

# INSPECTION REPORT

## **MERIDIAN PRIMARY SCHOOL**

Greenwich, London

LEA area: Greenwich

Unique reference number: 100137

Headteacher: Mr D Suttle

Lead inspector: Mrs J Cousins

Dates of inspection: 28 November – 1 December 2004

Inspection number: 269515

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	179
School address:	Old Woolwich Road Greenwich London
Postcode:	SE10 9NY
Telephone number:	020 8858 3572
Fax number:	020 8858 5574
Appropriate authority:	The governing body
Name of chair of governors:	Mr I Parkes
Date of previous inspection:	5 June 2000

## **CHARACTERISTICS OF THE SCHOOL**

Meridian Primary is an average sized school on the edge of Greenwich, London. Some of the pupils live in privately owned homes, while many live in rented houses and apartments. Pupils come from a variety of social backgrounds. However, the socio-economic circumstances of most pupils are well below average. Pupils' attainment on entry is well below average and in some aspects is very low. An above average proportion of pupils are identified as having special educational needs and a well above average number have statements of special educational needs. Pupils' special needs range from social, emotional and behavioural difficulties to hearing impairment. A unit for hearing impaired pupils accepts children from other schools. An above average percentage of pupils join or leave part way through the school year. Many of those who join late have special educational needs. Many pupils speak English as an additional language and many are from minority ethnic groups. A few pupils are from traveller communities. There are no refugees or pupils in public care. The school has not had significant problems filling teaching posts in recent years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	English as an additional language Foundation stage Science Geography History
32697	D Smith	Lay inspector	
20534	N Perry	Team inspector	Special educational needs English Art and design Design and technology Religious education
21313	H Galley	Team inspector	Mathematics Information and communication technology Music Physical education
19827	M Henderson	Team inspector	Hearing impaired

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Meridian Primary is a good school** and provides effectively for its pupils. Teaching and learning are good. As a result, pupils achieve effectively in relation to their abilities. The school is led very well with energy and vision by the headteacher. The senior teachers and governors manage the school well. Good management has led to effective improvement since the last inspection. Teachers and teaching assistants are dedicated and work hard to support all pupils. The school receives above average funding and therefore provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress in mathematics, reading, speaking and listening, information and communication technology (ICT) and history, and attain average standards by Year 6.
- Standards of personal development are above average right through from the nursery class to Year 6.
- The very strong teamwork between the headteacher and deputy headteacher ensures that the school is always looking at ways to improve standards.
- The leadership of the Hearing Impaired Unit is excellent and provision for these pupils is very effective.
- Staff provide very clear guidance for pupils on cultural and social development. Consequently, relationships are very good, pupils respect each other views and ideas, and they behave well.
- Standards in writing, science and religious education are below average in Year 6.
- Standards in Year 2 are well below average in reading, writing, mathematics and science.
- Pupils and parents do not have a clear understanding of how pupils could improve their work.
- Attendance is well below average.
- Teaching is good, especially in the nursery and reception classes and in Years 3 to 6.

Overall, since the last inspection, the school has made good improvements. The key issues from the last inspection have been addressed well. Pupils' progress is now tracked effectively. Schemes of work have been developed well for art, physical education and religious education. Subject co-ordinator roles have been developed satisfactorily. More able pupils are challenged well in lessons. The school has a very good school development plan. Standards are now average in reading, speaking and listening and mathematics by Year 6.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	E	C	D	A
Mathematics	E	C	D	B
Science	C	E	D	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is good overall.** In 2004, standards in Year 6 in English, mathematics and science were below average. This is because there was an above average percentage of pupils with special educational needs in this year group. Pupils achieved very well in English and science and achieved well in mathematics when compared to pupils in similar schools. Inspection findings are that standards in the current Year 6 are below average in English and science and are average in mathematics. Standards in Year 6 are higher in mathematics this year because there is a lower percentage of pupils with special educational needs linked to numeracy. Standards in Year 2 are well below average in reading, writing, mathematics and science. This is because, although pupils achieve satisfactorily, their knowledge and understanding on entry to the school are well below

average. In the reception class, pupils are making good progress from a well below average starting point and so standards are below expectations for their age in most areas of learning. Children's personal, social and emotional development is above expectations in the nursery and reception classes because staff insist on high standards of behaviour.

**Throughout the school, pupils' personal development, including their spiritual, moral, social and cultural development is good.** Pupils enjoy coming to school and are proud of their achievements. They have good attitudes to work and behave well. Punctuality in the morning is satisfactory but attendance is well below average.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good overall.** Teachers encourage pupils to do their best so that the quality of learning is good overall. Teachers insist on high standards of behaviour and use consistent guidance with pupils. Teaching assistants provide valuable support, particularly for pupils with special educational needs. However, teachers do not often refer to pupils' targets during lessons.

The curriculum covers all subjects well and is both broad and relevant. It is enriched by effective provision for pupils' personal development and a satisfactory range of extra-curricular activities. Care, support and guidance of pupils are good and there are effective arrangements to settle pupils in. Good links with the community and a satisfactory partnership with other schools make valuable contributions to the quality of the school's provision. The school works hard to seek and act on parents' views.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good overall.** The headteacher's dedication and clear vision enable him to lead very well. All staff seek to create a happy school. The headteacher receives valuable support from the very good deputy headteacher. Excellent leadership and management of the hearing impaired pupils create very good provision for these pupils. Many teachers with management responsibilities for subjects fulfil their responsibilities well and other subjects are managed satisfactorily. Governors are very supportive, have a clear understanding of the strengths and weaknesses of the school and fulfil their statutory responsibilities well. The leadership of the chairman of the governors is very good.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils have very positive opinions of the school. They are very proud of their school and enjoy coming to school. Parents are very supportive of the school and are very pleased with what it does for their children. A significant percentage of parents expressed concerns about the quality of information they received on the progress their children are making. Inspectors agree that parents could receive more specific targets for pupils throughout the year on a more formal basis.

## **IMPROVEMENTS NEEDED**

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

- Give pupils more opportunities to develop their writing skills. Increase the use of these skills in all areas of learning, especially in the recording of science and religious education.
- Make greater use of pupils' targets and teachers' comments in day-to-day marking so that parents' and pupils' understand how pupils can improve their work.
- Improve the attendance of the significant minority of pupils who have a considerable amount of time away from school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Overall, boys and girls achieve well. In the nursery and reception classes, standards are below expectations. In Year 2, standards are well below average, and current Year 6 pupils attain below average standards.

#### Main strengths and weaknesses

- Pupils in Years 3 to 6 achieve well in many areas and subjects.
- Children in the nursery and reception classes achieve effectively in reading, and in mathematical, creative and physical development.
- Throughout the school, attainment in pupils' personal, social and health education is above average.
- Standards in writing are too low throughout the school and impact on the progress pupils make across other subjects.
- Standards of science and religious education in Years 1 to 6 are below expectations.
- Pupils who speak English as an additional language and those with special educational needs make good progress.

#### Commentary

1. When children join the school their attainment is well below expectations except in writing and in speaking and communication, where their level of expertise is very low. Most children achieve well in the nursery and reception classes because of good teaching. Overall, standards are below expectations in the reception class. Although the majority of children are likely to reach the expected levels in language, literacy and communication, mathematics, knowledge and understanding of the world and physical and creative development by the end of the school year, a significant proportion will not. Standards of personal, social and emotional development are above expectations due to teachers' good management skills and high expectations.

#### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	26.3 (27.0)	26.9 (26.8)
mathematics	26.0 (26.6)	27.0 (26.8)
science	28.4 (27.2)	28.6 (28.6)

*There were 26 pupils in the year group. Figures in brackets are for the previous year.*

2. In the national tests in 2004, standards in Year 6 were just below average in English, mathematics and science when compared with all schools. This is because there was a well above average percentage of pupils with special educational needs in the year group. Over one third of the class had specific needs in literacy and numeracy and just under one quarter had statements of special educational needs. However, in English and science, pupils attained well above average standards compared with schools whose pupils attained similarly in Year 2. In mathematics, pupils attained above average standards in comparison to these similar schools. These pupils made good progress since they were last tested in Year 2 when standards were well below the national average and very low in reading and writing skills. There was no significant difference between the attainment of boys and girls. Higher-attaining pupils did well in science, as over one third of the class attained levels higher than expected. Overall, in the last five years, standards have risen faster than national trends. The school gained an achievement award for improved standards in 2003.

- Standards in the current Year 6 are satisfactory considering the high percentage of pupils with significant special educational needs. Inspection findings show that pupils in the current Year 6 achieve well in reading, speaking and listening and in mathematics, and achieve satisfactorily in writing and science. These pupils started Year 3 with well below average levels of knowledge and understanding in these key areas of learning. They have achieved effectively and are now attaining below average standards overall. Pupils' standards in mathematics, reading and in speaking and listening are average and reflect the effective provision in these areas. However, the standards of writing in Year 6 are below those expected in most schools. This weakness means that pupils do not achieve as well as they could in other subjects. Weak writing skills, for example, hold back the recording of investigations in science. Standards in science in Year 6 are below average. This is because the percentage of pupils with special educational needs is above average, and an above average proportion of pupils joined the school late. The school is making good progress towards their challenging targets. Pupils from minority ethnic groups are very well included in lessons and achieve effectively.

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	13.6 (15.1)	15.8 (15.7)
writing	10.6 (14.5)	14.6 (14.6)
mathematics	15.3 (16.5)	16.2 (16.3)

*There were 23 pupils in the year group. Figures in brackets are for the previous year.*

- In the national tests in 2004, standards in Year 2 were well below average in reading and mathematics. Standards in writing were very low compared to those found in all schools nationally. This is a result of pupils' starting school with particularly low levels of knowledge in these areas. When compared to similar schools with a comparable range of free school meals, the standards in mathematics were average, with reading below average and writing well below average. Teacher assessments show that fewer pupils than average attained the expected level in science, although an average number of pupils attained higher levels.
- Standards in the current Year 2 are well below average in reading, writing, speaking and listening, science and mathematics. The key reason is the very basic levels of understanding in literacy and numeracy when pupils entered the school and the above average percentage of pupils with significant special educational needs. Pupils achieve satisfactorily in Years 1 and 2.
- Standards in ICT meet national expectations in Years 2 and 6. This is because of the good use of the ICT suite. Standards in history meet national expectations by Year 6. This is because teachers use practical methods that make learning memorable and so pupils achieve effectively. Standards in religious education are below the expectations of the locally agreed syllabus in Years 2 and 6.
- Pupils with special educational needs make good progress towards the targets in their individual education plans. Pupils with specially designed programmes receive good teaching. Gifted and talented pupils achieve satisfactorily. Some are given opportunities to improve their skills through instrumental tuition and extra-curricular opportunities.
- The majority of pupils with hearing impairments are working below nationally expected standards, as their hearing loss results in the slow acquisition of language. Several pupils also have additional learning difficulties. One Year 6 pupil, however, is working close to the national standard expected for pupils of her age. Overall, the achievement of pupils in the Unit is very good. They make rapid progress in line with their ability once there is an established communication strategy. Individual targets are set jointly by the Unit teachers and by the speech and language therapist. This enables progress to be monitored constantly.

9. Pupils who speak English as an additional language achieve well. The school establishes good programmes of study for pupils who are in the early stages of learning the language. Those pupils who are fairly fluent are assessed regularly and are given extra lessons to develop their understanding of English grammar.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Attendance levels are well below average and punctuality is satisfactory. Pupils' personal development is good.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and this encourages them to behave and to do their best.
- Levels of authorised and unauthorised absence are too high.
- Social provision is very effective and relationships between pupils and with adults are very good.
- Provision for pupils' multicultural awareness and their understanding of others' feelings and values is very effective.

### **Commentary**

11. During lessons and at play pupils behave well. The school's behaviour code has been revised recently and is displayed widely around the school. Members of staff insist on high standards of behaviour and the overwhelming majority of pupils conform to these expectations. Good behaviour is rewarded with stickers and certificates and these are presented in class or in assemblies. Pupils are eager to win praise and awards and they understand the sanctions that will be applied if they do not comply.
12. All pupils in the Hearing Impaired Unit show great perseverance in learning. They have good concentration and use the help they are given by adults well. They make very good use of their hearing aids and radio transmitters. Their behaviour is good and they relate well to each other and to the adults who teach and support them.
13. Relationships between pupils and with adults are warm and are characterised by mutual trust, respect and consideration. During playtime, pupils enjoy spending time with each other and older pupils mix well with younger ones. In discussions, pupils say they like their teachers and enjoy school life. They also say they enjoy a range of subjects and activities in their lessons and like to visit local places of interest. Inspectors agree with these positive comments. Pupils from all ethnic groups get along very well with each other and racial incidents are very rare.
14. Pupils are very well aware of others' feelings and beliefs. This is because teachers and staff take every opportunity to discuss others' values with pupils in lessons and out in the playground. Pupils' multi-cultural awareness is very effectively developed. Pupils learn about Sikhism, Buddhism, Hinduism and Islam. Pupils learn to sing many songs from their own and other cultures well. History and geography offer many good opportunities for pupils to learn about British and foreign cultures. For example, pupils in Year 5 are well aware of what everyday life was like in Tudor times.
15. Socially, pupils are encouraged very effectively by teachers to play a full part in their own community. For example, Year 6 pupils enjoy looking after younger pupils in the dining hall. Extra-curricular activities enable pupils to develop their social skills effectively. Pair and group activities in lessons allow pupils to learn how to negotiate and manage people, and on residential school trips, pupils in Years 2 and 6 learn about working with others closely. Good moral provision means pupils learn about difficult decisions which adults make about divorce. The school enables most pupils to be included effectively in all activities so they make good

progress in their personal development. Pupils are given satisfactory opportunities to develop self-awareness during reflection and prayer. Collective worship allows pupils to learn effectively about disappointment and pride, and it meets legal requirements.

## Attendance

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.3	School data	1.0
National data	5.1	National data	0.4

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

16. Attendance has been well below average for several years. The school recognises this as an area of concern, and governors and staff place a high priority on improving both attendance and punctuality. In discussions, pupils say they are keen to attend school; they like to win prizes, certificates and stickers for themselves and their class when they attend well and are punctual. The school reminds parents of the need for their children's regular and prompt attendance. Most parents respond by ensuring that their children attend school regularly and on time. However, for some parents, good attendance does not have a high priority and the school finds it difficult to change their perception. Recent figures show that there has been a slight improvement in the level of absences. However, the school does not always apply its procedures to late comers consistently, and teachers vary in the extent to which they challenge pupils who arrive late.

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	100	3	0
White – Irish	7	0	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	8	1	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	2	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	4	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	4	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good, mainly because pupils receive effective teaching. The curriculum is good. Pupils' care and welfare, links with the community and partnership with parents are effective. Links with other schools are satisfactory.

### Teaching and learning

The quality of teaching and learning is good. Assessment procedures are satisfactory.

### Main strengths and weaknesses

- Teaching in mathematics, reading, speaking and listening and history are strengths of the school.
- Most teachers encourage pupils to try hard and insist on high standards of behaviour in the classroom.
- Tracking of pupils' progress is good.
- Teachers' marking does not always tell pupils how well they have done or how they could improve.
- Pupils' targets are not being used consistently in lessons.

### Commentary

#### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (16%)	23 (52%)	13 (30%)	1 (2%)	0	0

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

17. The teaching of children in the Foundation Stage is good overall. Significant strengths include the use of effective teaching methods incorporating games and practical activities. The teachers' good management skills and enthusiasm for learning mean that children behave well, are keen to learn and co-operate effectively. Teaching assistants are used effectively to teach pupils in the nursery class.
18. In Years 3 to 6, teaching is good. Planning is effective at focusing on key questions and the use of resources. Most teachers use questioning effectively and include most pupils in sessions well. This supports lower and higher-attaining pupils so that they achieve well, taking into account their abilities. There have been good improvements since the last inspection when classroom management was insufficiently strong in a few lessons. All teachers set high standards of behaviour and most pupils behave well in lessons as a result. The majority of pupils concentrate and co-operate effectively because of teachers' good management skills. Teachers have good subject knowledge, especially in Years 3 to 6 and with regard to the teaching of reading, speaking and listening, mathematics and history. Teachers in Years 4 to 6 use time effectively and have high expectations of pupils. For example, in a very good Year 6 lesson, the teacher set high expectations of pupils when she asked them to analyse the reasons for and the results of Henry VIII's divorces. This lesson utilized effective teaching methods when pupils learnt to debate the king's problems from the past. Higher-attaining pupils are challenged effectively in many lessons and this is a good improvement since the last inspection, when this was an area for development. ICT is used effectively in the ICT suite to teach computer skills and other subjects but it is rarely used to support learning in classrooms.
19. Teaching in Years 1 and 2 is satisfactory overall. Teaching focuses on developing pupils' basis skills satisfactorily. A high emphasis is placed on the development of reading and means that pupils are learning to read simple words effectively. Speaking and listening is taught well and so pupils are becoming effective at explaining their thinking. However, time in

lessons is not always used effectively. Only one unsatisfactory lesson was seen and this was due mainly to weaknesses in the teacher's use of time which meant that pupils did not have sufficient time to practise and develop their writing skills.

20. Teaching of hearing impaired pupils is good overall, and in one lesson it was very good. Individual needs are catered for very well. There is very good use of a range of communication strategies including radio transmitters, British Sign Language and speech, supported by stimulating visual aids. Classroom assistants also give effective and skilful support.
21. Assessment has improved satisfactorily since the last inspection when it was an issue. Teachers record pupils' achievements well on the new tracking system and assess pupils' work during 'Assessment Week'. The good focus provided by the senior management team has helped to raise the importance of assessment across the school. This is particularly noticeable in subjects other than mathematics, English and science. The school now holds a good quantity of high quality data on its pupils. Teachers' day-to-day marking, however, is underdeveloped and does not tell pupils consistently how to improve their work. The school is also not making sufficient use of pupils' targets because teachers do not give specific feedback consistently about what pupils are doing well. While targets exist in some areas, they are not shared formally with parents, and pupils are not clear enough about what they need to do to improve or how to measure their improvement.
22. The teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills. The school's assessment procedures for pupils with special educational needs are satisfactory and pupils' individual progress is monitored carefully. Targets in pupils' individual education plans are specific and measurable. The school identifies pupils who are gifted and talented and provides for them satisfactorily in extra-curricular activities.
23. Assessment procedures for pupils who speak English as an additional language are good. Teachers assess these pupils carefully when they arrive and throughout their time at the school. This enables them to provide individual learning programmes that are tailored carefully to pupils' needs. The teaching of pupils who speak English as an additional language is good.

## **The curriculum**

The curriculum is good overall.

## **Main strengths and weaknesses**

- The curriculum has been developed well since the previous inspection.
- Good links are made between subjects.
- Provision for pupils with special educational needs and for those learning to speak English as an additional language is good overall.
- The quality and use of support in lessons is variable across the school.
- The time allowed for physical education lessons is below average compared with other schools.
- Accommodation and resources for learning are good.

## **Commentary**

24. The school meets statutory requirements for all subjects. As part of the school's move to raise standards, the school has strengthened its curriculum planning, which is now good. The school has effective systems for evaluating the quality of the curriculum which is monitored by subject leaders so that good practice is shared and issues addressed. The rewriting of the schemes of work for religious education and art, as a result of being identified as key issues has led to further evaluation of what the school is offering its pupils. Subsequently, the

English curriculum and other key areas have also been rewritten to reflect the needs of the school, and links between subjects are now good. There has been good improvement overall since the last inspection. Time allowed for physical education lessons, however, is below the average compared with other schools.

25. The curriculum for pupils in the nursery and reception classes is good. A high emphasis is placed on children's learning through practical activities which are focused and effectively planned to develop pupils' basic skills. The curriculum covers all areas of learning regularly.
26. The curriculum for pupils in the Hearing Impaired Unit has been well adapted and is relevant to their need to work in smaller groups in order to develop basic communication skills. This enables good access to all areas of learning. All pupils in the Unit see a speech and language therapist on a weekly basis. There are excellent opportunities for integrating pupils into mainstream classes. Provision for hearing impaired pupils is very good overall.
27. The school has good strategies for teaching the National Literacy and National Numeracy Strategies and these are applied in other subjects to good effect. Individual subjects of the curriculum are generally well planned. As a result, most lessons are focused, lively and interesting so that pupils are well motivated to learn. Subjects are well organised and there are clear plans for subject delivery. The personal, social and health education (PSHE) curriculum supports pupils' learning well and contributes to the development of the strong and caring ethos within the school.
28. The range of visits and activities for all year groups helps to enrich learning experiences and maintain pupils' interest is satisfactory. Pupils have good opportunities to participate in the arts. For instance, all pupils participate in musical productions at Christmas and in the summer, as well as enjoying weekly opportunities to perform in assemblies. Provision of homework prepares pupils well for transfer to secondary schools.
29. There are sufficient and appropriately qualified teachers and support staff to ensure that the curriculum is taught well and pupils' needs are met. Most support staff work well under the direction of class teachers and engage well with pupils requiring additional help with their learning.
30. Accommodation is spacious and supports learning effectively. The computer suite is used effectively to develop pupils' skills through whole class sessions. The three school halls provide good accommodation for lunchtime and after-school clubs and activities. Outside provision for physical education and play has been developed well since the previous inspection and this is used fully by all pupils. Resources for all subjects are good. The library is large and well stocked so that books have a high status in pupils' learning. However, in the nursery and reception classes there are limited resources for creative development.
31. Provision for special educational needs is good overall. All pupils are included fully in lessons and class teachers value all contributions. Pupils' individual education plans are written well and focus appropriately on literacy and numeracy targets as well as behaviour and social targets. The school works well with a wide range of external agencies, including visiting specialists who support pupils with special educational needs. The school has a good reputation for meeting the needs of pupils with more complex difficulties and those who have not achieved well in other schools. Provision for pupils who speak English as an additional language and for minority ethnic groups is good. Programmes of learning are set up effectively so that all pupils make good progress, especially in the nursery and reception classes and in Years 3 to 6.

## Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. Pupils' involvement through seeking and acting on their views and the support, advice and guidance they receive are satisfactory.

### Main strengths and weaknesses

- The school looks after its pupils well and working relationships are very good.
- Effective procedures ensure that the school is a safe place to learn.
- Guidance in relation to pupils' academic work is not specific enough.

### Commentary

32. The school provides a good standard of care and members of staff work closely to ensure they meet the individual needs of each pupil. Child protection procedures are good. All members of staff are fully trained and are aware of their individual responsibilities. Teachers know their pupils well and they are able to spot any emerging problems at an early stage. Pupils feel the school cares for them well and they like and respect the adults in the school. They say that they would feel able to ask for help or advice if ever they needed it. This puts pupils in a good position to be able to settle down and to concentrate on their work.
33. The quality of care and support for pupils whose hearing is impaired is very good. Some pupils have other disabilities as well as their hearing loss. However, their needs are well known to staff in the Unit who give very effective support. Teachers are very sensitive to the need to boost the confidence and self esteem of their pupils.
34. Monitoring of health and safety is thorough and governors are closely involved. Parents are informed promptly if a mishap occurs during the school day. The local authority audits health and safety provision at the school annually and governors inspect the school each term to look for any areas of possible risk. In addition, the school performs thorough risk assessment checks on its activities and any visits out of school. The school has recently had significant demolition and landscaping work to create play and garden spaces which was completed without incident.
35. Assessment procedures are satisfactory overall, but there are no formal procedures for tracking and supporting pupils' personal development. However, informal procedures are effective. Teachers and support staff know the pupils and their families very well. They are sensitive to pupils' individual needs and are therefore able to provide support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have knowing that they will be dealt with sympathetically. Marking is not consistently specific or developmental. This results in a lack of clarity for pupils and for parents.
36. Pupils who start school at times other than the beginning of the school year are looked after well and made to feel welcome, enabling them to settle quickly into the school. Procedures to settle children in the nursery class are satisfactory.

## Partnership with parents, other schools and the community

The school has good links with parents and the community. Links with other schools are satisfactory.

### Main strengths and weaknesses

- The school makes effective use of the community.
- The school is interested in parents' views and acts on them whenever it can.
- Some parents do not think they are well informed about their children's progress.

## **Commentary**

37. This school stands at the heart of an area rich in places of interest and these provide good opportunities to enrich and enhance the curriculum. The school has also nurtured good links with local organisations and their representatives. It hosts a weekly, long-established Chinese school which makes a substantial contribution to the school's profile in the community. Local traders provide donations to support school events and large businesses matched the school's efforts to raise funds for its new garden area. Links with a national orchestra and music school provide good opportunities to enrich music provision, and pupils visit local old peoples' homes to sing carols. There is a small but active parents' association which runs regular social events to raise funds to provide, for example, playground equipment. Former pupils from the school return to visit and the school provides places regularly for teacher trainees from a local college.
38. The school encourages parents to be open and frank about voicing any suggestions or concerns. It keeps parents informed regularly and involves them in initiatives such as the recent revision of the behaviour policy. The school has listened to parents' views on homework, and parents of incoming pupils complete a questionnaire on their experience of the school's induction arrangements. Wherever possible the school takes full account of parents' views when planning for the future and, as a result, parents feel fully involved in the life of the school.
39. There is a good relationship with parents whose children have special educational needs or are hearing impaired. Parents receive frequent information on pupils' progress and the development of learning skills. The school also works in partnership with a neighbouring special school and hearing impaired unit.
40. Some parents who attended the pre-inspection parents' meeting and some who responded to the questionnaire stated that they did not feel well informed about their children's progress. The inspection team found that parents are kept informed about the progress of their children satisfactorily through consultation evenings and annual reports. Reports to parents are clear and well structured and contain detailed information on attendance and punctuality, and on pupils' progress compared against national levels. However, parents do not have effective information on what their children need to do to improve their work. This is because targets on pupils' reports are rather broad and parents do not receive a written copy of pupils' personal targets in the autumn or spring terms.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are good overall. Leadership by senior staff is good. Management is effective. Governance of the school is good.

### **Main strengths and weaknesses**

- The leadership and management of hearing impaired pupils are excellent.
- The very good skills of the headteacher and deputy headteacher complement each other very well.
- There is a strong commitment to teamwork throughout the school.
- Performance management is used effectively to improve teaching.
- The governing body supports the school effectively and is very well led by the chair.
- Leadership of mathematics, science, history, ICT, Foundation Stage, special educational needs, pupils who speak English as an additional language and PSHE are good and are all well managed.
- The school ensures very effectively that pupils of all abilities achieve well overall.

## Commentary

41. The headteacher and deputy headteacher form an especially effective partnership. Their different contributions complement each other very well and their joint leadership is very good. The headteacher is very experienced and brings a calm, considered approach to the role. His management of teaching and non-teaching staff is very good and contributes to the positive teamwork throughout the school. The deputy headteacher is dynamic, innovative and creative and sets a very good example with her own high quality teaching. Together they lead the school with huge enthusiasm and commitment and have great respect from all sections of the school community. This team has created a very effective school development plan that is assisting the school to raise standards.
42. The school is very inclusive and has a good reputation for meeting a wide range of needs. Induction of new pupils is effective and their specific needs are assessed quickly so that pupils are made to feel positive about being in school. Pupils with specific strengths across the curriculum are identified and encouraged to develop these skills through the wide range of additional activities provided.
43. The roles of key staff are well defined and build on their strengths and interests. Effective teams have been established. All adults in the school work well together and are committed to providing high quality education. The leadership and management of mathematics, science, ICT, history, special educational needs, pupils who speak English as an additional language and PSHE are effective.
44. Performance management of teaching and non-teaching staff is managed well. All staff receive useful feedback on their performance with targets on how to improve further. The induction and continuing professional development of staff are both good. There has been productive in-service training to improve teachers' assessments of pupils, particularly in the core subjects of English, mathematics and science. A range of strategies has been used to improve the quality of teaching and learning across the school. The monitoring of pupils' work in different classes has been less effective, with the result that there are variations in the quality of assessment and marking across the school.
45. Leadership of the nursery and reception classes is good. The Foundation Stage manager has a clear understanding of how young children learn and has planned a good curriculum to support their development in all areas. Effective leadership means that children's personal development is provided for particularly well.
46. Leadership and management of special educational needs are good. There is effective liaison between staff which enables support for learning to be good. Support staff have good relationships with pupils and so they achieve well.
47. The leadership of the hearing impaired unit is excellent. The co-ordinator is a very skilled trainer which benefits the school. She is also used to giving training for the local authority and is very knowledgeable about how hearing impaired children learn. The very experienced staff in the Unit are managed very effectively by the co-ordinator. Performance data is used to provide a very good overview of pupils' progress.
48. The leadership and management of pupils who speak English as an additional language is effective in assessing them when they enter the school. Good monitoring of pupils' attainment ensures that extra support is specifically targeted if it is necessary.
49. Efficient school systems allow the school to run smoothly and staff to work effectively. Overall, finances are managed satisfactorily, and resources have been considerably improved since the last inspection. However, the school has a large carry-forward figure. The school is aware of this and has allocated significant funds to develop provision for the arts and sport as well as for refurbishment. By the end of the financial year, the carry forward figure should be

closer to the recommended level. Taking into account the school's many strengths and the above average costs per pupil, the school provides satisfactory value for money.

## Financial information

### *Financial information for the year March 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	947,709	Balance from previous year	112,201
Total expenditure	926,634	Balance carried forward to the next	133,276
Expenditure per pupil	4,877		

50. The governors fulfil their statutory duties well. The governing body works hard on behalf of the school, with a wide range of meetings discussing different aspects of school life. The governing body benefits from a good range of expertise. It is particularly well led by a very effective chair and vice chair who have a good grasp of the school's strengths and weaknesses. The governing body benefits from the long service of several members and from having a full membership. The governors act as a 'critical friend' to the school and effectively monitor provision.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in most areas of learning for children in the nursery and reception classes is good. Overall, children enter the school with well below average levels of knowledge in most areas of learning except in writing and in speaking and communication which are very low. Arrangements for children starting school are satisfactory. For instance, staff and parents discuss children on several occasions before they start school. However, no formal interviews are offered for parents to sit down and discuss their child in detail with the teacher in the reception class. Children achieve well in most areas of learning because of good teaching. But by the time children start Year 1, standards are still below expectations in all areas of learning. This is because of pupils' particularly low levels of knowledge when they start school. Leadership and management are good. Since the last inspection, there have been good improvements in the provision for children in the nursery and reception classes. Children are assessed carefully when they start school and teachers and teaching assistants note their achievements regularly. Good record sheets assess children's attainment throughout their early years of schooling, but these are not used effectively to ensure that any gaps in children's writing skills are revisited.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Teachers expect children to behave well and to care for others.
- Staff are quick to establish supportive relationships with children.

#### **Commentary**

51. Children's standards in personal, social and emotional development are above national expectations by the end of the reception year. Teaching and learning are good. Children achieve well in this area because of effective management strategies. Children speak fairly confidently to adults and other children. In the playground, children mix well. Staff work effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teachers' high expectations and effective organisation mean that children learn how to control their emotions and develop independence. For instance, children learn to put on their own coats when they go outside. The majority of children show a good level of interest in their learning. Children settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of teachers' high standards of discipline.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in language, literacy and communication skills is **good**.

#### **Main strengths and weaknesses**

- Basic skills of speaking and listening are taught effectively.
- Reading is taught well because teachers have high expectations.
- Assessment is not used effectively to ensure that pupils make good progress in writing.

## Commentary

52. Overall, standards in language, literacy and communication are below expectations by the end of the reception year. Children, nevertheless, achieve well as a result of good teaching and learning. Teachers provide a wide range of opportunities for children to talk purposefully to adults and to each other. Staff take every opportunity to discuss moral issues such as being fair and sharing things. This means that children share the computers fairly and take turns happily. A significant strength is in the teaching of reading. The reception teacher captures children's interest when he uses a large display and points to key sounds effectively. Teachers' planning means that children are taught effectively to recognise the letters and sounds of the alphabet. Effective methods are used when children learn to recognise rhyming words. Basic writing skills are taught satisfactorily when children learn to write for a variety of reasons. Although children receive satisfactory teaching in writing, standards are well below average because pupils enter the school with weakly developed skills in this area. However, teachers do not often use their assessments to make sure that weaknesses in children's writing are revisited and addressed.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Practical methods are used effectively to develop children's understanding.
- The teaching assistant uses time and resources well.
- Teachers do not tell children consistently what they have done effectively.

## Commentary

53. Standards of mathematical development are below expectations by the end of the reception year. Most children in the reception class count to ten accurately but a significant proportion do not. Children achieve effectively in the nursery and reception classes. This is because of good teaching and learning overall. The teachers plan plenty of practical activities to promote children's mathematical development. For instance, children learn to use words that describe the position of objects such as *around*, *under*, *in* and *out*. This activity is effective because pupils learn to move objects in ways described by the words. Children are encouraged to recognise numerals in a variety of contexts. Many opportunities are taken by staff to reinforce children's counting skills and to check their mathematical understanding through well directed questions. Time and resources are used effectively when children learn to finish their work in a given period of time. After children have completed a task, teachers rarely explain to children what they have done well. Therefore children do not know what they have excelled in.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Effective use of resources brings learning to life.
- Basic skills of observation are taught well.
- The teaching assistant rarely assesses children's understanding at the end of lessons.

## Commentary

54. By the end of the reception year, standards are below national expectations in this area of learning. Teaching and learning are satisfactory. Overall, children achieve satisfactorily. Children learn about the properties of materials such as sand and paint by handling and

working with them regularly. Good lesson planning in the nursery class means that the teacher is clear about the learning focus and records children's involvement in activities effectively. Basic skills are taught well when pupils learn to make observations about objects so that they can decide what they are made from. Effective methods are used when open-ended questioning means that children learn to explain why they think an object is made of wood. Children learn to use the computer and quickly develop their understanding of how to type in numbers and control the mouse. Although the teaching assistants in the nursery class record assessments, in the reception class this does not often occur. Therefore the teacher does not have sufficient information on children's attainment.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The hall is used well to develop children's body control.
- Use of resources is rather limited.

#### **Commentary**

55. Most children develop physical body control well but attainment is below expectations for their age because of pupils' low levels of knowledge when they start school. Overall, teaching and learning are good. Children's achievement is effective. Children enjoy regular opportunities to be active in sessions in the hall. Effective use of warm-up activities means children practise stretching and jumping. Very good use of teacher demonstration ensures that children learn how to jump effectively by bending their knees. Basic skills are taught effectively, so children learn to control their movements and walk like an elephant and then skip lightly. In one session, few resources were used to make learning more interesting in the school hall. Children have satisfactory opportunities for outdoor play in their own area but they rarely use bikes. Teachers provide good opportunities for children to develop their hand control when they cut materials and stick objects.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Mouldable materials are used effectively to develop children's creativity.
- Indoor resources for imaginative development are underused.

#### **Commentary**

56. Attainment in children's creative development is below expectations. The majority of children are likely to reach nationally expected levels by the end of the reception year but a significant percentage will not. Teaching and learning are good. Children's achievement is good. Outside the classroom, teachers ensure that a good range of activities is planned to develop children's creativity. Children paint and draw confidently due to the teachers' good development of basic skills. For example, children paint interesting pictures of sunflowers. Effective use of the teachers' knowledge and understanding ensures that children learn to use their observation skills when they make models of their family using mouldable materials. Good methods are used when children are allowed to experiment with a computer and learn to draw by using the mouse. Resources are used well when children explore ways to make sound by using percussion instruments. Most children sing simple songs from memory satisfactorily. However, resources for creative development areas of the classroom are rather limited. This means that children do not have rich enough opportunities to develop their imagination in a variety of situations.

## SUBJECTS IN KEY STAGE 1 AND 2

### ENGLISH

Provision in English is **satisfactory** overall.

#### Main strengths and weaknesses

- Pupils make good progress in the development of reading and communication skills.
- Pupils have positive attitudes to their learning and behave well.
- Standards in English are well below average in Year 2 and below average in Year 6 because pupil writing skills are not developed effectively.
- Marking lacks evaluative comment and does not refer to specific targets consistently.
- Presentation and handwriting, especially in Years 1 and 2, are contributing to weaknesses in writing.
- Cross-curricular opportunities for reading and for speaking and listening are good.

#### Commentary

57. Standards in the 2004 national tests in English were below average at the end of Year 6. This was because a significant proportion of pupils had specific special needs in literacy. Compared to schools that performed similarly in tests when pupils were in Year 2 attainment was well above average in Year 6. Standards in the Year 2 tests in 2004 were well below average in reading and very low in writing.
58. Inspection findings show that standards in Year 2 are well below average in reading and writing. Standards in Year 6 are below average in writing but average in reading. This is because attainment on entry to the school is well below average overall and very low in writing and communication. In addition, the high number of pupils with special educational needs means standards in Year 6 are below average overall. Pupils make good progress in developing reading skills. Pupils achieve satisfactorily in writing but the teaching of writing is underdeveloped throughout the school. Pupils with special educational needs and those with English as an additional language achieve well because they are supported effectively in most lessons. This ensures that they can take full part in learning at their own level. There was no evidence in lessons of any significant differences in attainment between boys and girls.
59. Reading skills are promoted well across a variety of subjects. Most pupils achieve well and standards are average by Year 6. This is a result of good teaching. Teachers use effective methods when they teach pupils a variety of ways to work out unknown words. Most Year 6 pupils read a wide range of texts fluently and use expression satisfactorily. The majority of pupils can deduce how the story will carry on, using the text effectively. Most pupils enjoy reading and have positive attitudes to their work due to the encouragement and enthusiasm of teachers. Standards of reading are well below average in Year 2 but most pupils achieve satisfactorily. Many pupils read simple words and a few pupils read more complex texts.
60. Standards of speaking and listening are well below average in Year 2, but meet expectations by Year 6 because of effective teaching. Teachers' planning ensures that there is a strong emphasis on this area of learning. Notable features of good lessons were the many opportunities for speaking and listening. These have been developed very effectively through paired or collaborative working in all subjects, and through lively and constructive class or group discussions.
61. Standards in writing are well below average in Year 2 and below average in Year 6. Pupils' achievement is satisfactory overall. Teaching and learning in this area are satisfactory but could be better. Teachers in Years 4 to 6 set high expectations of pupils and structure their work so that pupils learn to write using interesting vocabulary. However, the amount of writing produced in a significant number of classes is rather limited and weaknesses in spelling and

basic grammar show some gaps in pupils' learning. Teachers do not plan regular opportunities for pupils to write for extended periods of time. Some teachers do not remind pupils about using literacy skills when they are writing in other subjects such as science and religious education lessons. Handwriting is not consistently joined or correctly formed because there is no clear scheme of work taught or modelled by teachers.

62. Teaching and learning are satisfactory overall. Pupils have positive attitudes to learning and behave well in most lessons because of teachers' effective use of encouragement. Most pupils achieve satisfactorily. Teaching in Years 4 to 6 shows good subject knowledge and effective teaching styles which motivate pupils to learn. Effective teachers' planning creates a fast pace of learning. However, satisfactory teaching does not explain what aspects need to be included in a good piece of writing effectively. In one class, weak planning and inconsistent management of pupils led to an unsatisfactory lesson.
63. There has been good improvement in the development of a system for assessing and tracking pupils' progress but this is only being used well in some classes. The system is relatively new and has not had time to become fully embedded in the school's practice so that all teachers are using it. Marking, whilst always positive, is not clear in telling pupils what they have done well or what they need to do to improve. Neither does it refer to specific writing targets. The school is aware of this and action is identified in the subject leader's development plan.
64. Leadership and management of English are satisfactory and have brought about satisfactory improvement since the last inspection. The English curriculum has been rewritten so that good links are made with other subjects. For example, links are particularly well made in ICT and history. ICT is now used well in English. The co-ordinators lead with considerable enthusiasm and drive. They set very high standards for themselves and other staff. The co-ordinators have monitored teaching and learning and try to ensure that good practice is shared. This has contributed to improvement in standards in reading and speaking and listening. They have a very clear understanding of the school's strengths and weaknesses in English.

### **Literacy across the curriculum**

65. English contributes satisfactorily, overall, to other subjects across the curriculum. Pupils' reading, speaking and listening skills are well developed in all subjects. Although writing is being used in other subjects, opportunities to develop pupils' skills in writing are not yet being implemented beyond basic levels and writing lacks depth.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- From a low starting point, pupils' achievement is good.
- Teaching is good in Years 4 and 5 and very good in Year 6.
- Standards in Year 6 have risen faster than the national trend since the last inspection.
- Standards in Year 2 have remained well below average.
- Effective use is made of the National Numeracy Strategy.
- There are very good links between mathematics and other subjects.

### **Commentary**

66. Standards in Year 6 in the 2004 national tests were below average compared to all schools. In relation to schools whose pupils attained similarly in Year 2, attainment was above average. This is a significant improvement since the last inspection. Standards in the Year 2 national tests were well below average. This is because pupils enter the school with particularly low

levels of understanding of mathematics and a significant percentage have special educational needs which affect their attainment in numeracy. Lower-attaining pupils and those with special educational needs make good progress, partly due to the effective support they receive from the well-briefed teaching assistants during lessons.

67. Inspection findings show that standards are well below average in the current Year 2, but are average in the current Year 6. Attainment on entry to the school is consistently well below average. In Years 1 and 2, pupils' achievement is satisfactory. In these classes there is an appropriate emphasis on developing pupils' basic number skills. In a Year 2 lesson, for example, pupils showed good progress in developing their ability to count on and back in 2s, 5s and 10s to 100. However, overall rates of progress are constrained by the rather limited amount of recorded work over the course of the school year. Although the school is well aware of the need to raise standards by the end of Year 2, results in national tests have remained consistently well below the national average.
68. Pupils' progress accelerates as pupils move through Years 3 to 6. Expectations of effort are much greater and the pace of pupils' work increases. Overall, pupils' achievement in Years 3 to 5 is good, with very good levels of achievement in Year 6. Standards in national tests have risen faster than the national trend since the last inspection and the present Year 6 group is on course to reach standards that are in line with the national average in the 2005 tests.
69. A significant strength of the provision across the school is the consistent and effective use teachers make of the National Numeracy Strategy. Lesson plans are detailed and thorough and cover all aspects of the mathematics curriculum. The mental 'warm-up' sessions at the start of lessons are handled especially well, involving all pupils in lively and enjoyable activities. In some cases, too much time is spent on direct teaching and not enough on group and individual work, with the result that pupils do not have enough time to consolidate the skills learnt in the earlier part of the lesson.
70. Teaching and learning are satisfactory in Years 1 to 3 and good in Years 4 to 6. There are some consistent features across the school. All teachers manage their pupils well, presenting lessons in a lively, interesting fashion. Teachers explain new concepts clearly using correct vocabulary and this enables all pupils to take a full part in lessons. Teachers' use of the voice is skilful, as intonation and phrasing are used well to sustain interest. These factors have an especially positive impact on the engagement of pupils with special educational needs and on those who speak English as an additional language, and these pupils achieve as well as their peers throughout the school. In Years 4 to 6, teachers have higher expectations of the pace of pupils' work and progress begins to accelerate. In Year 6, teaching is very good and lessons have a dynamic pace and extremely high expectations of behaviour and effort. The assessment and marking of pupils' work is satisfactory overall. However, across the school, the quality of assessment and marking is variable. Too often it gives pupils insufficient guidance on the quality of their work and it is not made clear to pupils what they need to do to improve further. This means that pupils do not understand how to develop their work.
71. Teachers use ICT satisfactorily to support learning in mathematics. Good use is made of the computer suite to help develop pupils' knowledge and understanding. For example, in a Year 2 lesson, Venn diagrams were used to sort data effectively. However, teachers do not make enough use of classroom computers to support pupils' work in mathematics.
72. Leadership and management are good and improvement since the last inspection has been good. This is partly because standards by the end of Year 6 are rising faster than the national trend. The subject leaders have a clear picture of the school's strengths and weaknesses and a determination to improve provision further. Monitoring of teaching is good and useful guidance is provided for colleagues. A weakness is the lack of monitoring of pupils' work across the school, so clear differences in the pace of work in different classes have gone unchecked.

### **Mathematics across the curriculum**

73. A strength of the provision across the school is the creative and often inventive manner in which numeracy skills are developed in other subjects. For example, in science, data are often displayed in line graphs, block graphs and Venn diagrams, with many examples of pupils' measuring accurately as part of their experiments. High quality displays around the school indicate the high profile the school attaches to mathematics.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6.
- Investigations are used effectively to develop pupils' basic skills.
- Good improvements have taken place in the tracking of pupils' attainment.
- Writing is not used effectively to deepen pupils' understanding.
- Teachers' marking and oral feedback are rather limited.

### Commentary

74. In 2004, the national tests showed that standards were below average in Year 6. However, pupils' attainment was very good compared to schools whose pupils attained similarly in Year 2. An average number of pupils attained higher levels. Teacher assessments in Year 2 demonstrated that standards were well below those expected nationally. However, an average number of pupils achieved higher levels.
75. Inspection findings show that standards are well below average in the current Year 2, and are below average in the current Year 6. Overall, pupils achieve well. Most pupils enter the school with well below average levels of knowledge about the world and make good progress overall so that standards have improved by Year 6. Standards are well below average in Year 2 because of the high proportion of pupils with significant special educational needs. Unsatisfactory writing skills also limit pupils' abilities to explain their scientific thinking. Pupils with special educational needs achieve well across the school. Pupils from minority ethnic groups and those who are learning to speak English as an additional language are supported effectively and make good progress.
76. The school places a good emphasis on scientific enquiry and thinking. Pupils have used investigations to observe, predict and evaluate their ideas scientifically. Year 6 pupils gain a clear understanding of how to carry out investigations in a 'fair' manner and higher-attaining pupils understand that a single observation is often not enough to provide secure results. A considerable strength of their knowledge is in how to plan and carry out investigations. The subject provides good opportunities for pupils to work collaboratively, to discuss how to solve tasks and to talk about what they observe.
77. The quality of teaching and learning is good overall. Significant strengths in teaching include very good subject knowledge and effective challenge for pupils. This means that pupils learn to think deeply about key science skills. Basic skills are taught very effectively, for example, when Year 6 pupils learn to identify how to create a fair test by changing only one aspect of the test on parachutes. Very effective use of pupil demonstrations allows pupils to discuss the problems they have experienced in carrying out a fair test. Pupils learn how to record their results efficiently when they create charts. However, pupils' writing skills are not used often enough to write predictions and to explain conclusions using scientific vocabulary and understanding.
78. There is good use of ICT to support the subject. Pupils create graphs and draw up charts using computers. Pupils use the Internet to find out about various topics. Teachers' marking rarely helps pupils to develop their work, so pupils have little idea of what they need to do to

improve. Science targets are not recorded clearly in pupils' books or shared formally with parents.

79. The subject has been led and managed well since the last inspection. A considerable strength is the use made of the tracking of pupils' achievement. This has enabled the school to plan for the future development of science effectively. Monitoring of teaching and pupils' work in the subject has been overseen appropriately by the subject leader and this has enabled the curriculum to be developed satisfactorily and for resources to be provided to support teachers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Good use is made of the computer suite to support pupils' learning.
- Teachers make good use of ICT to support learning in other subjects.
- Teachers' use of assessment is too variable across the school.
- Teachers do not make enough use of classroom computers.
- Subject leadership is effective.

### **Commentary**

80. By the end of Year 2, standards are in line with national expectations. This is mainly as a result of effective and well-organised teaching. Teachers have a satisfactory knowledge of the subject and ensure that an appropriate range of work is provided. Pupils in Years 1 and 2, for example, complete lively, confident work using a 'paint' program to produce pictures in the style of famous artists such as Mondrian and Jackson Pollock.
81. In Years 3 to 6, pupils develop their word processing skills effectively. For example, older pupils use PowerPoint presentations, including animation and sound, to illustrate their studies of 'The Tudors'. In a Year 6 lesson in the computer suite, pupils showed considerable confidence in developing an interactive presentation based on the story of Shakespeare's *Macbeth*. Pupils in Years 5 and 6 make effective use of the Internet to research projects, particularly in history.
82. Teaching is satisfactory overall. Teaching in the computer suite is good, with lively, well-organised lessons that capture pupils' imagination and lead to good levels of achievement. However, in classroom lessons, teachers do not use ICT enough to support pupils' learning. During the inspection, there were few examples of ICT being used during lessons, with many missed opportunities to support pupils' knowledge and understanding. A weakness of teaching is the variable use of assessment across the school. In some classes, teachers keep useful records of pupils' progress which is used to plan appropriate work for pupils of differing prior attainment. In some classes, however, such records are too sketchy and work is not always matched closely to pupils' needs. The school recognises this shortcoming in the current school improvement plan.
83. Subject leadership and management are satisfactory. Improvement since the last inspection has been satisfactory. Resources have been improved and effective professional development has led to improvements in teachers' subject knowledge. Digital cameras and electronic whiteboards are used well. However, not enough time is allocated to monitoring work in ICT, and provision, as a result, is too variable across the school.

### **Information and communication technology across the curriculum**

84. ICT is used effectively to support pupils' learning in subjects across the curriculum. The computer suite is used extremely well to develop pupils' knowledge and understanding, and displays around the school show good use of ICT. Pupils' work in English, mathematics, science and history is frequently enhanced by the use of ICT.

## HUMANITIES

85. No lessons were seen in geography but four history and three religious education lessons were seen.
86. No overall judgements on teaching or provision in **geography** were possible as no lessons were seen during the inspection. However, pupils' work was analysed and discussions were held with Year 6 pupils. Teachers use maps satisfactorily and this helps pupils in Year 2 to understand where *Barnaby Bear* has travelled. By Year 6, pupils have used the Internet to learn about several countries including Spain and Africa. Basic skills are taught satisfactorily when pupils learn to use text and maps to research other countries. Effective teaching methods are used when pupils learn how to improve the school and the local environment. Teachers' satisfactory subject knowledge ensures that key vocabulary is taught appropriately when pupils learn about India. Geography makes a good contribution to the social and cultural development of pupils when they go on local visits to the River Thames and work co-operatively with each other.

## History

Provision in history is **good** overall.

### Main strengths and weaknesses

- Pupils' attitudes to history are good.
- Practical methods are used effectively to make learning memorable.
- Teachers' marking does not help pupils improve their work.

### Commentary

87. In Year 6, standards in history meet national expectations. Pupils use appropriate vocabulary to describe the chronology of events in the Tudor period. Good use of diagrams means that pupils understand how timelines can be drawn to show events from the Roman era to modern times. ICT is utilized effectively when Year 6 pupils create presentations about Henry VIII and his six wives. Standards in Year 2 also meet national expectations. Most pupils understand the importance of Remembrance Day, for example, and the symbolism of the red poppy.
88. Teaching and learning of history are good overall. Most pupils start Year 1 with below average levels of knowledge, but they achieve well and attain in line with national expectations by the end of Year 2. Teachers plan effectively by using key features of the subject as part of a topic. This means that lesson plans demonstrate a good focus on historical vocabulary and teachers show a good understanding of the subject. Two very good lessons were seen. Significant strengths of these lessons included very good use of open-ended questioning when Year 5 pupils learnt to explain how problems were handled in the past. Very effective methods were used when one pupil played the part of Henry VIII. Very good oral feedback for Year 6 pupils ensures that pupils learn what they have done well. However, teachers' marking often does not explain what pupils have done well. As a result, pupils do not know how to improve their work.
89. Leadership and management are satisfactory overall. The co-ordinator has begun to monitor teachers' planning and uses pupil assessments to prepare plans to develop the subject further. Good improvements since the last inspection include better links with other subjects and better use of resources. History makes an effective contribution to the moral and cultural

development of pupils, and pupils from all backgrounds are integrated effectively into lessons. Pupils with special educational needs are supported well and make good progress.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The curriculum for religious education is now well developed, indicating a good improvement since the previous inspection.
- Pupils have positive attitudes to their learning and behave well.
- Standards in religious education are below average at the end of Year 6.
- Presentation in pupils' books is unsatisfactory across the school.
- Marking in pupils' books is not well developed so pupils do not know how they can improve.

### Commentary

90. There are effective displays around the school about aspects of Christianity and other faiths which are thoughtful and informative. These demonstrate the importance the school places on learning about different religions.
91. Pupils' work shows good coverage of the locally agreed syllabus and positive attitudes to learning, although standards overall are below average. Teaching and learning are satisfactory overall. However, there is a rather limited emphasis on using pupils' literacy skills. For example, work relies too often on the use of worksheets which do not contribute positively to learning. Expectations regarding handwriting and presentation are too low and pupils' below average writing skills are preventing them from writing at any length or expressing their ideas and views clearly. Higher-attaining pupils make good use of interesting language in their writing. ICT is used very well when pupils use the Internet to research religions or to word process their work to improve presentation. In a Year 5 lesson, pupils achieved well and standards were average when the class teacher dealt very effectively with a complex issue of race and religion with a pupil of West African origin. This made a significant contribution to citizenship with regard to inter-racial understanding.
92. The curriculum is now very appropriate due to the efforts of the previous subject leader. She has completely rewritten the scheme of work so that it reflects the needs of the school well. This is good improvement since the previous inspection. All units are fully resourced, including displays and videos, and suggestions for learning are included in the guidance for staff. However, there has been no attempt to participate in the local authority loan scheme this year. This detracts from pupils' learning about key features of other faiths through handling and knowing about various artefacts.
93. The newly introduced tracking and assessment procedures are effective in providing teachers with up to date information about pupils' progress at the end of each unit of learning. However, these are not yet used consistently by all teachers and are not fully embedded in the school's practice so that pupils and teachers know how well they are doing. Marking is inconsistent, with some examples of unmarked work in pupils' books. This does not help pupils to know how to improve.
94. The subject leaders' file shows a good understanding of the subject and demonstrates that the provision meets the requirements of the locally agreed syllabus. Monitoring of teaching and learning is not yet well-developed. The headteacher is currently co-ordinating the subject until a replacement co-ordinator is appointed.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

95. No overall judgements on provision and teaching were made in art and design, design and technology, music and physical education. This is because no design and technology lessons were observed, and only three art and design lessons, two music lessons and two physical education lessons were seen.
96. Continuing effective leadership of **art and design** has brought about good improvements since the previous inspection. The curriculum has been rewritten effectively so that pupils are being taught appropriate skills systematically. As a result, pupils are now beginning to develop appropriate knowledge and understanding of how they can apply these skills to their artwork. Pupils' knowledge of appropriate language relating to art is developing satisfactorily. Use of sketchbooks is inconsistent across the school and their use is underdeveloped in planning or experimentation to support learning.
97. Art is well-resourced and teachers and pupils make creative use of a wide range of resources. Teachers' subject knowledge and confidence are being developed well through opportunities to share ideas and to seek advice and support from the co-ordinator. Assessments are made at the end of topics so teachers have a secure knowledge of how pupils are performing. This is a good improvement since the previous inspection, but assessment systems are still new and are not yet being fully used by all staff to inform pupils how they can improve. Work is displayed attractively and is well annotated. In this way, teachers are providing good role models for pupils.
98. Leadership of the subject is imaginative, and the curriculum is very well designed to ensure secure development of pupils' skills. Art is taught mainly through topic work which maximises links with other subjects such as history, English, religious education and ICT. The work of famous artists is used effectively to develop pupils' cultural awareness and their wider knowledge of art and design in the world around them.
99. Work in **design and technology** shows increasingly secure development of skills as a result of the newly designed curriculum. Most pupils can generate ideas and create designs, although planning is not consistently well developed in all classes. There are some useful links with English when pupils write lists, label diagrams, devise instructions for recipes or write evaluations of their designs. However, these show rather limited development of basic literacy skills in writing. Maths skills are well developed when pupils measure precise lengths or produce graphs. The co-ordinator has only recently taken over the role and has begun to develop the resources. There has been satisfactory improvement since the previous inspection with the development of systematic assessment at the end of each unit of work and the tracking of pupils' progress, but these improvements have not yet had sufficient time to become embedded in the school's practice. The subject is well placed to develop further.
100. The two **physical education** lessons observed were both good lessons and had a number of similar characteristics. Teachers manage pupils well and lessons have a lively and well-sustained pace. Teachers' clear explanations enable pupils with special educational needs and those who speak English as an additional language to take a full part in all activities. These pupils are further supported by the timely and sensitive interventions of teaching assistants. A difference in the two lessons was the quality of feedback given by the teacher to help pupils improve their performance. In the Year 3 lesson, this was satisfactory, but in the Year 6 lesson, it was very good. In the Year 6 dance lesson, pupils' evaluations of their own performances and those of their peers showed mature insights into what constitutes a good performance. These comments reflected the clear evaluations given by the teacher, giving pupils specific guidance on how to improve further.

101. The subject leader took up her role at the start of term. She has made a lively and constructive start, introducing a new scheme of work, improving resources across the school and starting new after-school activities. The school is well placed to develop the quality of provision further. School records show that provision for swimming is satisfactory and standards at the end of Year 6 are in line with national expectations.
102. The quality of the accommodation and resources was an area for development in the last inspection report. These shortcomings have been tackled effectively, with improvements in outdoor facilities and in resources for all aspects of the subject.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

Provision in personal, social and health education (PSHE) is **good**.

### **Main strengths and weaknesses**

- Weekly sessions in PSHE are used well.
- Teachers have high expectations of pupils.

### **Commentary**

103. Standards are above expectations and teaching and learning are effective. Weekly lessons are well established and discussions with pupils indicate that they achieve effectively. The majority of pupils in Year 6 demonstrate above average levels of maturity when they discuss the ways in which they support other pupils. For example, most Year 3 pupils displayed very mature attitudes when they discussed children's rights. Teachers take every opportunity to discuss aspects of personal and social development with pupils at the start of morning and afternoon sessions. A good programme of study ensures that pupils learn about others' values and beliefs effectively. As a result, pupils throughout the school understand what it is to be a good citizen. Older pupils collect gifts for the elderly and discuss problems to do with living in London and being a good neighbour to people in the community. Sex education and drugs awareness are covered satisfactorily for pupils in Years 1 to 6. Overall, leadership and management of the subject are good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
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	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).*