tape recorder with headphones available throughout the day and some children use them confidently and independently. Children’s achievements in this area of learning are satisfactory, but even so, few children will meet all the goals expected by the end of the year.

PHYSICAL DEVELOPMENT

The provision for physical development is **good**.

Main strengths and weaknesses

- Children are provided with adequate opportunities for energetic outside play at different times throughout the day as well as structured movement sessions in the hall.
- The new climbing equipment is stimulating but children are unable to use it because the surface underneath is not yet finished.

Commentary

52. Children are able to move with increasing confidence and show agility and imagination. They enjoy their dance lessons in the hall, joining in enthusiastically and with great vigour. Many opportunities are provided in the classroom for children to use a range of small equipment, tools and malleable materials in order to develop their small motor skills. Most children are on target to meet the goals expected by the end of the year.

53. The school has worked hard to fund the new climbing apparatus, gaining grants from a number of different sources. This was an area for development which was identified by the last inspection. Although the equipment is complete, the surface underneath is not yet safe enough for the children to use it in damp weather. This restricts their opportunities for more adventurous play outside.

CREATIVE DEVELOPMENT

The provision in creative development is **good**.

Main strengths and weaknesses

- The imaginary play area, though small, is well resourced and stimulating.
- Creative activities are available throughout the day for use at times of free choice.

Commentary

54. Children are given good opportunities to explore a variety of media including paint, pencils, charcoal and pastels and techniques like printing and collage. Creative work is sometimes linked to a topic and at other times children are encouraged to use their imagination. The imaginary play area is set up as a clinic and this stimulates imaginative role play. One boy cheerfully greeted the patient complaining of a headache with the news, “I will have to do an operation. I will have to take your brain out.” A boy who was drawing someone with a broken arm told his friend enthusiastically that, “I forgot to colour the blood in” and set about doing so. Outside the school day, Reception children have the opportunity to join the art club and carry out further creative activities after school.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards attained at the end of Year 6 are above those found in similar schools. They are well above at the end of Year 2.
- Pupils achieve particularly well in Years 1 and 2, as the teaching is consistently good or better.
- Pupils' spoken language skills are weak.
- Learning support assistants make a very good contribution to pupils' learning.
- Library and independent study facilities are unsatisfactory.

Commentary

55. Raising standards in English was a key issue in the last inspection. There has been a satisfactory improvement since then despite standards at the end of Year 6 remaining below the national average. This is because the school has successfully kept pace with rising national standards and pupils' standards in reading and writing are higher than in similar schools. At the end of Year 2, pupils reach standards in reading and writing that are in line with the national average and well above the standards found in similar schools.

56. Pupils in Years 1 and 2 make good progress in reading and writing as they receive good quality teaching. Lessons are well planned with interesting activities designed to hold the pupils' attention and stimulate their imagination. Pupils are very well managed and are able to work in a calm yet productive atmosphere. Their contributions are valued and this results in them having a great deal of pride in their work and makes them very eager learners. In a very good Year 2 lesson about poetry, the teacher had high expectations of the pupils and made it very clear to them exactly how much work they were expected to complete in the lesson. They all rose to this challenge and worked very hard to complete their good quality poems.

57. Pupils' speaking skills are weak throughout the school. They lack confidence when addressing an audience and teachers often have to repeat what they have said for the benefit of the others. Pupils often respond to questions with one-word answers and even many of the older pupils find it difficult to express their views clearly and thoughtfully. The school is currently trying to address this problem by having daily sessions focusing on speaking and listening. However, in other lessons they do not always insist on pupils using clear speaking voices when addressing the class and too often accept mumbled responses.

58. Pupils are keen to do well. They are proud of their successes and enjoy learning new concepts and skills. Behaviour in lessons is usually good which enables all pupils to concentrate on their work without disruption. Good relationships are a strong feature and pupils respect each other and the adults they work with. The work in their English books is neatly presented and shows a good deal of pride.

59. Teachers use teaching assistants very well to help their pupils, usually those with special educational needs, learn more effectively. They plan the role of support staff in each lesson very carefully to maximise their impact. The good level of support is most effective when the pupils are working individually or in small groups. It means that any problems that pupils have are dealt with swiftly and enables them to move on to the next part of their learning. Teaching assistants know the pupils well and, in many lessons, help with behaviour management to enable the teachers to concentrate on teaching.

60. The school library, which contains only non-fiction books, is far too small to be used effectively for whole-class sessions. This results in pupils' research and study skills being underdeveloped. Few know how to use a library effectively to enhance their learning and have limited opportunities to develop these skills. The school has plans to improve this situation by extending the computer suite to make a research and study centre.

61. Very little use is made of information and communication technology in literacy work. Difficulties with the computer suite have been partly to blame for this, although teachers are still just developing their confidence with much of the software. Some English work is written using word processing programs but in many literacy lessons the classroom computers are not used.

Language and literacy across the curriculum

62. Pupils' language and literacy skills are used in other subjects of the curriculum but their inclusion is not always planned. Opportunities to link subjects together are not structured into the planning. When useful links are made the effect is to improve the learning in both subjects. For example, the sensitive Year 6 letters written to Anne Frank as part of their work in history helped the pupils learn the correct letter writing form in an interesting and relevant way.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 because of good quality teaching.
- Learning support assistants help pupils with special educational needs make good progress in mathematics.
- Mental mathematics sessions are good and help pupils learn their tables and make quick calculations.
- The teaching part of the lessons is too long and leaves insufficient time for pupils to complete their independent work.
- Pupils do not have enough opportunities to discuss their work and explain their answers to the rest of the class; this limits the development of their spoken language.

Commentary

63. Despite a drop in the Year 2 standards last year, national test results show that standards in mathematics have been rising steadily over the past few years in both Year 2 and Year 6. Pupils in Year 2 reach nationally expected standards which represents good achievement considering they start at levels which are below average for their age. This is because of the good teaching they receive in Years 1 and 2.

64. Last year, the Year 6 pupils did better than pupils in similar schools although they were still below the standard expected nationally. Last year, only a few pupils reached the higher levels in the tests but indications are there will be more this year which should raise overall standards yet again. However, there are still too many pupils who look unlikely to reach expected levels for their age. They have difficulty in understanding questions and in solving written problems because of their weak language skills.

65. Standards are rising because the quality of teaching and learning is good in Years 1 and 2 and in Years 5 and 6. Pupils in the younger classes are developing solid foundations in manipulating numbers and in solving problems for themselves. In a very good Year 1 lesson for example, pupils quickly arranged their number cards into the right order, some working with numbers to five but others working with numbers to 50. Very careful assessment by the teacher ensured that she matched the correct number card to the right pupil. All made very good progress because the

activities were set at the correct level to challenge and move them on. In the same lesson the pupils experimented with balances to compare the weights of different objects. They learned the words 'heavier' and 'lighter' and used them confidently during their independent work. At the same time they practised their counting skills as they placed the cubes on the scales. 'How do you write 27?' asked one little girl. 'Look at the number line on the wall,' responded her friend. 'It says a two and then a seven.' This lesson was a very good example of pupils talking and working together and developing their mathematical understanding as well as their vocabulary and fluency. Unfortunately this does not happen in many other classes.

66. The quality of teaching in Years 3 to 6, while satisfactory overall, shows great variation. Pupils in Year 3 are catered for poorly with work that is far too difficult even for the brightest pupils. No account is taken of their existing knowledge and understanding to prepare work at different levels to ensure the most able are extended and those with special educational needs move on at an appropriate rate. Time is being lost here and pupils fall further behind. Year 4 pupils move on at a steady pace because of satisfactory provision and those in Years 5 and 6 make good progress because lessons are stimulating and well matched to their needs.

67. Throughout the school, learning support staff make a considerable contribution to pupils' progress. Their dedication and the good relationships which they enjoy with teachers and pupils enable them to offer high quality support.

68. Throughout the school, teachers start their lessons with effective mental arithmetic sessions. These attract the pupils' attention and they respond well, answering questions and working out calculations enthusiastically. A weakness noted in many lessons, however, is that teachers do not challenge pupils to explain their answers at length. They are too easily satisfied with one-word responses and this inhibits the development of spoken skills. Many teachers identify key mathematical vocabulary in their plans but few actually stress it during lessons or provide enough opportunities for pupils to use the new words and become familiar with them. This again restricts language development.

69. Even in some of the good lessons, pupils do not have enough time to complete their independent work. This is because teachers spend too long on the main teaching activity, often talking too much themselves, rather than giving pupils the opportunities they need to consolidate the new learning through discussion and independent work.

70. Leadership and management of the subject are satisfactory. There are appropriate plans in hand to improve aspects of the subject in the future.

Mathematics across the curriculum

71. Mathematics is used appropriately in other subjects. Often pupils use their mathematical skills when they record the results of their science investigations. There is also some evidence to show they use mathematics in their work in design and technology and when they represent information on graphs using computers.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards attained at the end of Year 6 are below the national average. They are, however, in line with those found in similar schools.
- The good teaching in Years 1 and 2 results in pupils achieving well.
- Learning support assistants are very good and are used effectively to improve learning.
- The use of information and communication technology in science is weak.

Commentary

72. Pupils' results in the 2003 national tests were well below the national average but were much the same as those reached by similar schools. The pupils currently in Year 6 are reaching standards that are only just below those expected nationally and better than standards seen in similar schools. There has been a steady improvement in attainment at the end of Year 6 for a number of years and this trend is continuing. The improved level of investigational work in all years is having a positive impact on standards as pupils are learning in a more effective and meaningful way.

73. The good teaching in Years 1 and 2 is having a positive impact on the standards pupils are attaining. Pupils' understanding of scientific principles is developed through a lot of 'hands on' activities. They thoroughly enjoy this and there is a real buzz of excitement in lessons. In a Year 2 lesson about forces, pupils enjoyed rolling toy cars down ramps to judge the affect of the angle of the incline on the distance their vehicle travelled. The teacher made sure they followed the correct investigative procedures. All pupils predicted the results before testing, measured distances carefully and arrived at well-considered conclusions. More able pupils knew that the tests had to be fair for the results to be valid and correctly identified the factors that had to remain fixed. Teachers plan the work carefully to meet the needs of all pupils, including those with special educational needs and those with a particular aptitude for science. The management of pupils is good throughout the school and this enables lessons to proceed in an orderly way.

74. All pupils respond well to the opportunities to learn science. They have a good attitude to their work and usually present their findings neatly and accurately in their books. Pupils are eager learners and work together on investigations in a sensible manner. They support each other, share resources fairly and discuss their work and their findings. Pupils are proud of their achievements.

75. Learning support assistants make a valuable contribution to pupils' learning, particularly pupils who have special educational needs. They support individuals and groups in lessons and are very well briefed by teachers about their specific role. They are very skilled at helping pupils, encouraging them to learn by first drawing out their responses and not just giving them the answers.

76. Very little use is made of information and communication technology in science work. Opportunities are missed to use these skills to tabulate, present graphically or analyse data from investigations.

77. There has been a satisfactory improvement since the last inspection. Standards have risen steadily at a rate above the national trend and the increased focus on investigative work is already having a positive effect. Leadership and management is satisfactory and ensures the subject continues to develop.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The subject is well led and there has been rapid improvement in provision recently.
- Pupils enjoy their lessons in the computer suite and work hard.
- Learning support assistants work well with teachers to ensure that pupils with special educational needs take a full part in lessons.
- Computers in classrooms are not used enough to support pupils' work in other subjects.

Commentary

78. Standards are now in line with national expectations for pupils in Years 2 and 6. This shows satisfactory improvement since the last inspection when standards were below average. Improvement has been fairly recent however, with the new computer suite only operational in recent months. This means that pupils up till now have not been receiving the full range of experiences to which they are entitled. Despite this, pupils' achievement is satisfactory, mainly because of the good quality of teaching they receive in Years 1 and 2 and in Year 6. In these classes teachers are confident in the use of computers and are able to teach the skills clearly and carefully. Pupils in Year 1, for example, confidently log on to the system and use the keyboard, mouse and menus to make diagrams of 'The life of a caterpillar'. They write simple labels which they combine with their drawings to produce a good end result. They can print out their work unaided.

79. Year 6 pupils show good keyboard skills and work enthusiastically in pairs to create a multimedia presentation. The teacher's good subject knowledge enabled her to prepare the lessons well, with good resources to stimulate the pupils and illustrate the process clearly.

80. Leadership and management of the subject are good. Immediate needs have been recognised and plans are in hand to address these. For example, although the computer suite is operational, there are still some problems with software that affect the quality of teaching and learning. Not all teachers are fully confident about using the computer programs and further training is planned.

Information and communication technology across the curriculum

81. Information and communication technology is not used well enough in other subjects. There are computers in every class but these are seldom used to support pupils' work. Consequently, opportunities are lost to allow pupils to practise new computer skills they have learned in the suite or use technology to practise skills in other subjects.

HUMANITIES

82. Religious education did not form part of this inspection. Only one lesson in history and two in geography were observed and this was not enough to make an overall judgement on provision and teaching. However, from looking at curriculum planning, previous work and talking to pupils and staff, it is evident that these subjects are covered appropriately. In the lessons seen, pupils showed interest and enthusiasm. In **history**, Year 4 pupils were not just learning facts about Henry VIII and his lifestyle, but were being introduced to methods of historical enquiry, using sources of information, including the Internet, to find evidence. In **geography**, Year 5 pupils were extremely interested in the talk given by a speaker from the water authority. They were able to make links with previous work in history, proudly sharing with their visitor all they knew about the lack of sewage facilities in Victorian times and the resulting pollution of the River Thames.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. One lesson was seen in each of art and design, design and technology, music and physical education. Teachers' plans, pupils' work, displays and photographic evidence were analysed.

84. The school provides a full range of activities in these subjects. Pupils clearly enjoy their work, particularly in **art and design**. Attractive wall displays value their efforts and contribute greatly to the stimulating and colourful environment. Some art work is linked to other subjects. For example, Year 6 painted the story of Harriet Tubman's escape to freedom after learning about her during Black History Month. The after-school art club for children in Reception and pupils in Years 1 and 2 is also a useful addition to the provision as it encourages them to participate further in the life of the school whilst nurturing their talents.

85. Planning and work in pupils' design books show that all aspects of **design and technology** are taught throughout the school. Lessons are not weekly but are in specific blocks in different terms. Occasionally this leads to pupils going for quite lengthy periods of time, sometimes as long as six months, without learning any new design and technology skills or being able to reinforce the ones they have learned already. Skills are not always built on systematically as pupils may have to relearn them for each new project. In Year 3 the pupils make monsters from junk material and then make them move using pneumatics. They are full of ideas but do not always understand exactly how to construct the monsters, especially the moving parts, to make them move effectively.

86. **Music** is taught weekly by class teachers and pupils in Years 5 and 6 benefit greatly from learning to play steel pans. This not only develops their musical knowledge and skills but also improves concentration and enables them to understand the value of teamwork. Classes are taken by a visiting teacher who provides a good role model to the pupils with his enthusiasm and high expectations. Pupils respond very well to this, focusing intently on playing and working well as a group.

87. **Physical education** is taught regularly in the school and pupils receive the full range of recommended activities. All classes have two lessons a week, usually indoor and outdoor covering gymnastics, games and dance and this ensures they get regular physical exercise. Year 4 pupils go swimming once a week and those in Year 6 attend an activities centre for a residential visit once a year. After-school clubs enable older pupils to participate in competitive sport and this contributes to their personal and social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION

88. Provision in personal, social and health education is **satisfactory**. Much is covered through the religious education programme and science lessons. Sex education is covered through topics on growth and reproduction and additional talks are given to Year 6 pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

*** |Standards are comparative to those found in all schools nationally. Achievement relates to how well children do according to their capabilities.**

