

INSPECTION REPORT

SOUTHWARK PRIMARY SCHOOL

Old Basford, Nottingham

LEA area: City of Nottingham

Unique reference number: 122454

Headteacher: Mrs Michaela Saunders

Lead inspector: Bernice Magson

Dates of inspection: 1st – 4th March 2004

Inspection number: 257522

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: | Community |
| Age range of pupils: | 3 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 560 |
| School address: | Southwark St Old Basford Nottingham Nottinghamshire |
| Postcode: | NG6 0DA |
| Telephone number: | 0115 9150466/67/69 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs Ailsa King |
| Date of previous inspection: | 26/02/02 |

CHARACTERISTICS OF THE SCHOOL

This very large primary school was opened in September 2003. It is situated in the Old Basford district of Nottingham and admits pupils aged from 3 to 11. In the surrounding neighbourhood there are high levels of social and economic deprivation and there is significant movement of pupils in and out of the school. Currently there are 560 pupils on roll, including 80 pupils who attend the nursery class on a part-time basis. There are similar numbers of boys and girls overall. Most families are of white British origin, although a quarter of all pupils represent a wide range of other ethnic groups or dual heritages, including Asian, African, Caribbean and Chinese. Thirty six pupils speak English as an additional language but no pupil is at an early stage of English language acquisition. Three pupils are in public care. Eighty-six children are admitted to the reception classes, at the start of the term closest to their fifth birthday. Attainment on entry to reception is well below average overall and remains well below average at the start of the National Curriculum in Year 1. Almost half of all pupils in the school are identified with special educational needs, including four pupils who have a Statement of Special Educational Need. The school provides out of school care for a small number of pupils.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|--|
| 18143 | Bernice Magson | Lead inspector | Science, information and communication technology, music, special educational needs, English as an additional language |
| 19692 | Robert Folks | Lay inspector | |
| 23566 | John Iles | Team inspector | Mathematics, physical education, religious education, personal, social and health education |
| 22671 | David White | Team inspector | English, geography, history |
| 20655 | Beryl Rimmer | Team inspector | Foundation Stage, art and design, design and technology |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing a good quality of education for its pupils. Standards are below average by the age of 11. The quality of teaching and learning is good. Leadership and management are very good overall. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils have positive attitudes to learning, develop very good relationships with others, and are given very good support and care by staff
- Standards are below average in English, mathematics and science in Year 6, and well below national averages in reading, writing and mathematics in Year 2
- The leadership and management by the headteacher is excellent, and she is very well supported by a strong governing body and senior management team
- The quality of teaching and learning is good overall
- In the Foundation Stage children make a good start in the nursery, but progress is unsatisfactory for children in the reception classes
- Provision for pupils with special educational needs is very good
- Pupils' presentation of work is unsatisfactory overall
- Standards are above average in physical education

This is the first inspection of this new primary school, which opened in September 2003.

STANDARDS ACHIEVED

The achievement of pupils is good overall. It is good in the nursery and Years 3 to 6, and satisfactory in the reception class and Years 1 and 2. Standards are well below expected levels by the end of the reception year in communication, language and literacy, mathematical development, and knowledge and understanding of the world, and below expectations in all other areas of learning. In Years 1 to 6 standards are below average overall, but improving rapidly because the teaching is better. In the current Year 6 pupils achieve well, and those with special educational needs or English as an additional language achieve very well. In Years 1 and 2 girls are performing significantly better than boys in reading and writing, but there is limited difference in their performance by Year 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good overall. Pupils have good attitudes to school and develop very good relationships with others. The school ethos is very good, encouraging all pupils to participate in its activities responsibly and with enthusiasm. Arrangements for the inclusion and involvement of pupils is excellent, particularly those with special educational needs who attend the "Sky Rockets" groups. Attendance is below the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning is good overall, although satisfactory in the Foundation Stage and Years 1 and 2. In the reception classes teaching is currently unsatisfactory. However, the reception teachers are very recently appointed and they are still developing appropriate teaching methods. In Years 1 to 6, most teaching is good or better and a third of all teaching is very good or excellent. In the better lessons, all pupils are challenged well, because learning builds effectively on their prior attainment. In all classes there is good teamwork between teachers and support staff, and most pupils receive very good support and advice in their learning. Overall there is very good management of pupils' behaviour.

The curriculum is good. It includes a good range of additional activities in lessons. During the special theme weeks, visitors with specialist expertise are invited into school to enhance the

curriculum. From Years 2 to 6 there is a very good range of activities out of school. Links with other schools and colleges, and with the community are good. There are good partnership links with parents, and they make a good contribution to their children's learning overall. The school works hard to inform parents about their children's progress and school events. There are good induction procedures for children joining the nursery and other classes, and good arrangements for the transfer of pupils to secondary schools.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good overall. The headteacher provides excellent leadership and management, supported very well by the senior management team. They have clarity of vision, and very strong determination to build an effective school, providing an excellent focus for all members of the school community. The headteacher is an excellent role-model to all staff in her leadership and management of the curriculum and teaching and learning. The governance of the school is very good. Governors work well to develop the school's aims and values, and comply very well with all statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school. They are appreciative of the care taken of their children and especially of the pupils with special needs in the "Sky Rockets" groups. Pupils have very positive views about the school.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science
- Improve the provision and teaching and learning for children in the reception year
- Further improve the quality of presentation of pupils' work

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is good overall. It is good in the nursery and Years 3 to 6, and satisfactory in the reception classes and Years 1 and 2. In Year 2 standards are well below average in reading, writing and mathematics and below average in science. In Year 6 standards are below average in all core subjects but the pupils achieve well.

Main strengths and weaknesses

- Pupils attain above average standards in physical education
- Pupils with special educational needs and English as an additional language are achieving very well because of very good levels of support

Commentary

1. Children start school in the nursery with attainment well below average overall for their age and with poor skills in their personal development, communication, language and literacy, and mathematical skills. They are making good progress in each stepping-stone of the Early Learning Goals in the nursery, but unsatisfactory progress in the reception year, although in personal, social and emotional development progress is good. By the end of reception it is predicted standards will be well below average in communication, language and literacy, mathematical development and knowledge and understanding of the world, and below average in all other areas of learning.
2. Standards in the current Year 2 are well below average overall. Girls are performing significantly better than boys in reading and writing. In all core subjects there are few pupils attaining the higher level 3. Standards in writing are showing improvement, but not sufficiently to allow pupils to write confidently in other subjects. This is because there are high numbers of pupils in Years 1 and 2 with special educational needs and some pupils with English as an additional language. Overall pupils' progress is satisfactory by Year 2, but restricted by low writing skills. In practical activities, such as physical education, pupils in Years 1 and 2 are making good progress because there are few writing tasks.
3. Standards in Year 6 are below average overall. There is little difference in the performance of boys and girls. The current Year 6 cohort is achieving well, and the 57 per cent of pupils with special educational needs and those with English as an additional language are achieving very well. All pupils are on course to attain their predicted targets, although few pupils are predicted to attain the higher level 5.
4. Pupils with special educational needs and English as an additional language are attaining standards as predicted in their individual education plans and achieving very well. This is because there is very good support from staff, voluntary helpers and outside agencies, which ensures that all pupils are fully included in all activities and that their learning experiences are meaningful. The school is identifying early pupils with special educational needs through school-based tests. Some of these pupils are members of the two "Sky Rockets" groups. They are happy and confident, which enables them to make academic progress appropriate to expected targets. The coordinators for special educational needs, and for pupils who are learning English as an additional language are making regular checks on pupils' progress and plans are adjusted as necessary. Assessments show that pupils are achieving very well towards their individual targets. Induction arrangements are well-structured to support any pupils who have recently arrived in school and they make very good progress.

5. The school has identified a small number of pupils who are gifted and talented and they are making good progress overall because their needs are being fully addressed. Often in lessons they are presented with a different challenge to other pupils, such as in science where Year 6 pupils were expected to tabulate their results as a part of a scientific report.
6. In ICT, standards are rising rapidly because of improvements in equipment. All pupils are learning specialist skills and gaining confidence by having more regular practice on machines. During this school year most pupils will have the opportunity to attend the computer club and this is having a positive impact on raising standards. Standards are at expected levels.
7. In religious education, standards are below expected levels in Year 2 and in line with expectations in Year 6. Younger pupils have insufficient knowledge of the life of Jesus and other stories of the Old and New Testament. By Year 6 pupils are achieving well and have a suitable knowledge of Christianity and other major world faiths for their age. They are beginning to reflect on their own values and beliefs, and share experiences of different religious faiths together.
8. Standards are above average in physical education. Pupils have positive attitudes to this subject, and many also take part in extra-curricular activities, which enhance their learning successfully. All pupils, including those with special educational needs, are achieving well because of very good levels of appropriate support.
9. Standards in Years 2 and 6 are average in history and art and design, and in design and technology in Year 6. They are below average by Year 2 in design and technology. The special "theme weeks" in the arts and humanities are having a positive impact on raising standards because subjects are covered in more depth and often with specialist helpers to develop pupils' expertise in greater depth. No judgement could be made on standards in music and geography because of insufficient inspection evidence.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to learning and take full advantage of the wide range of activities available. Their behaviour is good at all times. Spiritual, social and cultural development is good. Moral development is very good. Pupils make a good contribution to the life of the school. Attendance is below average.

Main strengths and weaknesses

- Very good procedures promote and monitor attendance
- The pupils have very good relationships with others and take a full part in all school activities
- The school sets very high standards for behaviour and has very good procedures for behaviour management
- The school is free from bullying and racism, and any form of harassment is dealt with very well.

Commentary

10. The pupils have good attitudes to learning and take a full part in the many and varied activities available. In lessons, they concentrate and participate well. They work hard and do their best to please the teachers. Relationships between the pupils and adults are very good in the school and the resultant harmonious atmosphere contributes to the pupils' learning. The pupils work well independently but also in pairs and small groups. For example, talking partners was used to great effect by teachers on a number of occasions.
11. Parents are happy with behaviour in the school. During the inspection, no bullying or harassment was seen. The school has very good behaviour management systems and support staff, including the mid-day supervisors, have been trained in its use. The consistent application of these systems contributes to the good behaviour. The pupils are well behaved at

all times and this was evident at breaktimes and lunchtimes. On the junior site, the range of activities available is remarkable and the pupils really enjoy the dressing up box, table-tennis and hairdressing in addition to the more usual playground activities. The mid-day supervisors form a highly organised team. This, combined with the activities, ensures that lunchtimes are always orderly but enjoyable. Similar systems are starting to work very well on the infant site. Here, behaviour is good and is improving.

12. Pupils are willing to take responsibility and the school encourages the pupils to contribute. This is well illustrated by the “Buddy” system and the flourishing School Council. The School Council is currently preparing a school newspaper.
13. The pupils’ moral development is very good. The school has a clear moral code, which is communicated and reinforced in lessons, assemblies and as part of the Behaviour Policy. The school encourages pupils to consider proper values and during the inspection, the assemblies covered several moral values, such as appreciating the qualities other people have and how to learn from your mistakes. Pupils contribute to their own moral standards by deciding on rules for their own classrooms.
14. Spiritual, social and cultural development is good. The Baptist church has close links with the school. It is the only building where the pupils can meet altogether for worship and this helps considerably to develop a feeling of spirituality and helps the pupils to appreciate religious values. Additionally the minister, who is also a governor, takes assemblies in the school. In lessons there was an appreciation of some intangible moments such as by the silence that greeted the sound of the Victorian humming top.
15. The school encourages social development and the results are very evident in the junior playground. Being able to live in harmony with others is one of the most valuable of these. Residential visits to places like Anglesey are being organised from Year 3 upwards and these give the pupils the opportunity to explore not only new places but also enjoy new experiences.
16. The school encourages cultural development and pupils are making good progress in their development of cultural understanding. There are many visits organised by the school to places of local interest, to museums and theatres, and there is a varied range of visitors from different cultures. Different composers are heard and discussed in assemblies. A recent visit to the Black Country Museum has created lots of interest and has helped the pupils to appreciate their own heritage. Aboriginal art was seen in the reception classes. Through the Creative Partnership scheme many visitors attend school representing Africa, and the Caribbean. The nursery door has a sign, which greets people in many languages.

Attendance

Attendance is below the national average but the school has very good procedures for promoting and monitoring good attendance and all statutory requirements are met. The local education authority gives very good support to help improve attendance rates. Punctuality is satisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils.

Teaching and learning

The quality of teaching and learning is good and assessment is satisfactory overall.

Main strengths and weaknesses

- In Years 5 and 6 two-thirds of all teaching is very good or excellent
- In the reception classes the majority of teaching is unsatisfactory

- There is good team work between teachers and support staff
- Teachers have very high expectations of the pupils' behaviour and they manage them very well
- The teaching and learning group of senior managers is effective in developing the quality of teaching
- In Years 1 and 2 assessment is unsatisfactory, as new procedures are not yet sufficiently embedded

Commentary

Summary of teaching observed during the inspection in 60 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|---------|--------------|----------------|-------|-----------|
| 3(5%) | 17(28%) | 27(45%) | 10(17%) | 3(5%) | 0(0%) | 0(0%) |

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

17. During the inspection the large majority of all teaching seen was good or better, and a third of all teaching was very good or better. In Years 5 and 6 three lessons in mathematics, science and religious education were of an excellent quality. In Years 1 and 2 two-thirds of teaching was good or better and in the nursery half of the teaching was very good. However, in reception most teaching was unsatisfactory, as both teachers are very new to school and have not yet developed appropriate teaching methods. Assessment is satisfactory overall, but unsatisfactory in Years 1 and 2. Assessment procedures are being extended to all subjects following successful implementation of the assessment policy in literacy and numeracy.
18. In the Foundation Stage teaching varies between very good and unsatisfactory. Three lessons seen in the nursery were very good, but three lessons seen in the reception class were of an unsatisfactory quality. Teaching methods have been reviewed in the nursery and children are appropriately challenged in a good range of exploratory and teacher directed activities. There is a good number of nursery staff and children have many opportunities for small group discussions in which their speaking and listening skills are extended well. All adults have a clearly identifiable role and give good support. In reception there are few appropriate links made between the medium and short-term plans and the planning of lessons is often disjointed. Teachers fail to structure the lessons so that pupils can take the small steps necessary for them to succeed in both their exploratory and directed teaching experiences. Assessment in the nursery is good. From induction children's progress is carefully tracked in each area of learning. Information is shared well with parents and their contributions are an important part of the assessment process. Assessment in reception is under-developed and, currently, the procedures provide insufficient information about how children are progressing.
19. In Years 1 and 2 the quality of teaching is varied. In the better lessons teachers have good subject knowledge and teach with confidence and enthusiasm. Lessons have a good variety of activities so that pupils are motivated to learn. In physical education, for example, the teacher's enthusiasm was infectious and all pupils tried hard to improve their performance and as a result achieved above average standards. In a singing lesson there was good leadership in developing musical skills through demonstration, effective use of praise, and skilful encouragement of spiritual awareness so that pupils could reflect on feelings of care and belonging. There is very good attention given to the needs of pupils with special educational needs and those with English as an additional language. For example, pupils have language groups in which they share big books which allows them to access the whole class session. Pupils with special educational needs are fully included in all activities, and there are additional opportunities for individual learning experiences as appropriate.

20. In Years 3 to 6 teachers have agreed the criteria of good teaching and they work hard to maintain teaching of a high quality. They have high expectations of all pupils and promote in pupils a belief that “Whenever we say we can’t, we say not yet” and for infants “I can and I will.” There is a good variety of teaching strategies so that pupils remain motivated. For example, in Year 6, team teaching is used in some lessons, and in others pupils are taught in ability groups. In Years 3 to 6 pupils are taught numeracy in ability sets. This approach is beneficial because it continues to challenge them to work at increasingly challenging operations. Throughout Years 3 to 6 resources are used very well in a good range of activities so that pupils use various materials to consolidate their learning. Lessons have a very brisk pace and no time is wasted in individual, group, or class work. Pupils are encouraged to understand that time is important and levels of motivation remain high. Assessment is good overall, particularly in the continuous assessment of progress in lessons.
21. In the three excellent lessons there was a very clear lesson structure and pupils eagerly worked to meet the teachers’ high expectations. Learning was fun and challenging, because work was precisely matched to the pupils’ needs. The teacher has a thorough knowledge of pupils and how they learn best. The lessons had a very fast pace, all pupils were involved and questioning was used very effectively to maintain interest and move forward any debate and discussion. Pupils’ contributions are valued highly and consequently self-esteem is very high and learning is securely rooted in first hand evidence and experience.
22. Throughout the school, teaching assistants work well with teachers and are an integral part of the success of every lesson. Often they support pupils with special educational needs so that they can be fully included in all lessons. High quality individual education plans are used to guide and direct the teaching of pupils with special educational needs. The identified targets for improvement are small steps appropriate to needs and effective in guiding the teacher in the preparation of appropriate work. Through sensitive adult intervention, when necessary, inclusion levels are excellent. The contributions of all pupils are shared among all class members.
23. Satisfactory use is made of homework opportunities overall. Although some teachers plan homework well to consolidate learning and allow for research on topics, the practice is inconsistent across the school and many good opportunities are missed.
24. Assessment procedures are well-established in literacy and numeracy and provide the teachers with clear information on pupils’ performance, and pupils with realistic targets of how to improve. In other subjects, assessment procedures are still developing, although the assessment policy has been agreed by all staff. For example, in science the coordinator has identified subject strengths and weaknesses, but teachers have not yet adapted their teaching accordingly to overcome identified difficulties. Marking is satisfactory overall. Although there is some good marking, it is mostly comments of praise and has limited information for pupils on how to improve.

The curriculum

The curriculum is of a good quality. It is broad and balanced and meets statutory requirements. There are very good enrichment activities to extend pupils’ learning in lessons and after school.

Main strengths and weaknesses

- Teachers identify good opportunities for pupils to use literacy skills across the curriculum
- In the reception class the curriculum offers limited opportunities for purposeful exploratory play or appropriately focused teaching
- Special “theme weeks” and residential visits provide pupils with many first-hand experiences
- There is very good provision for pupils with special educational needs and with English as an additional language, and good provision for other pupils, such as the gifted and talented

- The accommodation in the junior building restricts opportunities for learning, such as in physical education

Commentary

25. The breadth and balance of the curriculum are good in Years 1 to 6, and satisfactory overall in the Foundation stage. Suitable time allocations are given to all subjects, with additional provision through the use of special theme weeks. All National Curriculum subjects and religious education are covered appropriately. Curricular schemes of work and policies all follow local or national recommendations. Long, medium and short-term planning is good overall, and satisfactory in the Foundation Stage. Cross curricular links are identified for many subjects although there is not yet a complete and consistent approach to these links in all classes. Sex and drugs education are given special attention, sometimes with outside agency support: for example, the police help with a drugs programme for older pupils, and the school nurse helps with lessons on sex education. There is no formal programme for the development of personal and social skills, or citizenship. However pupils are encouraged to think how their actions will affect others in many informal opportunities. The school has identified this curriculum weakness and a new coordinator is developing a full programme.
26. The curriculum has been reviewed recently to ensure continuity in all year groups and through key stages, and some coordinator responsibilities have changed. As a result some curriculum plans are still developing according to the priorities of subject action plans. There is a curriculum strategic planning team of senior managers to monitor curriculum innovation and development. They are supporting a more innovative approach to the curriculum. Systems to monitor, review and develop the curriculum are new and not yet fully embedded. The strategic planning groups have been most effective in organising and monitoring the introduction of the literacy and numeracy strategies for the staff in Years 1 to 3. Their recent efforts have had a positive effect on developing the curriculum in literacy and numeracy, and so raising standards. Science is now the focus for curriculum development group. Currently strengths and weaknesses in pupils' understanding have been identified, but curriculum changes have not yet been implemented.
27. During the autumn term new systems and procedures have been introduced in the Foundation Stage curriculum. A new programme of curriculum planning has been effective in the nursery, and equipment and resources are plentiful and appropriate. There is a good range of indoor and outdoor experiences for nursery children with a good balance of investigative and focused teaching activities. Although the new systems are being successfully embedded in the nursery, there is a lack of detail and continuity to the curriculum in the reception year. The curriculum for children of reception age is planned to the appropriate areas of learning but without clear detail of intended learning outcomes or the small steps needed to achieve them. As a result this is limiting rates of children's progress.
28. The school strongly supports educational inclusion and its arrangements are excellent. Planning gives a clear indication of the next steps in learning for all pupils, with well-matched support aids provided wherever necessary. If learning is not mastered successfully the first-time, it is re-visited in a further lesson and, for more able pupils, opportunities are created for them to fast-track on some learning experiences. There is very good consideration given to the needs of pupils with special educational needs. For example, the pupils in the "Sky Rockets" groups start school earlier than other pupils, and have breakfast and a time for socialising before they join their peer group to start lessons. For the "Sky Rocketeers" pupil passports are used as a means of communication about progress towards their individual targets, allowing good achievement to be recognised and rewarded. The "Space Cadet of the Week" is awarded often to pupils because they are working well in class.
29. Innovative curriculum ideas are skilfully matched to pupils' personal experiences. The rich curriculum heritage of the school is celebrated and promoted. Racial harmony is encouraged in line with the school policy and the self-esteem of all pupils is developed very well. In a recent

music week, for example, some pupils followed a Latin link, African adventure, or Indian inspiration, as they focused on the music of the world. Festivals are celebrated in assemblies.

30. The school provides a very good range of extra curricular experiences for pupils. Each week most pupils attend clubs including sports, arts, ICT, music, drama and crafts. Pupils make personal preferences and by the end of the school year will have participated in several different activities. The clubs provide very good opportunities for pupils of mixed-ages to work together.
31. Residential visits and other visits are an important part of the curriculum. For each topic there is a visit to introduce and provide some subject expertise. Visitors into school are welcomed and extend the provision further. For pupils in Years 3 to 6 there are residential visits, which are seen as important in developing social skills as well as academic expertise. This varied and innovative nature of the curriculum is successful in motivating pupils to learn.
32. The accommodation in the infant building is good and provision enhances the opportunities available to pupils. The outdoor wild garden is used well, for example when searching for mini-beasts in science and the outdoors provision for children in the nursery is extensive and well-structured. Resources are of good quality and sufficient to match curriculum needs. For example, a new ICT suite has enabled younger children to have specialist class teaching and this has raised standards considerably. In the junior building the accommodation restricts many activities, although the staff are creative in their planning and negate some of the difficulties. Nevertheless accommodation remains cramped. Breaktimes, lunchtimes and assemblies operate on a rotational basis because the school hall and playground areas are too small for the numbers of pupils in the school. The teaching of physical education presents particular difficulties and limits the range of activities. The school is currently in negotiation with the LEA for a new school building.

Care, guidance and support

The school provides very good care and welfare for pupils. Good support, advice and guidance are given to pupils based on monitoring. The school involves pupils well through seeking, valuing and acting upon their views.

Main strengths and weaknesses

- There are good opportunities for all pupils to take part in the life of the school
- The School Council is very effective
- All pupils have very good and trusting relationships with a number of adults
- Transition arrangements with local secondary schools are well-planned

Commentary

33. The school has very good procedures for child protection, which are sensitively and effectively applied. Health and safety procedures are very good and there is strong governor involvement. First aid training has been undertaken by most of the staff including the mid-day supervisors.
34. There is a very good range of support from outside agencies and specialists. The school nurse is very supportive. She helps with the teaching of Health Education and has very close links with the community doctor who visits termly. The Educational Psychologist visits on a regular basis, mostly fortnightly, and various therapists, including the speech therapist, visit regularly. Very good links exist with a local authority agency specializing in Complex Communication, and also with the local special schools. Multi-agency meetings are held for those pupils with more complex needs.
35. The pupils' personal and educational welfare is a priority of the school. Good records are kept of the pupils' achievements and progress and monitoring is used to keep track of their

progress. Induction procedures are good. Gifted and talented pupils are identified well and there is a range of activities specifically for these children. With similar pupils from neighbouring schools, they are invited to attend workshops with artists, musicians, and other challenging activities.

36. The school cares for pupils with special educational needs very well. This caring attitude is reflected in its ethos. The parents are very pleased with the way that staff look after their children, especially those with special educational needs that are members of the “Sky Rockets” groups. Parents are appreciative of the way in which any problems in learning are detected very early. The “Sky Rocket” groups are a very good example of the efforts made to integrate pupils who have difficulties, so that they make the most of their time in school. The results are very significant socially and academically and make a considerable contribution to pupils’ learning. The school works very hard to ensure that the pupils are well looked after, and results are very positive.

Partnership with parents, other schools and the community

The school has good links with parents, other schools and colleges, and the community.

Main strengths and weaknesses

- The school provides good information to parents to keep them in touch with events in the school and with their children’s progress
- School works hard to involve all parents in its work
- There are good procedures for dealing with parents’ concerns and complaints
- The school has good links with other schools and colleges, which include good arrangements for the transition of pupils to secondary schools

Commentary

37. The parents who attended the pre-inspection parents’ meeting were positive but had minor concerns about the amount of information they receive about the curriculum, particularly in the reception classes and in Years 1 and 2. The questionnaires received were very positive. There were very minor concerns about how well informed they were and about homework. The inspectors looked closely at these concerns and conclude that parents on the infant site would benefit from more information. Homework was considered satisfactory overall.
38. Information provided for parents is good overall. They are provided with a well presented School Prospectus and Annual Governors report to Parents. Parents are sent regular newsletters and letters to keep them informed. There is a parents’ notice board in the infants. The school offers termly meetings so that the parents can have regular updates on their children’s’ progress and voice any concerns. Teachers are available in the playground each morning and at the end of the school day if parents wish to speak to them.
39. The school has good links with the community. Regular visits are made into the community and the adjacent Baptist Church. The school has links with other churches and religions, for example the Salvation Army, the British Legion and the Anglican Church. Local sporting groups visit the school, such as the Nottingham Panthers Ice Hockey team and Notts County football players.
40. There are good links with other schools and colleges. The school is part of a Networked Learning Community. The two main secondary schools in the area have close liaison with the school and one is part of the same cluster. There are links for the gifted and talented pupils, and to support pupils with special educational needs. Both of these fairly close links contribute to the pupils’ good transition arrangements. Some links are made with a local special school, and there are work placements for students from several local schools. The Sports College

helps teach tennis and other sports. Adult education is managed on the infant site by a local college bringing courses to the community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good overall. The leadership and management of the headteacher are excellent. The leadership of other key staff, and the governance of the school are very good. The effectiveness of the management of the school is good.

Main strengths and weaknesses

- The clarity of vision, sense of purpose, high aspirations and leadership of the curriculum and teaching and learning by the headteacher is outstanding
- The strategic planning of the school reflects its ambitions and goals
- The school evaluates its performance very well
- Performance management is used very effectively to bring about improvement
- The leadership and management of the Foundation Stage is newly established and has yet to become as effective as other key areas in the school

Commentary

41. The headteacher provides the school with inspirational leadership and her influence pervades all aspects of the life of the school. A key feature of her leadership is the value placed on seeking the views of all those associated with the school before taking a particular course of action. This includes the views of the pupils. Their views are taken seriously, which gives the pupils a greater sense of attachment to their school. The deputy headteachers and all staff, including teaching assistants and non-teaching staff, support the headteacher very well. All are dedicated to ensuring the highest possible standards and achievement in the school's work.
42. Driving the work of the school is its school improvement plan, which reflects the clear vision of the way forward and the actions that are required to achieve it. These are identified by a very detailed analysis of the pupils' performance and progress throughout the school, particularly in the core subjects. Performance management is effective in bringing about the improvement and all teachers have a good understanding of their individual targets and the way that these are reflected within the school improvement plan.
43. There is very effective monitoring of the school's provision by the senior team, supported by the teaching and learning and curriculum groups. The teaching and learning group, by disseminating best practice within the school, has enabled the teachers to improve the quality of their teaching and consequently the pupils' learning. The role of subject coordinators is being developed, supported by the curriculum group. In an agreed cycle of monitoring and review, subject coordinators report to the strategic planning team and curriculum developments are agreed. The action plans for all subjects are discussed, resources are audited and the school budget is targeted to meet curriculum needs.
44. The governing body is very supportive of the school and is kept well informed. It has a regular programme of activities and visits to monitor the impact of its decisions on the quality of education provided. The governors are also kept well informed by the headteacher and, as a result, they have a very good understanding of the strengths and weaknesses of the school and have a considered and significant influence in the strategic planning for improvement.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 767,812 | Balance from previous year | 5,808 |
| Total expenditure | 760,054 | Balance carried forward to the next | 13,567 |
| Expenditure per pupil | 2,542 | | |

45. The financial management of the school is very efficient and the school applies the principles of best value effectively. Governors are closely monitoring the school's performance; they also review the impact of their decisions within the school. A range of quotations is sought before agreeing to aspects of building maintenance, for example the provision of the new garden area. The governors take their financial monitoring very seriously, using the financial information provided by the headteacher and bursar to give very good support to the management of the school's financial affairs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Provision for children in the Foundation Stage is satisfactory overall. The youngest children in the nursery receive a good start to their school life. Children begin nursery at the age of three with a wide range of ability. The school's initial assessment information shows that most children have poorly developed basic skills in personal independence, language and mathematical development. By the end of the reception year, inspection evidence shows that children achieve at a satisfactory level overall. Most children are likely to reach standards below those expected in personal, social, emotional development, creative and physical development. Standards in communication, language and literacy, mathematical development and knowledge and understanding of the world are well below expectations. Children achieve well in personal, social and emotional development because teaching in this area of learning is good.
47. Teaching is satisfactory overall. It is consistently good or very good in the nursery, leading to good levels of achievement. This is because procedures for assessing children's development are good and they are being used to good effect. Teaching in both reception classes is less effective than that at the nursery and, at times, is unsatisfactory. It takes insufficient account of children's prior learning and activities are not matched closely enough to children's levels of understanding. Expectations of learning are not always high enough and independent play activities lack sufficient challenge and purpose. This leads to a slower rate of progress.
48. Leadership of the Foundation Stage is satisfactory. The coordinator sets a very good example in the nursery and effectively monitors the good systems and procedures that have been recently introduced. All staff are newly appointed in the nursery and reception classes. They have introduced a new curriculum but it is still in the early stages of development. Currently, in the reception classes, planning appropriately covers all areas of learning and has a suitable range of activities linked by a theme, but there is insufficient detail. It is not always clear what the intended learning outcomes should be for independent activities. Equipment and resources in the nursery are plentiful and of a good quality.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Routines are quickly established
- There are very good relationships between adults and children
- Teachers have high expectations of behaviour

Commentary

49. Many children have difficulty separating from their parents or carers when they first start school in the nursery and have an immature level of social skills. They soon learn to feel safe and secure and settle happily because of the trusting relationships between parents and staff. Daily routines, rules and expectations of behaviour are quickly established and frequently reinforced by teachers and other adults. As a result, behaviour is good and children co-operate well, soon learning to negotiate turns with equipment and resources. Teaching is good overall. It is very good in the nursery where adults show good understanding of individual interests and aptitudes. Those with special educational needs are quickly identified and children of all abilities and backgrounds make very good progress. Children are proud of their achievements,

eager to share their new skills. In both the nursery and reception classes, adults make frequent use of praise to develop confidence and self-esteem. They emphasise the importance of listening and taking turns and by the time they are ready to go into Year 1, most children respond well to directions and respect the rules and conventions within the classroom. Children in reception are unable to maintain attention or concentration for more than short periods of time, particularly when activities lack sufficient challenge or interest. The more able show confidence and initiative in talking to one another and adults and in choosing activities. They take responsibility for their belongings and classroom equipment. At times, some children lack self-discipline; without adult close supervision, they treat one another and equipment carelessly. Children are unlikely to reach the expected early learning goals by the time they start in Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **satisfactory**.

Main strengths and weaknesses

- Speaking and listening skills develop well
- Children have well below average standards of phonetic awareness
- The nursery provides a wide range of language activities
- In reception there are too few interesting or stimulating opportunities for writing development

Commentary

50. The majority of children start nursery with very low levels of confidence and control of speech. Their vocabulary is very limited and their speech often unclear. There are well-planned opportunities in the nursery to talk and interact with adults and other children during a wide variety of interesting and stimulating activities. Teachers have a good understanding of how these young children learn, resulting in good progress. Children develop a lively interest and growing knowledge and understanding of books, sounds and letters. They gain confidence in expressing their needs, learn to recognise their own names and enjoy mark-making activities. With adult support they create their own simple books and begin to match letters to sounds. By the end of reception, standards are well below the expected early learning goals. Children enjoy books and stories because of the enthusiasm and lively presentations by teachers. A small minority of more able children identify rhyming words. Many children are unable to recognise letters and sounds. The teaching of writing lacks sufficient challenge for the most able, leading to a slowing of progress. Tasks are often mundane with too little sense of purpose or relevance. Teaching is unsatisfactory in the reception classes because it does not make effective use of assessment procedures to build systematically on what children can already do.

MATHEMATICAL DEVELOPMENT

Provision is **satisfactory** overall.

Main strengths and weaknesses

- A good variety of practical mathematical activities aid progress
- Good use of mathematical vocabulary
- There are too few purposeful and relevant practical activities to reinforce learning in reception

Commentary

51. Children in the nursery enjoy counting, sorting and matching using the wide range of colourful displays and resources provided for them. Teaching is good. Adults emphasise number names and vocabulary, such as “one more’ or ‘one less’ and ‘longer’ and ‘shorter’ to a good

extent. They involve children effectively in practical tasks of counting and ordering during daily activities. Starting from a low level of understanding, children achieve well. By the end of reception most children count and order numbers to ten and the most able add and subtract with a growing knowledge of simple number bonds. They are learning to record their findings but number formation is at a very early stage and well below standards usually found. There is an appropriate balance between teacher directed and independent activities. Children eagerly participate in number songs and rhymes, confidently counting in twos during one song. They are keen to show how they have learned to make patterns of alternate colours and shapes, using vocabulary such as 'first' and 'next' with understanding. At times, activities are too rigidly planned, with insufficient account taken of how children will apply their learning to everyday practical situations. Older children lose interest, attention wanes and behaviour deteriorates when the teacher attempts to demonstrate the properties of solid shapes, for example. Very few children are familiar with the names of basic shapes and have difficulty in recognising them in the environment. Children achieve at a lower rate than they could because expectations of their learning are too low and consequently teaching in the reception is unsatisfactory.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Teachers provide an interesting variety of stimulating activities and resources in the nursery
- Cultural development is promoted well
- Independent activities are not planned in sufficiently detail

Commentary

52. Children in the nursery come to school with mostly low levels of knowledge and understanding of the world, often lacking the vocabulary to describe everyday objects. They show high levels of interest and curiosity and because of good teaching achieve well in this area of learning. They are well stimulated by richly resourced areas, both indoors and outdoors. Teachers provide good opportunities to investigate and explore objects and materials in the world around them through a range of worthwhile, well-planned, directed activities. They involve themselves purposefully in children's play, asking questions to promote enquiry and thinking. Many visits and visitors, such as that from a West Indian storyteller, enhance the provision. In the reception classes, children continue to experiment with materials, such as sand, water, magnets and construction equipment. They learn about other cultures to a suitable extent by examining pictures and artefacts, such as musical instruments and boomerangs from Australia. However, there is a lack of opportunity for reception children to apply their learning across a range of relevant and purposeful activities. Planning does not make clear the links to be made to other areas of learning. Teaching is less effective because children do not build sufficiently on what they already know, understand and can do. Teaching and learning are satisfactory overall and children achieve appropriately.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- A comprehensive programme of physical activities is planned
- There is a lack of climbing equipment to provide for challenge and exploration

Commentary

53. Teacher's planning shows a good understanding of different styles of learning and provides a variety of activities to develop children's physical skills appropriately. The organisation of the outdoor space has a clear purpose and children run and move over and through obstacles, with increasing levels of confidence on hard and soft surfaces. On a designated day for wheeled toys, nursery children pedal tricycles, push prams, scoot, and trundle their various machines with enjoyment and imagination. Most children follow a marked route, negotiating people and objects with suitable control and awareness of others. They reach the degree of co-ordination expected for the age group. Fine motor skills are developed well because teaching provides a wide range of inviting tools and equipment for children to use. Children learn to handle and manipulate small construction equipment, scissors, brushes and writing tools with increasing control. Adults show patience and skill as they teach children to thread the laces on an assortment of large shoes. In reception, teaching provides suitable opportunities for children to practise and develop their skills with increasing levels of challenge. In a well-structured lesson, children enjoyed rolling, throwing and bouncing a variety of large, brightly coloured balls in pairs. There is a wide range of ability with the majority of children showing an appropriate sense of space. Children's levels of control and co-ordination are below expectations. Teaching is satisfactory and children achieve appropriately.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy taking part in role play activities and show imagination
- There are regular opportunities to experiment with paint

Commentary

54. In the nursery good opportunities enable the children to experiment with colour, texture and shape. They have regular and frequent access to painting easels where they express their ideas with confidence and imagination through a wide range of media and materials. They produce lively drawings, illustrations, models and paintings. Imaginative displays and the good use of resources encourage children to be creative and to confidently participate in role-play activities. Children are keen to involve adults in their play as they act out familiar situations, or scenes from stories, such as 'the elves and the shoemaker.' They negotiate their roles as they sell pairs of shoes in the shop, build a home for elves or drive a bus to take its passengers on a trip to the seaside. The youngest children achieve well in the nursery because of consistently good teaching. While the resources and opportunities are more limited in reception, there are good examples of children expressing themselves well because they are allowed time to experiment. In one reception class, for example, a girl chose to paint at the easel and was totally absorbed in creating different colours, textures and patterns with her brush to very good effect. Children regularly sing and clap to nursery rhymes and taped songs, demonstrating a sense of rhythm and growing enjoyment. Teaching and learning are satisfactory overall and children achieve appropriately.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are below the national averages but strategies to improve reading and writing are now being implemented throughout the school
- Teaching is of good quality
- Support staff make a valuable contribution to all pupils' progress, particularly those with special educational needs and those who learn English as an additional language
- Expectations of the way in which pupils present their work are not consistently high enough

Commentary

55. Standards in Year 2 are well below average. The school has introduced the teaching of phonics to improve reading and spelling skills and the National Literacy Strategy to provide a secure structure to the teaching of literacy skills for the younger pupils. These measures are having a positive impact on the pupils' progress. Standards in Year 6 are below average. Pupils make good progress in Years 3 to 6, because the consistently good teaching challenges pupils' knowledge and understanding well. All standards are influenced by the very high numbers of pupils with special educational needs and, particularly, by the high numbers of pupils moving in and out of the school outside the normal ages of transfer.
56. The school is giving good attention to developing pupils' speaking and listening skills. Although these skills are below average when the pupils reach the age of 11, achievement in speaking and listening is good. Teachers work hard in lessons to draw out their pupils' ideas and understanding and to provide additional detail. The initial rehearsal of key, subject specific vocabulary is effective in assisting pupils in their learning. Teachers make very good use of "talking pairs", group discussions and "acting in role" to provide the pupils with the opportunity to think and respond quickly to a given situation.
57. When pupils enter Years 1 and 2, standards in reading are well below average. The school is working hard to encourage parents to take an active part in supporting their children in their reading at home. The introduction of guided reading and teaching pupils to sound out letters and combinations to help them tackle unfamiliar words are having a positive effect on the pupils' reading ability and their enjoyment of reading books. Achievement is satisfactory. In Years 3 to 6, pupils benefit from classrooms that are rich in word displays that support their learning across the curriculum. However, these new words are not always introduced at an early stage in the lesson to assist the pupils' understanding. By Year 6, the more able pupils show a sound understanding of significant ideas and characters in their books, expressing preferences for particular authors and genre; one pupil, for example, talked enthusiastically about the vampire stories by Darren Shannon. The average pupils expressed a liking for Michael Morpurgo's books, particularly *The Butterfly Lion*. Teachers use reading records effectively to log pupils' progress and group reading sessions are used to assess the achievements of individuals and the different ability groups within the class. Standardised tests are administered regularly to support the teachers' assessments.
58. Standards in writing are well below average in Year 2. Already the school has recognised this deficiency and has introduced initiatives to raise standards. These include the recent adoption of the framework of the National Literacy Strategy, more opportunities for focus on word, text and sentence development, regular handwriting sessions and the opportunity to respond to the stimulus of meaningful activities in other areas of the curriculum. Satisfactory progress is being achieved. Standards in Year 6 are below average. Here again the school is introducing initiatives to address the issue. More opportunities are being provided for the pupils to write

more extended pieces. In the literacy hour, pupils in Year 6 were taught to be adventurous in their use of language when devising advertisements and in Year 5 they were producing effective arguments and counter arguments for football on the playground. Pupils are given the experience of writing in a range of genres including poetry, factual, imaginative and letter writing. The introduction of regular handwriting sessions has yet to have a positive impact on presentation in all classes.

59. In the lessons observed during the inspection, teaching was never less than satisfactory and most lessons were good or better. Lessons were well planned with clear learning objectives and appropriate differentiation for all abilities including the gifted and talented. Relationships are very good in lessons and make a positive contribution to the equally good behaviour management. The support provided by the well-briefed support staff ensures that the pupils they work with, particularly those with special educational needs and English as an additional language, make better than average progress. The recently introduced marking strategy has yet to have a consistent effect across the school. At its best, it is providing the pupils with encouragement and advice on how they can improve their work and achieve their targets. Teachers' expectations of the presentation of work are not always high enough and some untidy work is accepted.
60. Leadership and management of the subject is good. The literacy team is monitoring the teaching regularly and good attention is given to developing ways to promote the pupils' literacy skills across the whole curriculum. The school improvement plan and the subject action plan provide a clear framework for further improvements to be made.

Language and literacy across the curriculum

61. Teachers identify opportunities for pupils to use reading and writing in all areas of the curriculum. This is particularly evident in the "theme week" activities where, in a history lesson in Year 6, pupils researched information from a variety of sources and then selected relevant facts for their writing about Victorian Childhood. Pupils in Year 1 used indexes and contents to locate information about a Victorian washday. Pupils are given opportunities to use speaking, listening, reading and writing skills in all subjects and to present their ideas and work to their peers. Teachers make good use of talking pairs to encourage discussion.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well below the national average by Year 2 and below average by Year 6
- Teaching is very good in Years 5 and 6 so pupils achieve very well compared to their very low attainment on entry
- Subject leadership is very good

Commentary

62. When they start in Year 1, many children have not met the goals set for their learning in mathematics. As a result, there is a focus on raising standards in numeracy skills in Years 1 and 2. However, although the coverage of work in Years 1 and 2 is satisfactory, there is too little time spent on investigative mathematics. Standards in mathematics for older pupils are improving. However, pupils' knowledge of mathematical terminology is weak and they find it hard to describe their learning.
63. The pupils' performance in school-based tests is analysed and good use is made of this information to address weaknesses. Continuous assessments are used by teachers to plan for individual needs and are a strength in Years 3 to 6. However, in Years 1 and 2 this good

practice is inconsistent. As they move through the school there are good strategies to measure the rates of progress of individual pupils. This enables staff to identify those with special educational needs and those who are more able. Both groups are supported very well. The progress of the well above average number of pupils who join and leave the school is also monitored effectively to show the progress they make during their time in the school.

64. In the very good lessons teachers have very good subject knowledge and use interesting ideas to capture pupils' attention and interest. Activities are challenging, well matched to the needs of different groups and designed to encourage the use of subject vocabulary and problem solving within investigations based on real life experiences.
65. Where teaching is satisfactory, insufficient attention is given to the presentation of work and expectations are not high enough. Marking does not consistently enable pupils to understand their achievements and the areas they need to develop. Some marking is too detailed for pupils to understand and uses language which is unfamiliar. Pupils of all ages are enthusiastic to improve and eager to use their mathematical skills in a range of situations.
66. Support staff provide good help and ensure all pupils are fully included in lessons and achieve their learning objectives. Relationships are very good and this promotes high self-esteem and the confidence to persevere and ask for help. This has a positive impact on learning.
67. The subject coordinators provide very good leadership and are committed to high achievement. Their guidance and management is developing consistency between the age ranges. They provide a very good role model. They are well supported by a shadow coordinator and this team is effectively leading improvement and raising standards. Monitoring and evaluation are systematic and there is a very clear understanding of the strengths and weaknesses of the current provision.

Mathematics across the curriculum

68. Links are developing with other subjects. Opportunities to practise counting skills are linked to physical education. Pupils have some opportunities to use ICT to present data but not enough is done to link mathematical knowledge and understanding to other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have positive attitudes to science
- In lessons good attention is given to investigative science
- Scientific reporting is unsatisfactory, because of low writing skills

Commentary

69. Standards are below average by Years 2 and 6 and there are few pupils achieving the higher level 5. There is little difference in the attainment of girls and boys. Currently, achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils with special educational needs, and those identified with English as an additional language, achieve as well as all other pupils because they are given very good support from teachers and support assistants.
70. A scrutiny of pupils' work and discussions with pupils shows that the quality of teaching and learning is mostly good throughout the school. Most teachers teach confidently because they have good subject knowledge. During the inspection most lessons were very good or better. In one lesson, teaching was excellent because the teacher had very good subject knowledge and provided a well-structured programme of scientific tests. The teacher had high expectations of

pupils, and when they made independent choices about the degree of difficulty of their investigations, she guided them very well towards success. In most lessons, more challenging work is given to the higher ability pupils. Older pupils have a satisfactory understanding of living things, materials, forces and electricity. Because they are used to manipulating numbers in mental arithmetic lessons, pupils are successful at drawing conclusions and understand the principle of a fair test. Less successful are pupils' skills of recording. Some teachers have low expectations of achievement particularly in Years 1 and 2. There is a predominance of worksheets and most pupils give simple responses with little opportunity for independent recording in various ways. In Years 3 to 6, although pupils know and use suitable technical vocabulary, the content of their written work is poor and there is little evidence of pupils recording any evaluations of their scientific testing. Presentation of work is mostly good, but there are many spelling errors. Teachers fail to provide pupils with sufficient information about how to improve because the quality of marking is inconsistent across the school. Nevertheless pupils work hard and are eager to succeed. They use scientific equipment with care and make good progress orally in many lessons. In one good lesson in Year 4, pupils used a forcemeter to measure the force exerted on various materials as a weight moved. After initial mistakes in reading their results in grams, they converted to a Newton scale to measure the forces in Newtons. Through their errors all pupils made valuable strides in their learning.

71. Assessment arrangements are satisfactory overall. At the end of each topic cycle, pupils are tested to identify gains made in their learning. On-going assessment in lessons is inconsistent across the school.
72. Pupils enjoy lessons. In Year 2 pupils enjoyed exploring their wild life garden to look for the kind of environment inhabited by mini-beasts. Pupils in Year 1 classified materials by their properties and used associated knowledge about textured materials learnt in an art lesson to help them decide on natural and man-made fabrics. All pupils work enthusiastically and with good levels of interest.
73. There is a new subject coordinator. Currently the previous coordinator supports her and together they have audited the present curriculum programme to ensure that there is progression in topic coverage across the school. Some weaknesses in pupils' understanding in Year 6 have been identified but as yet no changes have been made to the teaching programme. Although there has been no monitoring of pupils' work in books, there are plans to do so later this term in readiness for review by the governors and senior managers.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The curriculum is well-planned and all aspects of learning are planned to be covered effectively in this school year
- The subject is well led and managed and consequently standards are improving
- The use of ICT across the curriculum is inconsistent

Commentary

74. Standards are average in Years 2 and 6. There is good resourcing of the subject and all pupils are covering all aspects of the curriculum. ICT has a high profile in the school, it is popular with pupils and teachers are confident and creative in its development. Across the school, ICT skills are taught weekly and ICT is being used more frequently in other subjects. Pupils are keen to learn.
75. The subject is showing very good development because of the keen interest of the coordinator. She has built a suite of computers for pupils to use in the reception and Years 1 and 2 and

reviewed the curriculum for all pupils. Training has ensured that teachers and support staff have the confidence to teach the subject.

76. The weekly computer club is very well attended and has a regular waiting list of pupils wishing to join. During the year most pupils will have the opportunity to participate, if requested. During the inspection there was a buzz of excitement among its participants as the 28 pupils prepared a powerpoint presentation. Pupils aged from 7 to 11 worked confidently together to add text to animations, moved graphics across a screen, or changed letter font, colour and size. Each group made a good powerpoint presentation on personal anecdotes about hobbies, journeys, friend, or Southwark school. This club provided pupils with many additional opportunities to practise their skills and is raising achievement significantly.
77. For pupils in the Sky Rockets groups, additional computers are available in their base rooms so that they can have further practice and develop new skills. It is a popular addition and a good stimulus for social interaction. For pupils with English as an additional language, in a group time, some good research work on Jamaica has taken place where pupils' prior experiences have influenced and extended the project very well.
78. For all pupils, inclusion in lessons is excellent. In planning lessons the teachers check that the needs of all pupils are addressed. In most lessons there are good numbers of adults available to support pupils. A technician is appointed to ensure that machines are functioning appropriately so that teachers can concentrate on the curriculum and raising standards. All lessons are well-structured and most teachers demonstrate new skills very well.
79. Assessment is satisfactory and matched to national recommendations. However, its use is inconsistent across the school and for some pupils tasks are not always appropriate, as their prior attainment levels have not been addressed.
80. Leadership and management are very good. The coordinator is developing ICT provision very well, particularly on the infant site. The way forward for the whole school is very clear, set out effectively in a subject action plan. All governors are very supportive of the development of this subject. Finances are managed very well to achieve best value and help raise standards and the professional development of all staff is promoted. The current budget plan does not include the purchase of inter-active whiteboards, although this development is planned when finances allow.

Information and communication technology across the curriculum

81. Overall, ICT is used satisfactorily across the curriculum. Currently, teachers do not plan regularly for the use of machines, although teachers recognise its possibilities. Some innovative use is made of machines in 'theme weeks', for example in historical research using census materials. There are some research opportunities created in most year groups and also word-processing, but overall there are few opportunities to use computers as another means of recording or research. The coordinator is aware of this weakness and plans to improve provision.

HUMANITIES

Only one lesson was seen in **geography** and insufficient evidence was collected to make a judgement on provision, standards or teaching and learning. The geography curriculum is well managed and ensures full coverage of the programmes of study. Teaching and learning are well supported by good planning provision that is rooted in the national guidance documentation. Good cross curricular links are identified and effectively carried out through the 'theme week' approach. The school makes good use of its locality to support and enrich the pupils' learning experiences.

Religious education

Provision is **satisfactory**.

Main strengths and weaknesses

- Standards are well below expectations of the locally agreed syllabus in Year 2
- The subject leadership is good and the action plan accurately identifies areas for development
- Pupils with special educational needs achieve very well through the very good support they receive
- Teaching is of good quality

Commentary

82. By Year 6 pupils of all abilities achieve well compared to their starting points. However, younger pupils in Years 1 and 2 have difficulty recalling accurately the stories they have heard of Jesus' life. They often struggle to express their understanding and some ideas become confused. In Years 3 to 6, pupils are more articulate and have a good understanding of journeys through life, recalling personal memories of important events in their own lives and people and places that are special. This work is enhanced through links with history as pupils learn about the contributions made to religion by people in the past, for example William Booth. This element of teaching has effectively inspired pupils' personal religious beliefs. Through the study of other religions pupils consider similarities and differences in the way members of religious groups worship. In Year 3 pupils researched the gods of different religions. This lesson was also linked to their studies in history and provided further context for their enquiries.
83. The quality of teaching is never less than good. Lessons are very well prepared and are designed to promote learning through investigation, enabling pupils to apply their knowledge to everyday events. In an excellent lesson in Year 5, pupils compared the work of the Salvation Army during Victorian times and the present day. Throughout the lesson pupils were given challenges and very good opportunities to offer their opinions to develop further their speaking and listening skills. There was a high proportion of pupils with special educational needs in the class and through very good matching of work to needs, all pupils achieved very well.
84. The subject is very well led by a teacher who has recently taken on the responsibility. The subject action plan accurately identifies what needs to be done to develop the subject further. There are gaps in provision, for example ensuring that pupils have a wider knowledge of other religions, particularly those of minority groups, such as asylum seekers. This work is being developed in conjunction with a member of the local team. The subject is well resourced with artifacts. New books are on order. A priority is to identify a new long- term subject plan.

History

Provision in history is **good**.

Main strengths and weaknesses

- The use of community links, and the locality, support and enrich the curriculum
- Good use is made of resources to support the curriculum
- There is a need to improve literacy skills by improving the presentation and handwriting in books

Commentary

85. The standards being achieved are in line with those expected. Good teaching enables the pupils to make better-than-average improvement. The pupils with special educational needs and those who learn English as an additional language are well supported by the teachers and teaching assistants and have good access to the curriculum.

86. The school has adapted the national guidelines to meet the needs of the pupils and teaches the units through theme weeks that employ a whole curriculum approach. In Year 1 the pupils enthusiastically took part in a Victorian Washing Day activity. Using artefacts such as a ponch, dolly, scrubbing brush and washboard they were soon able to decide what life was like long ago and to make comparisons between past and present.
87. Enthusiasm for history continues from Years 3 to 6. The pupils develop their knowledge of the Ancient Egyptians in Years 3 and 4. In Year 3 the pupils used hieroglyphics to make their own Kartouche and extended their knowledge by taking part in an enactment of the embalming process. In Year 4, pupils gain an understanding of pyramids, not only as buildings, but also as a structure for the society of the time. The Pharaoh's food was far more sumptuous than that provided by for the servants. In Years 5 and 6 the pupils use their history skills to find out about life in Victorian Times. Pupils in Year 5 were able to use their experiences gained at enactments at local museums when finding out about schools, especially as their classroom had many Victorian aspects still remaining. In Year 6, following their museum visit, the pupils selected material from a range of sources to describe childhood in Victorian and present times. More able pupils were engaged in a lively debate evaluating the bias of some information.
88. The quality of teaching is never less than satisfactory and is, in the main, good or very good. The teachers present the curriculum with imagination and interest. They encourage their pupils to embark on an historical adventure of discovery and provide them with the skills to achieve that aim. The successful lessons enthuse the pupils and bring the subject to life. However, the pupils' handwriting and their presentational skills are not of a consistent quality throughout the school. The teachers have good subject knowledge and use relevant resources and the locality very effectively.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

As no lessons were seen during the inspection no firm judgements can be made on provision, standards or the quality of teaching in **music**. Teachers have a satisfactory knowledge of the music curriculum and lessons follow the agreed music programme, but some teachers lack confidence in delivering the subject. In "theme weeks" some support is given by specialist teachers, for example a percussionist has demonstrated tuned and untuned percussion instruments to each year group. Additionally, all pupils take part in a weekly singing lesson with a visiting music teacher and they have very positive attitudes to the community singing. The choir is a popular after school activity and they enjoy performing for various audiences. A particular good feature of the music curriculum is the music week, when special events are organised. It is planned later this year to link music with poetry. There is a good coordinator with good specialist knowledge who leads and develops the music curriculum.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils experience a wide range of high quality media and materials
- There are low expectations in teaching in Year 2
- Good use is made of sketch books to develop skills and techniques in drawing
- The good curriculum is enriched by extra curricular clubs, visits and visitors

Commentary

89. Standards in art and design are below expectations when pupils start in Year 1. Pupils throughout the school experience a rich and varied range of high quality materials and media through which they explore and develop technical skills, creativity and imagination to a good extent. By the end of Year 2, pupils are confident to use paint imaginatively with bold strokes. They sew, print, weave and glue with a growing awareness of colour, shape and form. They achieve well, adding to their knowledge and understanding of artists and their styles through well-structured lessons and a good variety of visits and visitors. They reach standards close to the expectations for this age group.
90. By Year 6, standards are firmly in line with those expected nationally. Pupils are progressing well. They have high levels of involvement in art activities. They use a range of three-dimensional materials, including clay and papier-mâché to make masks, pots and sculptures. They make good use of sketchbooks to develop ideas and practise skills and techniques of shading and line drawing to good effect. During a Theme Week on abstract art, they produced an impressive array of patterns and pictures based on their observations of artists including Mondrian, Picasso, Klee and Kandinsky. Only a minority of pupils are able to recall the names but can describe styles when encouraged.
91. Teaching is good overall. In the best lessons seen, in Years 4 and 5, activities and resources are well planned and organised. Good team work from teachers and assistants results in purposeful, creative sessions much enjoyed by pupils of all abilities and backgrounds. Good questioning and discussion involve pupils well, giving them confidence to try out their own ideas. Year 4 pupils sensitively mould, model and decorate clay scarab beetles after teachers have made good use of pictures, stories and artefacts to inspire them with their enthusiasm. In Year 5, pupils reach high standards of drawing of their Victorian school building after good guidance and opportunities to experiment with a range of good quality pencils. In Years 1 and 2, teaching is satisfactory. Occasionally, teachers and adults take too much control of pupils' work, in order to demonstrate a particular technique. This has the effect of inhibiting creativity and imagination and dampening pupils' enthusiasm.
92. The school has planned a week dedicated to art twice a year. It allows a theme to be explored in depth and detail. Pupils benefit from the expertise of visiting artists and learn a variety of new skills and techniques. An art club provides additional creative experiences, contributing to good levels of achievement. The school is making significant progress in its use of technology to support art. Year 4 pupils, for example, use computer programmes to create imaginatively designed digital pictures and patterns of a good standard.
93. The planned programme, while of a good quality, does not build sufficiently on previous work, skills or achievements. Activities tend to take place in isolation, or to support another area of the curriculum, such as history. This is an area for future development to enhance provision further.

Design and technology

Provision is **satisfactory**.

Main strengths and weaknesses

- Standards are below average by the end of Year 2
- Good use is made of 'theme weeks' to establish good cross-curricular links
- There is good development of skills of evaluation
- There is a lack of opportunities for disassembling and experimentation

Commentary

94. Standards of work in design and technology are below those usually found in Years 1 and 2. By the time pupils leave the school at the end of Year 6, standards are in line with those usually found.
95. The quality of teaching and learning is satisfactory overall and pupils achieve appropriately. However in Years 1 and 2 some teaching is unsatisfactory because of the lack of challenge and relevance provided by uninspiring worksheets. In these activities there is a lack of detailed assessment to identify the progression of skills and knowledge which pupils are required to learn. By the end of Year 2, pupils have investigated materials, produced designs printed on leaves, identified, assembled and combined fruits to make fruit salad. Their knowledge of the techniques used is limited. Teaching is good in Years 3 to 6. Displays and portfolios of their work show that in Years 3 and 4 pupils show imagination in their careful designs of slippers. They use levers and split pins to make moving models of the Iron Man; they make his eyes light up using their knowledge of electric circuits. When they label their sketches and list the materials they plan to use, pupils show a growing understanding of the properties of various materials. Pupils in Years 5 and 6 experience a wide range of tools, equipment, materials and techniques to make models of increasing complexity. They designed a bridge to carry a toy car over a gap, using their knowledge of shape and measurement, with increasing confidence and skill. In a well-structured lesson in Year 5, pupils investigate and evaluate a range of Victorian toys. The teacher makes effective use of questioning and good quality resources to challenge and fascinate pupils.
96. There are meaningful and relevant links with other subjects, including literacy, science, history and mathematics. Theme weeks provide good opportunities and motivation for pupils to investigate a range of interesting and exciting ideas and projects. Pupils do not, at present, build sufficiently on their knowledge and understanding from one project to the next.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well
- The curriculum is of good quality and a good range of activities support learning
- Teaching is good with some very good examples
- The size of the hall and hard play area in the junior building are inadequate for skills development and team games

Commentary

97. Pupils achieve well compared to their below average attainment on entry to Year 1. In a very good lesson in Year 2 pupils successfully bounced small balls with bats and developed accuracy in passing skills. In another very good lesson in Year 6 pupils put together attractive sequences moving in cannon and unison.
98. Despite the accommodation difficulties, pupils enjoy a balanced range of activities, which include outdoor games, swimming, dance and gymnastics. Pupils look forward to lessons and the opportunities to express themselves through creative movement and teamwork. Physical education is a favourite subject. After school clubs are attended by all pupils and enhance their learning well, for example in gymnastics, dance, tennis, athletics and team games such as basketball and football. All children have had access to swimming lessons by the time they reach the end of year 6. The local secondary school is supporting the training of teaching assistants to enable them to include pupils with special educational needs in all activities.

99. The coordinator provides good leadership and has received training to enable a future extension of provision. Funds are managed very well and every effort is made to secure additional money to enhance provision. For example, grant funding has been used to resource equipment for younger pupils. There is systematic monitoring of teaching and learning, and teacher assessments guide the development of the curriculum to meet the needs of the community. There is recognition of the importance of physical education to promote success and the expression of ideas and feelings through physical activity.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

During the inspection, evidence was collected from a scrutiny of curriculum planning and talking to staff and pupils. At present there is no formal programme to develop pupils' citizenship skills. However, through assemblies pupils are encouraged to consider how their actions affect others and to think about the difficulties faced by people living in countries at war. Planning indicates the involvement of the community through visiting speakers and opportunities to visit places of interest, such as the church and community centre.

There are appropriate arrangements for the teaching of sex education and, in science, raising pupils' awareness of the dangers of drugs misuse. Studies in religious education and history support pupils' knowledge and understanding of the lives of others and their roles in shaping societies. Staff provide very good role models through their high expectations and promotion of good manners and values. In discussion with older pupils they understand the importance of rules within community life, evident in their good behaviour seen in lessons and at play. The school successfully prepares pupils to make choices and encourages them to take advantage of new opportunities to develop skills and attitudes and contribute positively to their community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 1 |
| How the school's effectiveness has changed since its last inspection | N/A |
| Value for money provided by the school | 3 |
| Overall standards achieved | 5 |
| Pupils' achievement | 3 |
| 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 | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| 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 | 2 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 1 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 3 |

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

