

## INSPECTION REPORT

### **ST PATRICK'S PRIMARY SCHOOL**

Kentish Town

London

LEA area: Camden

Unique reference number: 100045

Headteacher: Miss Christine Wells

Reporting inspector: Dr T Simpson  
10428

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

Inspection number: 246032

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Holmes Road  
Kentish Town  
London

Postcode: NW5 3AH

Telephone number: 020 7267 1200

Fax number: 020 7485 4691

Appropriate authority: The governing body

Name of chair of governors: Mr John Dixon

Date of previous inspection: October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10428	Tom Simpson	Registered inspector	Art and design Music Provision for children in the Foundation Stage English as an additional language	The school's results and pupils' achievements  How well is the school led and managed?
09391	Norma Ball	Lay inspector		Pupils' attitudes, values and personal development  How well does the school care for its pupils?  How well does the schoolwork in partnership with parents?
14997	Val Emery	Team inspector	English Geography Physical education	
12367	Anthony Green	Team inspector	Mathematics Design and technology History Special educational needs	How well are pupils taught?
31029	Peter Thrussell	Team inspector	Science Information and communication technology Educational inclusion	How good are the educational and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

St Patrick's is an average sized Roman Catholic Primary school serving part of Kentish Town in the London Borough of Camden. The pupils come from a mixture of private and rented accommodation and there are some pockets of social deprivation in the area served by the school. There are 225 pupils on roll – including 58 who are in the nursery and reception classes. This latter group is described as being in the Foundation Stage. There are slightly more girls than boys on roll. Approximately 58 percent of the pupils are from ethnic minority groups and around 18 percent are from refugee families. Nearly half of the pupils speak English as an additional language, with a small number of these being at an early stage of English language acquisition. The percentage of pupils entitled to free school meals is above average. The percentage with special educational needs – including those with a Statement of Special Educational Needs – is average. Attainment on entry varies, but overall is around average. The school has experienced difficulties in recruiting and retaining staff, particularly in Years 3 to 6, where a number of temporary teachers were in school during the inspection. A new headteacher was appointed in 2001.

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

The effectiveness of this school is satisfactory overall with some very good features. It is improving dramatically under the new headteacher. It is well managed and most pupils have positive attitudes towards it. The school is very popular with parents. Standards are above average in the Foundation Stage and in Years 1 and 2, and are broadly average by the end of Year 6. Teaching is satisfactory overall, but there are weaknesses in teaching between Years 3 and 6 and these have adversely affected pupils' achievement. The school provides satisfactory value for money.

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

- Teaching in the Foundation Stage is very good and as a result these children achieve well.
- The leadership of the headteacher and key staff is very good and this is leading to clear improvement.
- Provision for personal development – including spiritual, social, moral and cultural development - is very good and this impacts very well on relationships at all levels.
- Links with the community are very good and these contribute very well to pupils' learning.
- Provision for extra-curricular activities is very good and supports the overall curriculum very well.
- The pupils are very well cared for.

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

- Whilst teaching is satisfactory overall in Years 3 to 6, some is unsatisfactory and this is holding back pupils' achievement.
- Attendance and punctuality are not good enough.

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

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

The school was last inspected in October 1997. Its improvement since then has been good. The attitudes of most pupils have improved. Provision for pupils with special educational needs and leadership and management are significantly better than previously reported, and there is less unsatisfactory teaching. There have also been improvements in links with parents, the community and other schools. Assessment strategies are now more comprehensive and provision for extra-curricular activities is stronger. Standards in English, mathematics and science in Year 6 are now higher than the National Curriculum assessment results for the year of the last inspection. There are no areas where there has been a significant decline.

## STANDARDS

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

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

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

This table shows that in the most recently published assessments of pupils at the end of Year 6 in 2002, standards were below the national average in English and science and well below it in mathematics. In the same year's tests of pupils at the end of Year 2, standards were well above average in reading and mathematics but below average in writing. In the teacher assessments in science, the percentage of pupils gaining the expected Level 2 was above the national average, although the percentage gaining the higher Level 3 was well below it. Although the results at Year 6 were above average in English and science in comparison with similar schools (a measure related to the percentage of pupils entitled to free school meals) the pupils concerned did not achieve as well as they should have as they proceeded through Years 3 to 6. The school carried out extensive analyses of data, identified specific areas of weakness and groups of pupils who were particularly underachieving, and established a comprehensive range of strategies for raising standards at the end of Year 6. These are already proving successful and current standards are average in English and mathematics. In science, which has not had such a high profile as English and mathematics, they are still below average – although preliminary results from the 2003 tests indicate that they are also improving. At the end of Year 2, standards are currently above average in English and mathematics and broadly average in science. By the time they reach the end of the Foundation Stage, most children will have reached the expected standards in all areas except for communication, language and literacy and mathematics, where they will have exceeded them. The school's trend in improvement is in line with the national trend. It has set appropriately challenging targets for further improving standards in literacy and numeracy and is on course to meet these.

As pupils enter and leave the school with broadly average levels of attainment, their achievement is satisfactory overall. Achievement, however, is inconsistent as pupils move through the school. It is good in the Foundation Stage and in Years 1 and 2. It is often unsatisfactory between Years 3 and 6. This is mostly due to high staff mobility and inconsistencies in the quality of teaching. Nevertheless, there have been significant improvements in achievement in Year 6 over the past year. Standards in most of the remaining subjects at the end of both Year 2 and Year 6 are at the expected levels, except for information and communication technology at the end of Year 6, where they are still below average despite recent improvements in the provision. It was not possible to judge standards in design and technology or physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – the pupils like coming to school and are interested and involved in all its activities.

Behaviour, in and out of classrooms	Good overall – most pupils work hard and are keen to learn and to please their teachers. There are examples of poor behaviour by a minority of pupils in some lessons – which are not always related to the quality of the teaching.
Personal development and relationships	Personal development is good and relationships are very good at all levels. The pupils have a very good understanding of the impact of their actions on others.
Attendance	Unsatisfactory overall – absence is above the national average and there are examples of poor punctuality.

In most lessons, the pupils work hard and are keen to learn. They co-operate well in pairs and small groups. At play and around the school they behave well and show respect for each other and for the adults who care for them. They enjoy talking responsibility and sharing in decision-making – through the school council, for example. There is not enough evidence available to judge the effect on standards of the above average absence rate, but it is inevitable that it will have a negative impact.

### TEACHING AND LEARNING

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

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

Although the overall quality of the teaching at the school is satisfactory, there are significant variations in it – particularly between Years 3 to 6. This is partly due to the high level of teacher mobility and specifically due to difficulties in recruiting and retaining experienced teachers. Weaknesses in teaching have an adverse impact on pupils’ achievement. There are, however, examples of good teaching at all stages of education in the school. Teaching in Year 6, for example, is good. Particular strengths in the teaching at the school include the consistent way that the pupils are managed. This results in generally good behaviour and very positive relationships. Strengths in some lessons, however, are weaknesses in others. For example, better lessons are usually conducted at a good pace with a good variety of learning activities that keep the pupils engaged and help them to concentrate well. In some lessons, however, too long is spent on introductory discussions - with the result that some pupils become restless and lose interest. Likewise, in the best lessons teachers discuss the objectives with the pupils at the beginning so that they know what they are intended to learn and return to them during the lesson so that they can assess how they are getting on. However, in some lessons, the objectives are not shared with the pupils. In some lessons the work set is not matched closely enough to the needs and aptitudes of different groups of pupils in the class, which leads to boredom and adversely affects the achievement of pupils of all levels of attainment. Teaching assistants – including their team leader – have a significant role in all aspects of school life. The teaching of English – including literacy – and mathematics – including numeracy – is satisfactory. Pupils with special educational needs are taught satisfactorily, while those with English as an additional language are taught well. Overall, teaching at the school meets the needs of the pupils in a satisfactory way.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall – the school provides a rich curriculum. Very good links with the community contribute well to overall provision.

Provision for pupils with special educational needs	Satisfactory overall. These pupils are soundly supported and the Code of Practice for Special Educational Needs is fully implemented.
Provision for pupils with English as an additional language	Good – these pupils have good access to the curriculum, supported where appropriate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all areas. The school greatly values the different cultures represented by its pupils and prepares them well for life in a culturally diverse society. This is an inclusive school.
How well the school cares for its pupils	There are good procedures in place for assessing and monitoring pupils' academic progress. However, there is not enough use of assessment data to inform planning and provision of work in a minority of lessons. Procedures for monitoring and promoting good behaviour are very good.

Links with parents are good overall and the parents have a high regard for the school. Procedures for child protection and ensuring pupils' welfare are very good. The requirements of the National Curriculum are fully met, and a very good range of extra-curricular activities contributes well to the overall provision. The pupils are very well cared for by staff and feel happy and secure in school.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and dedicated leadership and has already made a significant impact on the life and work of the school in the relatively short time that she has been in the post. She is well supported by the senior management team.
How well the governors fulfil their responsibilities	The governing body has a very good understanding of the school's strengths and areas for further development. It fulfils its statutory duties well.
The school's evaluation of its performance	The school is constantly evaluating its performance and taking appropriate action. There is a rigorous system of monitoring teaching in place and the subject co-ordinators have a well-developed role in this.
The strategic use of resources	Good – the budget is constructed fully in response to the school's needs and available resources are used effectively to support pupils' learning.

Resources are sufficient overall and the school is well staffed. The accommodation is satisfactory. There is good regard for the principles of best value – with pupils and parents being consulted on a range of issues, major purchases only being made after a process of competitive tendering and some comparisons made with similar local schools.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The school works closely with parents</li> <li>Their children are making progress.</li> <li>They are kept well informed.</li> </ul>	<ul style="list-style-type: none"> <li>No significant concerns were expressed.</li> </ul>

<ul style="list-style-type: none"><li>• Their children like school.</li><li>• They feel comfortable about approaching the school with questions or a problem.</li></ul>	
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The inspection team agreed with most of the positive comments – but noted that the progress made by pupils between Years 3 and 6 was not always as good as it should be.

## **PART B: COMMENTARY**

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

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

1. The previous report described standards in English as above average at the end of both Year 2 and Year 6 and standards in all the other subjects as being at the expected levels throughout the school. However, in the National Curriculum assessments taken by the Year 6 pupils at the end of the same academic year, results were well below the national average in English, mathematics and science. Current standards in all three subjects, while still not as high as they should be, are higher than they were at the time of the previous inspection. A year ago, after detailed analyses of results and provision were carried out by the school, an action plan was drawn up with the aim of raising standards in Year 6 and, in particular, improving results in the 2003 statutory assessments. Although the results of these tests were not known at the time of the inspection, other indicators – including the school's own effective tracking system - suggest that the strategies employed are already proving successful and that the achievement of pupils in Year 6 has shown a significant improvement. The action plan includes a large number of areas including enhanced teacher training to support staff development in Years 3 to 6 and regular monitoring of lessons. Additional homework targeted at the needs of individual pupils, extra classes in literacy and numeracy for pupils known to be underachieving, and the involvement of specialists in helping pupils experiencing emotional difficulties were all provided. Extra staff were employed – including a teacher with the brief of improving the achievement of pupils from ethnic minority groups.
2. Pupils with special educational needs achieve satisfactorily overall and make sound gains in their learning relative to their prior attainment. This is an improvement since the previous inspection when progress was judged to be unsatisfactory. Pupils make good progress towards their individual targets when work is well matched to their prior attainment and when they are given good support by teaching assistants. However, progress varies throughout the school and ranges from very good in the Foundation Stage, to good in Years 1 and 2, to satisfactory, and sometimes unsatisfactory, progress in Years 3 to 5. Progress is good in Year 6. The variability in progress over time is directly linked to the quality of teaching through the school. Pupils whose targets are linked to behaviour rather than academic progress also make satisfactory progress overall. Again progress varies in relation to the quality of teaching. However, this is an improvement since the previous inspection, when behaviour management was a key issue for the school. Pupils for whom English is an additional language are now achieving well as a result of extra focused support.
3. Within English, standards in speaking and listening are above average at the end of Year 2 and average at the end of Year 6. This is the result of the frequent opportunities pupils get to discuss ideas in all the subjects of the curriculum. In Year 2, for example, the pupils use drama effectively to explore and develop their vocabulary. In Year 4, they set out arguments for and against the school's code of behaviour and listen carefully to one another's opinions. Standards in reading are above average at the end of Year 2 and average at the end of Year 6. Phonics and key words are taught consistently to the younger pupils and as a result by Year 2 many read well for their age and have developed a range of favourite books. By Year 6, the pupils are starting to state preferences for particular authors and types of book. Standards in writing are above average by the end of Year 2, and average at the end of Year 6 – although here particularly good progress has been made during the past year in areas such as punctuation, paragraphing and writing for a variety of different purposes. The quality of handwriting is inconsistent throughout the school.
4. By the end of Year 2 most pupils can add and subtract two-digit numbers, see patterns in numbers, continue a sequence to 100 and identify halves and quarters. They successfully describe the properties of two-dimensional and simple three-dimensional shapes and can construct simple bar graphs. By the end of Year 6 pupils have a sound recall of number bonds and the strategies for addition, subtraction, multiplication and division of number. They interrogate graphs for information and can calculate the area and perimeter of shapes. Despite recent improvements in Year 6, however, achievement in mathematics between Years 3 to 6 is unsatisfactory. In science, Year 2 pupils successfully investigate what happens when jelly is

dissolved in hot, cold and warm water. Some understand what constitutes a 'fair test'. By Year 6, pupils are able to list the variables and make predictions when carrying out investigations – but few pupils achieve higher than average standards in the subject.

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

5. Pupils' behaviour is good overall and has improved since the last inspection because of a strong and consistent approach by the school to positive behaviour management. This is respected and followed by the majority of pupils. In most classes pupils behave sensibly, are attentive and follow the instructions of their teachers carefully. At play and around the school they behave well and show kindness and respect for each other and for the adults who care for them. They play well together in a lively and energetic style. From time to time one or two pupils can get overexcited - but such high spirits are managed well by staff. Pupils are polite to visitors and recognise very well that respect for others and good manners are important. However, there is a significant minority of pupils, and especially older boys, who can be very challenging and their disruptive behaviour is quite deliberate. Although these pupils know and understand the standards of behaviour expected of them, they nevertheless can be rude and aggressive and their behaviour is an unpleasant contrast to that of most other pupils. The poor behaviour of a few pupils requires the full attention of the teacher and so the learning for the rest of the class is affected. For example, in a Year 6 physical education lesson a few boys were disruptive, frustrated all attempts to manage their behaviour and bring them back to focus on their lesson and spoil it for the other pupils. Teachers manage poor behaviour well and are provided with very good support by the headteacher. The school has a clear behaviour policy, which is used well by all staff and allows pupils time to think about their behaviour and how what they do affects others. The pastoral support programme is a notable feature of behaviour management and provides carefully targeted support for difficult pupils. Where aggressive or violent behaviour occurs the final sanction of exclusion is appropriately used to reinforce the schools determined approach to continue to improve behaviour. There have been two recent fixed period exclusions.
6. Pupils' attitudes to school are good overall. They enjoy school and parents are pleased that they like coming to school. In most classes pupils show enthusiasm for their tasks and work well in pairs and small groups. They like to share their ideas and enjoy group discussions. Where there is a topic that is fun and a variety of tasks are well planned they remain on task well. However, in a few classes where the pace of the lesson is slow and there is not a suitable range of activities matched to their needs they become bored and begin to show difficult behaviour. The majority of younger pupils show joy in their lessons and they work with more enthusiasm and persistence, such as a Year 1 class who were looking at seaside holidays in the past and wrote postcards home from their imaginary seaside holiday.
7. Pupils with special educational needs generally have satisfactory attitudes to class, group and individual activities. When teaching is good or better and matched to their specific needs and targets, they listen well in lessons and their response to appropriate questions and work is good. However, when work is not well matched to their targets, they become restless and bored, which sometimes results in inappropriate behaviour. This is similar to the judgements of the previous inspection report. Their behaviour when withdrawn for small group or individual work with the special needs co-ordinator or with teaching assistants for booster classes in English or mathematics is good and often very good.
8. Pupils' personal development and relationships are good and underpinned by the schools very clear social and moral values. Pupils are encouraged to undertake a number of responsibilities in class and around the school and do so efficiently and with pride. The school council is a very active force in the school which has introduced a number of important changes and improvements with the support of the headteacher and staff. Pupils are praised for what they do well and encouraged to recognise the needs of others, including those beyond the school community, for example younger pupils have learnt about 'Refugee Week'. The school's personal, social and health education programme is used well. Important issues are discussed in circle time and there is a good focus on providing pupils with important information to develop their maturity and enhance their life skills, such as the information provided about drugs and addictions for older

pupils about to leave the school. Relationships at every level are very good and even pupils whose behaviour is a cause of concern like and respect their teachers.

- Attendance is unsatisfactory overall and below the national average. There have been a number of short-term absences for minor illnesses during the year but the main reason for the school's below average attendance figures is the very long periods of absence of a few pupils visiting their families in other parts of the world. Such periods of absence for several weeks have a drastic impact on the school's attendance profile. A significant number of families also have a casual attitude to arriving at school on time on the morning. Pupils arriving after the start of the school day and entering class late disturb the work of the class - so causing a ragged beginning to the day. The school receives good support from the education welfare officer. Registers are taken efficiently and attendance information is correctly reported to parents.

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

- The overall quality of teaching is satisfactory, which results in satisfactory learning in many lessons and generally satisfactory achievement of pupils. The quality of teaching and learning was satisfactory or better in almost nine out of ten lessons observed and good or better in just over four out of ten of lessons observed. It was very good in nearly two out of ten of the lessons seen. However, in one in ten lessons teaching was unsatisfactory. This represents an improvement since the previous inspection when almost one in eight lessons observed were judged to be unsatisfactory. Regular monitoring of teaching and learning by the headteacher, subject co-ordinators and advisors from the local education authority are beginning to make an impact on improving the quality of teaching. However, a difficulty for the school is the recruitment and retention of experienced teachers. During the inspection week, a significant number of teachers were on temporary contracts covering absence.
- Teaching is satisfactory overall in the key subjects of English, mathematics, science, and information and communication technology, which results in pupils making sound gains in their learning in these subjects. Teaching is also satisfactory overall in geography, history and music. Not enough teaching was seen of art and design, design and technology and physical education during the inspection period to make a judgement about teaching in these subjects. The quality of teaching is very good in the Foundation Stage and good in Years 1 and 2, which results in good achievement by pupils by Year 2. The overall quality of teaching is satisfactory in Years 3 to 6, but a number of lessons seen during the inspection were unsatisfactory. However, teaching is stronger in Year 6, where over half of the lessons seen were good and no lessons were unsatisfactory.
- Basic literacy and numeracy skills are generally taught satisfactorily overall. Although the school plans appropriately for the national literacy and numeracy strategies, the variation in the quality of teaching throughout the school means that they are not consistently taught to a satisfactory or better level, which impacts on pupils' progress, especially in Years 3 to 6. Good use is made of withdrawal groups and after-school groups for literacy and numeracy, which are supported by national initiatives such as 'booster groups' for mathematics and 'additional language support groups' for literacy. Teachers and teaching assistants generally work well together. The governing body has allocated money to give teaching assistants time before school to discuss with teachers planning and pupils targeted for support, especially those with special educational needs and those who speak English as an additional language. Overall, this is contributing satisfactorily to the progress and achievement made by pupils with special educational needs and contributing well for pupils who speak English as an additional language.
- The quality of teaching for pupils with special educational needs is satisfactory overall and results in satisfactory progress. Pupils' targets in their individual education plans are specific to their needs and requirements. In the Foundation Stage and Years 1, 2 and 6 work is generally well matched to the individual needs of pupils. In the Foundation Stage support is very good. In Years 3, 4 and 5 the support for pupils with special educational needs is satisfactory overall. They are often given good support by teaching assistants. However, when a teaching assistant is not allocated to support pupils in a lesson, or in lessons where teaching is unsatisfactory, support for pupils with special educational needs can be unsatisfactory. The co-ordinator for special

educational needs has spent a great deal of time ensuring individual education plans are specific and appropriate to the needs of pupils. She withdraws a small number of pupils each day for individual or small group work. However, this is often at the same time each day and so pupils regularly miss the same part of a class lesson. The co-ordinator has not yet begun to work in classes to support pupils, teachers and teaching assistants or to ensure that work is appropriately matched to pupils' needs. This is planned for the near future. Pupils with English as an additional language are taught well.

14. Teachers' planning varies from class to class. Where planning is good it takes account of the various levels of attainment within the class. However, in a significant number of lessons observed and in the analysis of pupils' work, there are examples of similar work and worksheets for pupils irrespective of their attainment. For example, in the analysis of Year 2 mathematics books, work for the higher, middle and lower attaining pupils was very similar, with the same worksheets used for each level of ability.
15. There were elements of teaching where examples of good or very good practice were seen, but there were inconsistencies between teachers. These frequently made the difference between good and very good teaching and satisfactory and unsatisfactory teaching. The good and very good lessons are conducted at a good pace with a good variety of learning activities that keep pupils engaged and help them to concentrate well. For example, in a very good Year 1 science lesson on pushing and pulling, the teacher ensured that the activities were carefully matched to the attainment of the pupils so that they could all succeed. Lower attaining pupils recorded their work on tape and pupils who speak English as an additional language used the computer to record their results, using an on-screen prompt sheet. Pupils were encouraged to talk to each other about the activities, which encouraged the use of language and scientific vocabulary. The quick pace of the lesson, the very good use of questions to assess and engage pupils, the very good relationships between the teacher and the pupils and the positive values being promoted resulted in very good learning by the pupils and a pride in their work. This also resulted in spontaneous applause at their own success. However, in a significant minority of lessons, too long is spent on the oral introduction and some pupils become restless and lose interest. Although lessons are generally well planned with clear learning objectives, not all teachers share these effectively with pupils. In the best examples, teachers not only discussed the objectives with pupils so they knew exactly what they should be learning, but also kept pupils tightly focused by returning to them during the lesson. At the end, they encouraged pupils to evaluate their work against the objectives, so that they knew how well they were doing. For example, in a good Year 6 mathematics lesson about prime numbers, the teacher began by sharing and discussing the objectives with the pupils. At the end of the lesson she recapped the objectives so that she could assess pupils' learning and pupils could also self-assess their own learning. In the unsatisfactory lessons, work is often inappropriate for pupils, which results in boredom and inappropriate behaviour. Sometimes, the work is too ambitious because the teacher does not have an appropriate understanding of the expected levels of work for the age of pupil being taught. The overall management of pupils throughout the school is good and has improved since the last inspection.
16. Teachers set individual targets in English and mathematics to help pupils focus on particular areas for improvement and to move their learning on but they are not always referred to in lessons by the teacher or pupils. The use of pupils' skills in English and mathematics to support their learning in other subjects is satisfactory overall but opportunities are missed. The use of pupils' skills in information technology to support their learning in other subjects is also satisfactory overall. Satisfactory use is made of homework. Pupils are encouraged to take reading books and spellings home and a new practical mathematics homework scheme has been introduced.

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

17. The school provides a rich curriculum that fully meets the requirements of the National Curriculum. Although, of necessity, above average time has been allocated to literacy and numeracy, other subjects are covered in sufficient depth and often enhanced through very good extra-curricular provision and developing links between subjects; for example through the use of non-fiction,

subject-based big books in literacy. Although pupils have equality of access to the curriculum, lessons are not always sufficiently planned to meet the learning needs of all abilities, to enable all to make the best progress possible. The literacy and numeracy strategies are fully in place, and have been effective in raising standards. Very good provision is made for personal, social and health education (PSHE). There is a comprehensive scheme of work that runs from the Foundation Stage to Year 6. Within this there is full and appropriate provision for sex education and drugs' awareness. Assessments are made in PSHE, recording pupils' ongoing response and personal development.

18. The school's provision for pupils with special educational needs is satisfactory and contributes to the sound progress they make overall towards their individual targets. This is an improvement since the previous inspection when provision for pupils with special needs was only 'partially planned'. The school's full implementation of the Code of Practice is generally meeting the needs of the pupils on the special needs register. Provision for pupils with English as an additional language is good. The provision for extra-curricular activities, including visits and visitors, is very good. Pupils are very keen to attend school clubs, which provide activities for both older and younger pupils. Mathematics clubs and a writing club for boys support particular learning needs in the school. Dance, violin, piano, athletics, Spanish, gardening and art clubs, and a choir, are also provided. All classes make a trip each term that is linked to their studies. Visiting dance and theatre groups also add to the provision.
19. There are very good links with the local parish and community that support pupils' personal development and learning. Governors have visited local businesses and established some links. Pupils visit places in the locality, such as the library and underground station. They collect food for the parish homeless club. Police and fire officers visit the school. People from a local business come into school to hear readers and to play mathematical games; other trained volunteers also help with reading and a phonics programme. This community support is used partly to challenge more able pupils and partly to support those with particular learning needs. Very good links with other schools not only help to provide a smooth transition from one stage of education to the next, but also establish curricular links. Teachers from the Catholic secondary school observe literacy and numeracy lessons in Year 6. Students from this school also come on work experience. All subject co-ordinators in the area meet to discuss developments in their own particular subjects. Links with a beacon school have provided a stimulus for school development.
20. The school makes very good provision for the spiritual, moral, social and cultural development of pupils. There is a strong and loving Catholic ethos that influences all areas of the pupils' development. The behaviour policy and the 'Golden Rules' are well understood and respected by the vast majority of pupils and this provides a strong basis for their moral and social development. Through discussions with class teachers, high quality assemblies and the PSHE programme pupils are able to talk about a range of social and moral issues and to develop a clear understanding about how they should behave to others and how what they do and say has an affect on other people. Pupils learn how to respect the needs of others, recognise situations and deal with conflicts so that they gain confidence and maturity as they move through the school. Care for others, respect and good manners are emphasised - as well as the need to work hard and always do your best. There are very good relationships between teachers and pupils and all adults provide a good example to pupils, treating them with courtesy and respect. Parents value the fact that the values and attitudes the school promotes have a positive effect on their children. There is also a developing emphasis on being responsible for yourself as well as being part of a class and having a wider responsibility. This includes the charity collections that pupils undertake to support those less fortunate than themselves. Pupils take their responsibilities as monitors in class and around the school very seriously. The school council representatives also have a mature and dedicated approach to their role in the school where they reflect the views of their classmates. For older pupils the residential visit to the Isle of Wight is also an important time to help extend their social skills and it is something that pupils expressed excitement about.
21. The school greatly value the cultures of the pupils and this is reflected in a variety of ways. There is a Spanish club, registers are taken in different languages and throughout the school there are a number of global displays often highlighting the parts of the world where pupils still have family

members. Visitors to the school contribute well to this area of development also. There have been English and Chinese folk musicians and an artist who helped pupils to make African masks. Through the reading books available to pupils, music, art and design and stories pupils are able to learn about children and their experiences in other lands, and the religions and cultures of other people in the world. Good use is made of a range of visits out of school to extend the understanding and experience of the pupils; for example the visit made to an art gallery to see paintings and styles from a range of cultures. This is extended in class with work using Maori patterns and Amerindian signs. Through history and the local studies that pupils undertake around their neighbourhood they develop a sound understanding of their own local history and through the studies they make of the Ancient Egyptians and the Tudors they gain a very good understanding of the cultural heritage of the past.

22. Pupils' spiritual development is very good and has improved considerably since the last inspection. The devotion of the headteacher, staff and pupils to their Catholic faith provides a really strong foundation for the promotion of spiritual development. Moments of prayer and quiet reflection are well respected by the pupils, who behave very sensibly in assembly and during class prayers, and recognise that these are special times in the day. There is an emphasis in many classes on valuing nature, the environment and one's own growth and development. In the Year 1 class, for example, pupils showed real excitement and delight when studying old photographs of seaside holidays of the past, especially the donkey rides that children were taking. It was a special moment in which the whole class shared. The improving understanding of right and wrong, and of respect for others, also has a spiritual dimension - especially in the careful approach taken by adults in helping pupils with behaviour problems come to terms with their difficulties and develop ways for helping themselves to control and deal with their difficulties more successfully.

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

23. Procedures for monitoring and supporting pupils' academic progress are good overall. An extensive range of assessment procedures enables the school to gather good assessment information in all subjects. This is a significant improvement since the last inspection. The school collects a wealth of information from a range of regular tests. Tracking systems are now in place and individual targets set for all pupils in English, mathematics, information and communication technology and science. Evidence of pupils' attainments is kept in portfolios. Very good tracking of pupils' knowledge of sounds and words are kept in the younger pupils' classes. Because of the number of temporary teaching staff in Years 3 to 5, there is an inconsistency about how pupils are assessed and the information recorded. Data from Year 2 and Year 6 national test results is carefully analysed and the information is used well to plan work. For example, analysis of science and mathematics papers indicated a weakness in investigative science and mathematics. This resulted in a focus on these aspects for the school. Assessment information is also used to inform the school where extra support is needed and additional literacy and mathematics support classes are provided. Good attention is paid to monitoring gender and ethnicity differences. Extra support is also provided for these pupils. A writing club for boys is a good example of this.
24. The arrangements for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the Special Educational Needs Code of Practice. Overall, teachers and teaching assistants know their pupils well. Pupils' gains in knowledge, skills and understanding are sound. The co-ordinator is ensuring that records are generally up to date, which helps to monitor progress. Individual educational plans contain specific and measurable targets and manageable strategies for achieving those targets. They are regularly reviewed in order to monitor progress. Work in some lessons, however, is not effectively matched to the needs of lower attaining pupils – which adversely affects their progress. The monitoring and support for pupils with a Statement of Special Educational Needs is satisfactory overall. Their annual reviews show sound progress and outline future targets. The support given by the teaching assistants for pupils with a Statement of Special Educational Needs is good and leads to good progress in lessons when they are supported. However, when they are not supported by a teaching assistant, and work is not well matched to their needs, progress ranges from satisfactory to unsatisfactory. Liaison with outside agencies and external support staff is generally good. A

weekly visit by a psychotherapist is supporting parents of pupils with emotional and behavioural difficulties well.

25. Matters of child protection are very well managed in the school. The school is a caring and inclusive community and pupils feel safe and confident when they are there. There are regular fire drills and inspections of equipment. Very good arrangements are in place for first aid and medical care of pupils. Good links have been established with a number of agencies - especially the school nurse and the education welfare officer, which extends the care provided by the school. Procedures for monitoring personal development are good. All teaching staff, even those who have only been in post for a short period of time, have a good knowledge of the pupils in their care because they regard their pastoral responsibilities as very important. Staff are very well supported by the headteacher in developing their pastoral role.
26. Monitoring of behaviour is good and this is being used with considerable success to improve standards of behaviour throughout the school. The behaviour policy is well structured and used consistently by all adults. Pupils know the school code of behaviour and discuss their own class codes as well. They understand the sanctions and rewards that apply to behaviour and the vast majority of pupils respect these. Sanctions are used with care and flexibility so that they meet the needs of different situations and different pupils. All staff are clear in their approach and spend time talking to pupils where behaviour is unacceptable to help them to understand how they can make things better. Incidents of poor behaviour are well recorded and positive behaviour is also recognised and marked by rewards and celebration. The school council and all pupils in the school have been fully involved in discussing behaviour and how it can be improved. A bullying workshop was a valuable initiative to help the pupils understand more about bullying and to develop strategies to help deal with difficult situations. Monitoring of attendance is satisfactory. The school is well supported by the education welfare officer who visits and monitors registers on a regular basis. The rewards given to classes with good attendance or punctuality are valued by the pupils and used effectively. However, overall the monitoring procedures followed by the school are in need of review. There is no late book to record late arrival centrally, follow-up with parents who have not given a reason for absence from school is slow, and there is no consistent approach to telephone and letter contact with parents to draw their attention to concerns about attendance or to obtain reasons for absence.

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

27. Parents have very positive views about the school and this is an area that has shown some improvement since the last inspection. Parents value all aspects of the school but especially appreciate that their children enjoy school, are encouraged to become mature and responsible young people and make good progress by the time they transfer to secondary school. There is a good relationship between the school and the parents, who feel that the school works closely with them, they are well informed about the progress their children are making and they are welcome in school to talk about any concerns they might have.
28. There are good and effective links with parents and the school works consistently to maintain and develop these links to ensure that parents remain fully involved in the life of the school and their children's education. There is a good range of information available - including a well-written prospectus and governors' annual report, which has been considerably improved since the last inspection and now contains a complete range of information for parents. Newsletters are provided on a regular basis and contain routine information as well as details of the work that pupils are doing in each class. In response to a request from parents for more information whiteboards have been put in each playground to provide supplementary information for parents on a daily basis. A positive feature of the information provided for parents is a termly consultation meeting focusing on reviewing pupils' targets and keeping them well informed about the progress their child is making. These meetings are well attended and strengthen the partnership between the home and school. The annual report on progress is sent to parents before the summer term parents' meeting so that it can be discussed with staff. Reports are clear and well set out. They provide a clear view of what pupils can do and understand. However, there is inconsistency between year groups, and even within year groups, about the amount of detail the reports contain. A good feature of the school is

the curriculum information provided for parents through workshops and discussion meetings. There is a regular and very good weekly family literacy session and there have been similar sessions for numeracy.

29. Parents provide good support to the school. A few parents help in school in classes and with practical tasks on a regular basis. Parents have helped make resources, provide help with the after-school clubs and many volunteer to help with the trips and outings from school that are arranged for pupils. Loyal support is given to the school by the 'Friends', who organise a range of social and fundraising events each year. Funds raised have been used to provide useful playground equipment and to support the development of the computer suite. Parents give good overall help with their children's work at home. This is especially so for younger pupils. Most parents show a high regard for their children's education and wish them to do well. New parents are given a good introduction to the school and there are sensible and satisfactory arrangements in place to involve parents who have limited English skills in their children's education. The nursery booklet for parents is available in four languages. Plans are evolving to organise home visits for new pupils entering the school in the nursery and reception classes in future and this will help strengthen the links with home as well as providing Foundation Stage teachers with a better understanding of the needs of new children starting school.
30. Liaison with parents of pupils with special educational needs is satisfactory. They are aware of the point of contact in the school and are given the opportunities to share in the targets of the individual education plans. Parents of pupils with a Statement of Special Educational Needs are kept fully informed and are given good opportunities to be involved in reviewing the targets set for their children, in accordance with the Code of Practice. Targets are shared with pupils and parents and they are involved in the formulation and reviews of the individual education plans.
31. Where problems develop the school is quick to make contact with parents and involve them in devising plans to help support pupils and resolve difficulties. Parents are also fully involved in the pastoral support programmes established for a few pupils identified as being in urgent need of support. Consultations with parents take place on key issues relating to the school. Good exchanges with class teachers at the end of the day and the very positive approach of the headteacher are important elements in maintaining and extending the strong partnership with the parent body.

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

32. Overall management at the school is good and a significant improvement on the findings of the last inspection. The headteacher - who has been in post for less than two years - has already made a major impact on many aspects of the school's life and work. She is highly focused on raising standards and has established several key strategies to achieve this. She is also committed to the personal development of the pupils in her care. She has created an atmosphere where all staff feel valued and able to contribute to the school's further forward development. She is popular and respected by governors, staff, parents and pupils alike and provides strong and dedicated leadership. The headteacher is well supported by a senior management team, which meets regularly to discuss the progress of the school development plan and a wide range of emergent issues including the progress of individual pupils. Individual members of the senior management team provide good role models through their own classroom practice. The role of the subject co-ordinators is also well developed. They all have time out of the classroom to observe teaching and to monitor planning and resources. They produce individual subject action plans, meeting the headteacher each term to review the progress of these. Co-ordinators see teaching in their subject twice a year in all classes, producing three developmental targets for each teacher. Local education authority staff also play a significant part in the monitoring of teaching at the school. The deputy head was not in school at the time of the inspection. Structures for performance management are fully in place, as are good arrangements for the induction and support of new teachers. Support staff are appropriately part of the performance management strategy. All staff are very committed to improvement and most have the capacity to succeed in this. The school has a viable strategy for ameliorating the recruitment difficulties in the future. Because of the strong leadership and management, the school's overall capacity for further improvement is very good.

33. The leadership of the special educational needs co-ordinator is good and has improved since the previous inspection. At the time of the last inspection, the previous headteacher was also the special educational needs co-ordinator and did not have time to fulfil her role. The recently appointed co-ordinator works three days a week in school. Although she has only been at the school for two terms she has tested every pupil to inform teachers of their pupils' reading levels and the targets needed to improve their reading. She has also supported teachers in setting individual targets for pupils in English, mathematics or behaviour. She has ensured that individual education plans have specific and measurable targets, as recommended in the Code of Practice, and that they are reviewed regularly with parents and pupils. She has updated the policy for special educational needs and has monitored teachers and teaching assistants in lessons. However, she does not monitor planning to ensure that work is well matched to pupils' needs or meets individual targets on education plans and statements. A detailed 'provision map' is in place, which shows clearly the entitlement for pupils in each class. Teaching assistants feel well supported by the special educational needs co-ordinator and the majority of teachers and feel positive about their roles. They have regular meetings with the co-ordinator to discuss pupils' progress and targets. The responsible governor for special educational needs is new to the role. He gives sound support but has not had sufficient time to develop a pattern of regular meetings with the co-ordinator. However, he already has a very good understanding of the strengths and areas for development within the school's provision for special educational needs. The co-ordinator has ensured that the key issues of the previous inspection report have been addressed.
34. The governing body has a very good understanding of the school's strengths and areas where it still needs to develop further. It fulfils its statutory duties well. All individual governors are linked to subjects and classes and most manage to visit the school regularly. They bring a good level of external expertise to the role and include among their number, for example, people with backgrounds in higher education, law, accountancy, social work, business and architecture. A number of active committees of the governing body play a significant role in monitoring the various aspects of school life. The school development plan is a comprehensive document which reflects the school's aims very well and whose construction involved all relevant parties at appropriate stages. Routine administration is effective and the school does not suffer from any undue bureaucratic restraints. It is an inclusive school that has a race equality policy fully implemented and which prepares its pupils very well for life in a multi-cultural society.
35. Strategies for budget construction are good. The budget fully reflects the school's priorities and spending is monitored effectively by staff and the finance committee of the governing body. Appropriate arrangements are in place for the delegation of spending to the headteacher. The minor recommendations of the most recent local education authority audit have been put in place. There is an unusually high carry forward of money from one financial year to the next. This is partly due to staffing issues and partly due to the governors deciding to hold some money in reserve to pay for projected building developments. The school has good regard for the principles of best value. Pupils are consulted through the school council and their views are treated with due respect. There are regular consultations with parents. All major purchases are only made after a process of competitive tendering; recent examples of this include building developments, the construction and equipping of the new computer suite and the installation of a new telephone system. Local education authority data is used to identify good practice in specific areas of provision. The match of teachers and support staff to pupils is better than the national average. Accommodation and resources are sufficient overall. The external and internal accommodation is well looked after by the effective and enthusiastic site manager and his staff. Ethos is strong. The school's effectiveness is satisfactory and it provides sound value for money.



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

The governors and staff should address the following matters in writing the action plan, in order to further raise standards and improve the provision the school makes:

- (1) Further improve the overall quality of teaching and pupils' achievement in Years 3 to 6 by extending the use of assessment to ensure that work is appropriately matched to the needs of all pupils, and by sharing lesson objectives more effectively with pupils.  
(see paragraphs 1, 2, 10, 11, 13, 14, 15, 23, 24, 53, 55 and 62)
- (2) Improve attendance and punctuality by introducing more rigorous monitoring and follow-up of absence and lateness.  
(see paragraphs 9 and 26)

(The current school development plan includes improving teaching, achievement, attendance and punctuality among its targets)

In addition to these key issues, there are some less important matters that the school should consider for inclusion in the action plan. These involve assessment of pupils with English as an additional language and inconsistencies in the quality of reports to parents and are found in paragraphs 39 and 28.

## PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

36. The school has a very high percentage of pupils from ethnic minority backgrounds. About forty-three percent of its pupils speak English as an additional language (EAL). Seven of these are at an early stage of English acquisition. The main home languages spoken are Yoruba, Tigrinya, Portuguese and Spanish. The percentage of pupils with English as an additional language has more than doubled since the time of the previous inspection.
37. Provision for these pupils is good overall and has improved significantly in the recent past. The pupils are highly valued and cared for by all members of staff, mix well with their peers and are keen to take part in the many activities offered by the school. The provision is valued by the school's senior management and a high level of investment has been made in it. There is a close and successful working relationship between the headteacher and the teacher with responsibility for managing the provision, which is impacting well on the outcomes. The school carried out extensive analyses of the attainment of older pupils with English as an additional language and discovered that many were underachieving. It focused most of its available resources at these pupils and the latest data indicates that most have made good progress and are now achieving as they should.
38. Teachers have received extensive training to equip them appropriately to meet the needs of these pupils. This has had very positive outcomes and pupils are well supported in lessons. Teachers are well aware of the specific needs of the pupils and plan for these accordingly. One example of this seen during the inspection was a Year 6 mathematics lesson, where the work set was very well matched to the identified needs of the pupils with English as an additional language. Another was an English lesson in Year 1. In the nursery class, the stimulating environment, interactive displays and the celebration of different languages contribute well to English language development. Extra support is also effectively provided by the teacher with responsibility for pupils with English as an additional language and by other staff. In one lesson seen in the reception class, for example, the EAL co-ordinator provided clearly planned and delivered learning for targeted pupils which kept them interested and focused, and promoted their learning well. In another, a bi-lingual nursery nurse used an appropriately visual approach to help the targeted pupils to develop concepts related to the value of different coins. The different ethnic and language backgrounds of the pupils are celebrated regularly in lessons and displays throughout the school.
39. There are appropriate induction procedures in place for pupils with English as an additional language and their parents. The EAL co-ordinator meets the families concerned, for example, and provides a 'welcome pack' in their home language. The pupils' progress is assessed regularly against the level of their English language acquisition. The school now needs to consider reviewing its assessment procedures to link these more to the National Curriculum. It should also now consider directing more of its resources to younger pupils who are at the earlier stages of English acquisition.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	16	18	5	0	0
Percentage	0	19	33	38	10	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	199
Number of full-time pupils known to be eligible for free school meals	N/a	89

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	7	42

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	97

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	6.4

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	16	15	16
	Total	29	27	29
Percentage of pupils at NC level 2 or above	School	100 (93)	93 (86)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	15	16	15
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	93 (93)	100 (100)	97 (86)
	National	85 (85)	89 (89)	89 (89)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	17	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	11	8	13
	Total	18	17	23
Percentage of pupils at NC level 4 or above	School	60 (83)	57 (69)	77 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	12
	Girls	12	12	14
	Total	22	21	26
Percentage of pupils at NC level 4 or above	School	73 (76)	75 (76)	87 (86)
	National	73 (72)	74 (74)	82 (82)

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

**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	40	1	0
White – Irish	31	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	4	1	0
Black or Black British – African	33	0	0
Black or Black British – any other Black background	19	0	0
Chinese	0	0	0
Any other ethnic group	26	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes**

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	23
Average class size	29

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	168

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	42

**Financial information**

Financial year	2002/2003
	£
Total income	715913
Total expenditure	668008
Expenditure per pupil	2955
Balance brought forward from previous year	71020
Balance carried forward to next year	118925

Number of pupils per FTE adult	12
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*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	227
Number of questionnaires returned	42

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	89	8	3	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	47	42	0	0	11
My child gets the right amount of work to do at home.	44	44	3	3	6
The teaching is good.	83	11	0	0	6
I am kept well informed about how my child is getting on.	22	14	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	8	0	0	3
The school expects my child to work hard and achieve his or her best.	80	17	0	0	3
The school works closely with parents.	69	31	0	0	0
The school is well led and managed.	75	22	0	0	3
The school is helping my child become mature and responsible.	67	28	0	0	5
The school provides an interesting range of activities outside lessons.	61	28	0	0	11

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

40. Provision for children in the Foundation Stage is very good and a strength of the school. The children enter the nursery class in the September following their third birthday. There are appropriate induction procedures in place for transfer from the nursery to the reception class. These involve parents and their children. Planning for the children in the Foundation Stage is based on the nationally recommended curriculum and involves teaching staff, the nursery nurse and support staff at relevant stages. Assessments of children's progress are carried out very thoroughly and inform planning well. Teaching in the Foundation Stage is very good overall and is consistent over the six areas of learning. This is an improvement on the findings of the previous inspection. The two teachers concerned have a very good understanding of the needs of the children in their care. They provide a rich and stimulating learning environment. Activities are well matched to the needs of different groups of children in the classes and contain a suitable amount of challenge, which enhances the children's rates of learning. Where appropriate - as in literacy and numeracy lessons in the reception class – methods are well structured. This again supports the children's pace of learning and prepares them well for their transition to Year 1 and the National Curriculum. The management of the children is a particular strength. It is friendly and good-humoured, but also firm and has a very positive effect on the children's attitudes, behaviour and personal development. In both classes learning is made enjoyable. A very good contribution to pupils' learning is made by the nursery nurse and support staff. Most children respond well to the teaching and provision and are often enthusiastic about the activities provided for them. The majority of the children will reach the Early Learning Goals in all the areas of learning by the time they enter Year 1. A significant minority will have exceeded them in communication, language and literacy and in mathematical development. Achievement – including that of children with special educational needs and those for whom English is an additional language – is good. Current provision is an improvement on that at the time of the previous inspection.

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

41. Both classes provide a secure and welcoming environment that is conducive to the children's personal development. All adults have consistent expectations of the children. This helps them to quickly understand routines. The children are often well motivated, purposeful and keen to please. In the nursery, for example, they listen well to their teacher and to one another and are very interested in the activities provided for them. They concentrate well and are keen to explain their work to visitors. During outdoor play, they are sociable and make independent choices about their activities. They are sensible with resources and interact well with one another, as when wanting to show off their paintings to other children. In a mathematical development lesson seen in the reception class, the children were very responsive during the introduction. They then settled quickly to their tasks and focused on these enthusiastically (if somewhat noisily). Relationships were very good at all levels.

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

42. Both classes provide an environment where children have many opportunities to develop an interest in the written and spoken word. In the nursery, the children discuss a visit they have made to a farm and describe the things they saw and the sounds they heard. Most are beginning to construct elementary script and can recognise their names. Higher attaining children can read short sentences accurately and have some phonic recognition. Average attaining children describe pictures and draw sensible conclusions, while lower attaining children hold books correctly and have a developing concept of words. Higher attaining children in the reception class have developed various decoding strategies and can write in clear sentences – re-telling the story of 'Goldilocks' for example. Average attaining children have a good whole-word vocabulary and know all their letter sounds. They are able to write in sentences, although their use of capital letters and full stops is inconsistent. Lower attaining children have some knowledge of words but are less

secure with their understanding of phonics. They can also produce simple sentences – but largely with adult help.

### **Mathematical development**

43. Most nursery children are able to sort objects according to whether they are short or long. Several can recognise single-digit numbers and many can count to ten. Some, however, need help to recognise a repeating pattern. One young nursery child showed an inspector how she could count 28 building blocks! Most reception children can add within ten – although some still need the support of their fingers. Nearly all have developed the concept of coins as having a value and can add sums of money with varying degrees of accuracy. Some higher attaining children recognise the reversibility of numbers in a simple addition equation.

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

44. There are many opportunities for the children to explore the natural world. In the nursery, children examine plants and can explain the stages of their growth. They can name leaves but are less certain about other plant parts. They successfully match pictures of baby animals with those of their parents and can associate photographs of different farm animals with recordings of the sounds they make. In the reception class, they explore which objects will float and which will sink. 'People who help us' and changes in the weather are discussed. Computers are used successfully in both classes to, for example, produce pictures and write. There are regular opportunities for the children to explore cultures other than their own.

### **Creative development**

45. A rich curriculum provides the children with regular opportunities for painting, using different materials to make collages, singing, using musical instruments and experimenting with sounds. Each day in the nursery begins with singing and at other times songs and sounds associated with their current topic focus – such as 'Old Macdonald' - are practised. Reception children are aware of the concept of pulse and employ this effectively while singing and echoing their teacher with sticks. They also use the sticks appropriately when trying to replicate the sounds made by different animals – such as elephants and mice. Nursery children construct 'stripy tigers' from paper plates, felt strips and other scrap materials. They paint pictures of animals and of themselves and produce prints. Children in the reception class explore light and dark colours in paint and fold and cut card to make boats.

### **Physical development**

46. In the outdoor play area, nursery children have a very good range of activities available for them to support their physical development. These include a climbing frame, wheeled vehicles and a well-marked playground, which they can use as a 'road'. There are nets on the wall, which they use successfully for ball and beanbag games. Throughout the day, they have many opportunities to develop their finer physical skills through using paintbrushes, scissors and pencils and by constructing models with interlocking apparatus. Reception children have a good appreciation of safety issues when working in the hall. They move effectively in different ways around small markers. Most successfully control small balls with their hands and can discuss what they have been doing – although not yet in a structured way.

## **ENGLISH**

47. Standards have risen since the last inspection when compared with the SATs results for 1998. Inspection evidence shows that standards in English are above average at the end of Year 2 and average at the end of Year 6. This represents good achievement for Year 2 pupils and satisfactory achievement for Year 6 pupils. Pupils of all levels of attainment, including those with special educational needs and English as an additional language, achieve appropriately, particularly in speaking and listening and reading, but less so in writing. Particularly good gains have been made by pupils in the current Year 6 class. They have encountered a number of temporary teachers in

the past, and statistical evidence from tracking indicates that pupils have consistently underachieved in Years 3, 4 and 5. The hard work and high expectations of the current teacher have resulted in accelerated progress which has brought these pupils up to a satisfactory level.

48. Standards in speaking and listening are above average at the end of Year 2 and average at the end of Year 6. Pupils often achieve well because the school places a strong emphasis on the development of these skills from the time that children start school. Teachers provide frequent opportunities for pupils to share and discuss their ideas in pairs, small groups and as a whole class in lessons across the curriculum. Discussion with 'your talking partner' is a regular feature of most lessons. As a result, almost all pupils listen very attentively to their teacher and to each other. After discussion, pupils make thoughtful contributions. A good example of this was seen in a Year 1 lesson when pupils were inventing characters for their stories. They helped each other through discussion to describe imaginatively what their characters would be. Drama is used well in the end review part of the lessons to extend pupils' vocabulary. In a Year 2 lesson, pupils were very effectively exploring different words instead of 'said' such as 'shout', 'bellow' and 'yell' and acting these out to the other pupils as a narrative. In most classes, pupils are very keen to contribute their ideas. This is because teachers show interest and place value on what pupils have to say, and generally model good listening skills themselves. In a Year 4 class, pupils were setting out for and against arguments for the agreed behaviour rules for the school, which were listened to and discussed carefully. Teachers successfully extend pupils' vocabulary in all subjects through their emphasis on pupils' correct understanding of key vocabulary. Teachers take particular care to ensure that pupils with English as an additional language understand new terms. These pupils are often paired with pupils with the same home language and are well supported by teaching assistants to ensure understanding.
49. Standards in reading are above average at the end of Year 2 and average at the end of Year 6. Some, including those with English as an additional language, achieve well in relation to their prior attainment. Several factors contribute to this. Phonics and key words are taught consistently well lower down the school and carefully monitored for improvement. Teachers make good use of guided reading sessions as well as opportunities across the curriculum to help pupils to read successfully. For example, in a Year 4 geography lesson, pupils were asked to read brochures to plan a family holiday. Assessments during guided reading sessions are carefully noted in some classes lower down the school. This is not a consistent practice for all teachers of the older pupils. This means that pupils' reading progress is not tracked consistently. Pupils' home reading records are kept conscientiously and record coverage of books. Although they are encouraging, they do not often inform the pupil or the parent how they might improve. Parents support the development of pupils' reading skills very well by hearing their children read regularly at home and by taking them to the local library. Pupils in Year 2 read well for their age. They have a range of favourite books, but few have yet developed tastes for favourite authors. In Year 6, pupils' reading skills are at a satisfactory level and they are starting to state preferences for authors and types of books. Information books are used appropriately in classrooms and pupils use contents and index sections appropriately. They do not use the school library regularly and do not have appropriate library skills.
50. Standards in writing are above average for Year 2 pupils and average for Year 6 pupils. Pupils write in a good variety of forms, including letters, poems and stories in Year 1 and Year 2. The older pupils write in such forms as reports, play scripts and in an autobiographical style. Although most pupils are learning to join their letters correctly in handwriting sessions, this style does not develop consistently through the school. Many examples of pupils' handwriting in unjoined script are seen throughout the school. Although the marking of pupils' work is often good and makes helpful remarks, it does not focus sufficiently on handwriting. Additionally, some teachers do not present good role models to pupils in their own handwriting when writing in books and on boards. Good evidence of regular writing activities can be found in most classes and writing progress is regularly assessed in profile books. Pupils are set helpful individual writing targets, which they have on cards. Particularly good progress in writing has been made in the current Year 6 class, where pupils have caught up on their use of a correct range of punctuation and paragraphing. Additionally, they have learned to write in a variety of styles for different purposes; for example, in

a persuasive style. A good level of teaching and informative marking has been the main contributory factor in the good progress made in this class.

51. The quality of teaching and learning is good in Years 1 and 2. It is satisfactory overall in Years 3 to 6, but there is also good teaching in Year 6. Teachers' knowledge of teaching the basic skills is good in Years 1 and 2. Planning for these pupils is also good - with a good level of detail in terms of what different groups of pupils will do, in tasks that match their ability. In Year 1, for example, all pupils were writing books. The higher attaining pupils wrote independently, whilst other groups had varying support for their writing. Class management of pupils is a strength of all teachers. They use the school's agreed behaviour management strategies consistently. They are mainly successful, except in a few classes where a small minority of boys behave in an inappropriate way. The pace of lessons is often good, but sometimes drops when pupils are asked to complete independent group tasks. Teachers' expectations of what pupils can achieve are not always high enough at these times. In the best lessons, learning objectives are made very clear to the pupils and referred back to during the lesson. For example, 'We are writing stories with simple settings' was frequently referred to in a Year 1 lesson, which helped pupils to focus more clearly on their work. In lessons that are less effective, although satisfactory, there is too much content, resulting in too many aspects for pupils to consider. For example, in a lesson where pupils were assembling points for a persuasive report, both the rules of the school and aspects of watching television were used in the introduction. An aspect of the good teaching is the good use of whiteboards for pupils to write their ideas and to help the teacher to assess what pupils have learned. In Year 1, the pupils were learning to spell words with similar middle sounds, but with different spellings such as 'tail' and 'tray'. The use of the boards confirmed that pupils had learned well. There is some use of information and communication technology, but stronger links could be made. The use of writing in other areas of the curriculum is satisfactory.
52. The school uses a wide range of tests and assessments to monitor and support pupils' progress in different aspects of the subject. These systems are newly set up and the school is now able to track pupils' progress through the school accurately. The co-ordinator monitors the planning and teaching and provides good leadership. She has a good overview of the subject and a clear and accurate view of how the subject is to be developed.

## **MATHEMATICS**

53. Results of the national tests for 2002 showed pupils' overall attainment by Year 2 to be well above the national average. Results of the national tests results for Year 6 pupils in 2002 showed attainment to be well below the national average, indicating a decline in standards over time. Inspection evidence shows that attainment is above the national average by the end of Year 2 and pupils' achievement is good. By Year 6 attainment is in line with the national average and has improved since 2002. However, pupils' achievement is unsatisfactory. This is because the results of the national tests for the present Year 6 pupils, when they were in Year 2, were well above the national average. Therefore, there has been insufficient progress over time and pupils are not achieving as well as they should. The decline in standards from Year 2 to Year 6 is due to the difficulties the school has had in retaining teachers over a period of time. The high mobility of teachers, especially in Years 3 to 6, has resulted in a lack of continuity in pupils' learning over a period of four years because of inconsistent teaching. Analysis of annual optional tests show that the progress of the present Year 6 pupils remained static in Years 3, 4, and 5 but that they made good progress in Year 6 to bring them in line with the national average. Pupils with special educational needs make good progress in relation to their prior attainment in Years 1 and 2 and sound progress in Years 3 to 6 because of the variability of teaching throughout the four years. No evidence was observed of any gender differences during the inspection week or in the analysis of pupils' work. Despite the inconsistencies in teaching, the overall results by the end of Year 6 have improved since the previous inspection when statistics show that pupils' attainment was well below the national average.
54. The quality of teaching is good in Years 1 and 2 and satisfactory overall in Years 3 to 6. Teachers' subject knowledge is generally good. In Years 1 and 2 lessons are taught at a good pace and with a good level of challenge. Teachers use activities that motivate and interest pupils. They use

questions well to assess pupils and to move them on to their next stage of learning. Teaching assistants are well deployed and give lower attaining pupils good support. In a good Year 1 lesson about addition of numbers to ten and 20, the teacher began by sharing the objectives of the lesson with the pupils, so that they knew what was to be learnt. Good class management and good use of questions engaged the pupils well during the introduction. The teacher continually reinforced the key vocabulary of the lesson and rewarded pupils who attempted to explain their strategies for addition. In the group session the teacher used a range of resources such as small and large dice to add an element of chance to the addition sums and to motivate pupils. At the end of the lesson pupils were brought together to recap the tasks and the objectives to see if they had achieved the learning outcome of the lesson. Pupils felt challenged and there was a tangible feeling of success at the end of the lesson.

55. In Years 3 to 6 the pace and level of challenge is satisfactory overall. In the good lessons observed, pupils were challenged and work was well matched to their prior attainment. However, in the satisfactory and unsatisfactory lessons observed, the introductions were often too long and pupils became restless or lost focus. Only in the better lessons did teachers clearly explain the objectives of the lesson and refer back to them at the end, so that pupils knew what was being taught and if they had succeeded. The unsatisfactory lessons were the result of a combination of factors, which included the inexperience of teachers in teaching to the format of the national numeracy strategy, unsatisfactory subject knowledge, poor use of resources or a lack of well-matched work for different ability groups within the class. In a good Year 6 lesson, the teacher used pupils' errors well to consolidate and develop their understanding of prime numbers and factors. Pupils were encouraged to show their work on whiteboards, which were held up for the teacher to read and assess understanding. The good use of well-targeted questions by the teacher, the use of the whiteboards to engage all pupils, the teacher's good subject knowledge and the use of appropriate mathematical vocabulary ensured that all were actively engaged in the lesson and made good progress. The teaching assistant was used well to support lower attaining pupils with well-matched work during the group activity.
56. In Years 1 and 2, good use is made of assessment of pupils against the lesson objectives, which then informs future planning. In Years 3 to 6 satisfactory use is made of assessment to inform future planning and match of work. Pupils are set individual targets, which they keep on their desks, but they are not always referred to in lessons. Management of pupils is good overall and teachers generally create a good atmosphere for learning. However, some off-task behaviour was observed in lessons where work was inappropriately matched to pupils' attainment. Classroom assistants are well briefed by the class teachers about the objectives for the lesson. However, in some lessons in Years 3 to 6, where teaching assistants are not in the room, teachers do not ensure that work is matched well enough for pupils to work independently.
57. Inspection evidence indicates that the standards between the different strands of the mathematics curriculum are generally similar, except for using and applying mathematics, especially in Years 3 to 6, which is a weakness compared to the others. By the end of Year 2 standards in numeracy are well above expectations and pupils achieve well. The majority of pupils can add and subtract two-digit numbers, see patterns in number, continue a sequence to 100 and identify halves and quarters. There was no evidence of the higher attaining pupils using negative numbers - for example in temperature - and little evidence of pupils using place value to 1000. By the end of Year 6, pupils have a sound recall of number bonds and the strategies for addition, subtraction, multiplication and division of number. They can describe their mental strategies for recalling number facts. The higher attaining pupils can multiply and divide whole numbers and numbers with remainders by 10, 100 and 1000. The average and higher attainers know the relationship between percentages, fractions and decimals and can use brackets in simple equations appropriately. Lower attaining pupils are beginning to multiply two-digit numbers by a one-digit number with confidence. In their work on shape, space and measurement, Year 2 pupils can describe the properties of two-dimensional shapes and simple three-dimensional shapes using the appropriate vocabulary. By Year 6, they can calculate the area and perimeter of shapes. Lower attaining pupils are not confident when classifying three-dimensional shapes by their attributes. The majority of pupils can tell the time using hours, half-hours and quarter-hours and the average and higher attainers can tell the time on a 24-hour clock. In their work on data handling Year 2 pupils can

construct simple bar graphs. By Year 6, pupils can construct bar and line graphs of their results and can interrogate the graphs for information. For example, Year 6 draw line graphs to convert pints to litres. Higher attaining pupils understand the mean average of a set of numbers. Little evidence was seen of pupils producing pie charts. Mathematics and numeracy are used satisfactorily across the curriculum. For example, in history pupils use simple timelines, in science pupils use tables of results and in information and communication technology they use floor robots to program paths and angles of turns.

58. The headteacher is also the co-ordinator for mathematics. She manages and leads the subject very well. She has a very good understanding of the strengths of the subject and areas to develop. She regularly monitors teaching and learning and gives teachers feedback on strengths and areas for further development. She monitors planning every week and regularly monitors pupils' books. She has used local education authority advisors well to support weaker teachers in order to improve teaching and learning. Resources are satisfactory overall but whiteboards in many classes are showing signs of age and wear. The use of information and communication technology to support the subject, especially in classrooms, is insufficient. For example, in a number of lessons observed pupils used a word-processing program to write their work. Although this contributed to keyboard skills, it did little to contribute to pupils' mathematical skills as they were too concerned about the typing process. Good use is made of after-school booster classes for pupils to improve their mathematical understanding. In the past, family numeracy groups were also held to develop parents and their children's understanding of mathematics.

## SCIENCE

59. By the end of Year 2 standards in science are broadly average. By Year 6 standards are below average overall. Although a very high number of pupils achieve expected standards, relatively few reach the higher levels. Pupils enter the school with average levels of attainment and make satisfactory progress for the first two years. They make less progress through Years 3, 4 and 5 where there has been some instability in teaching. In Year 6 pupils currently make better progress due to good teaching. There has been good improvement since the last inspection. National test results, following that inspection, showed standards in Year 6 to be well below average. The role of the co-ordinator has been developed. There is now a clear job description and a full monitoring role is carried out.
60. By the end of Year 2 pupils have covered sufficient ground in all of the areas of science. The school's recent emphasis on scientific enquiry is evident from pupils' recorded work. For example, they have investigated dissolving jelly in cold, warm and hot water, recording and comparing their results, and saying whether what happened was as expected. Higher attaining pupils understand what constitutes a fair test. Some overuse of worksheets shows that pupils can fill in boxes, but it does not sufficiently encourage them to use their writing skills or to develop their questioning and understanding further. By Year 6 the majority of pupils have covered all of the areas of study in sufficient depth, but there is little evidence to show that enough work is planned to challenge higher attaining pupils. For example, pupils learn about reversible and irreversible changes, and how to separate simple mixtures, but do not apply their knowledge to more complex mixtures. When making investigations, pupils list the variables and make predictions. Higher attaining pupils know that experiments should be repeated to check for error.
61. From the lessons seen and a scrutiny of pupils' past work, the overall quality of teaching and learning is satisfactory. As well as good and satisfactory lessons, one very good and two unsatisfactory lessons were seen. A very good lesson in Year 1 was well planned and prepared, with activities to ensure that all were fully included. Very clear diction by the teacher, with a strong focus on subject vocabulary, helped all pupils, especially those with English as an additional language, to make progress in their learning. The use of a tape recorder to record observations supported pupils with special educational needs well. Other pupils had writing activities linked to their particular literacy skills. Very good questioning skills helped to further pupils' understanding of pushes and pulls and the direction of these forces, and helped the teacher to assess this. A very good pace and very positive relationships ensured pupils' very good behaviour and full attention throughout.

62. Where teaching was unsatisfactory, the work was too ambitious for the class, and took insufficient account of ongoing assessment and the levels at which pupils needed to be working. Learning objectives were imprecise and not explained clearly enough, leaving pupils unsure of what they were doing or why. This resulted in some unsatisfactory behaviour and negative attitudes to learning. In another lesson, where teaching was good, pupils were managed better. However, despite the teacher's very best efforts, the behaviour of a minority of boys impeded learning. Pupils' work is generally well marked. The comments made inform pupils how well they have done and what they need to do to improve, and show some good ongoing assessment. However, the conclusions to lessons do not always provide sufficient time or opportunity for pupils to discuss and evaluate learning for themselves.
63. Sufficient use is made of literacy skills; for example in recording information and labelling diagrams. The use of developmental writing frames has been introduced, but this is not yet fully evident in pupils' work. Developing use is made of numeracy skills, with the recent emphasis on investigation, as pupils measure, record and compare their results. Computer programs in science have been reviewed, but have not yet been fully introduced to support learning. Pupils are, however, making some use of word-processing and data-handling skills.
64. The subject is well led and managed. Lessons are now observed regularly, and targets for improvement given for future observations. Staff turnover has, however, detracted from the effectiveness of monitoring, particularly in Years 3 to 6. As a result of monitoring, scientific enquiry is now being stressed, and is the focus for end-of-unit assessments. This enables pupils' progress to be monitored and end-of-year target levels to be set. However, teachers do not yet take sufficient account of these targets when planning work for the full range of ability within classes. Planning is now based on national guidelines, supplemented by other published materials. Short-term targets are discussed with pupils, recorded on cards and highlighted when achieved, helping pupils to be aware themselves of the progress they are making.

## **ART AND DESIGN**

65. As at the time of the last inspection, standards in art and design are around average at the end of both Year 2 and Year 6 and pupils' achievement is satisfactory. It was only possible to see a small number of lessons in the subject during the inspection. It is not possible, therefore, to make a secure judgement about the quality of teaching in the subject. In addition to the lessons seen, evidence was acquired from the scrutiny of pupils' previous work in portfolios and on display.
66. Year 1 pupils successfully examine their faces in a mirror prior to painting self-portraits, while pupils in Year 2 study African patterns and apply their knowledge of symmetry and shape to the creation of a series of prints of their own in a similar style. Year 2 pupils also produce clay tablets - making impressions on these with a variety of tools - and polystyrene block prints representing the texture and shape of buildings and fabric prints, again based on African patterns. Year 3 pupils construct a number of sculptures out of clay and plasticene. Year 6 pupils examine the ways that visual effects can be used to portray movement, prior to producing their own effective pencil drawings.
67. In the two lessons seen, the attitudes of most pupils were positive and they behaved appropriately. They were often enthusiastic about their tasks. From time to time, when not being directly supervised, some found it difficult to concentrate or remain on task. Teaching was satisfactory in one lesson and good in the other. There are appropriate structures in place for planning and assessment. Art and design is well led by an enthusiastic and effective co-ordinator who efficiently monitors all aspects of the subject. Provision is enhanced by an after-school art club and out-of-school visits to museums and art galleries.

## **DESIGN AND TECHNOLOGY**

68. During the inspection week, it was not possible to observe any lessons in design and technology. Therefore, judgements are based on the small amount of evidence available of pupils' previous

work, teachers' planning, the scheme of work, a portfolio of photographs of pupils' work and discussions with teachers, pupils and the subject co-ordinator.

69. It is not possible to judge the quality of teaching or to make a judgement on standards of work by Year 2 and Year 6, as there was not enough evidence available of pupils' previous work. Teachers' planning and photographic evidence and some evidence of work from Years 2 and 6 show that pupils design and make models from recyclable and commercial materials. However, pupils, especially the higher attainers, are not always given the opportunity to draw accurate designs of their product before constructing it or the opportunity to experiment with a variety of materials. For example, in Year 2 pupils use materials to sew and make a small-scale coat for the story of 'Joseph and his coat of many colours'. The coats were very similar in design and there was little evidence of them being evaluated after completion. In Year 6 pupils design a structure - for example a football ground - but the designs are often sketched rather than carefully measured and planned and the result is not evaluated. Displays of fairground models in Year 6 show sound construction using materials such as paper, card, string and tape. Some models were powered by simple electric motors, but none were seen working during the inspection week. Pupils' design and technology books showed little evidence of evaluations.
70. Teachers' planning is based on nationally produced guidance. Planning and photographic evidence indicates sound development of skills throughout the school. For example, pupils in Year 2 design and make simple wheeled vehicles. The techniques are used and developed to build fairground models in Year 6. The leadership and management of the subject is good. The co-ordinator is new to the role. She has a good awareness of the strengths of the subject and the areas for development. She monitors planning and pupils' work and has monitored teaching and learning, which is an improvement since the previous inspection. She has ensured that the programme of study for design and technology is in place. Assessment of pupils is satisfactory. There is a portfolio of photographs of pupils' work to record what is planned and produced in each year group and to support moderation and assessment of the subject. However, this is a new initiative and where levels of work are shown they have not been moderated. The use of information and communication technology is insufficient. Sound use is made of mathematics to support the subject but analysis of pupils' design and technology books shows that opportunities are missed.

## **GEOGRAPHY**

71. As at the time of the last inspection, by the end of Year 2 and Year 6 standards are average. Pupils, including those with special educational needs and those with English as a second language, achieve appropriately. By Year 2, pupils have a sound knowledge of the local area and can use maps and plans competently. For example, they draw a map of a small imaginary island they are studying and contrast this with their own area. They can identify different types of transport, such as aeroplanes, ships and trains and link these to different routes and destinations. Pupils' awareness of the world is developing appropriately. They study features of the seaside and look at holiday destinations around the world. Pupils continue to increase their knowledge of the world as they move through the school. In Year 4, pupils were asked to plan a family holiday. They found their own destinations and hotels to match set preferences and hobbies of a family with a limited budget. There were appropriate links with information and communication technology in this lesson, as pupils checked flight availability using the Internet. By the end of Year 6, pupils have satisfactory knowledge of the water cycle and have studied canals. This has enabled them to understand how canals have affected Camden. The current study of 'Coastal Protection' has been linked well with a residential trip. Pupils have good knowledge of wave breakers, sea walls and gabions and how human activity effects coastal environments. Pupils have used the Internet to download stories of coastal erosion disasters. There are good links with literacy when pupils are asked to write newspaper reports of these disasters.
72. Teaching seen during the inspection was satisfactory throughout the school. Scrutiny of work indicates that pupils' learning is satisfactory over time. Because the teachers manage the pupils well, their behaviour is generally good. Pupils work well in pairs and discuss sensibly with one

another. Lessons are well planned to include interesting practical activities. Appropriate links are made with information and communication technology to research for information.

73. The management of geography is satisfactory. Monitoring of teaching and teachers' planning are strong features of the management. The co-ordinator is new to the post and has organised, audited and replaced resources. The policy has been amended recently and national guidelines are used to plan work. Visitors include African storytellers and dancers, giving good support to the pupils' cultural development. Regular assessments through marking and at the end of each topic provide regular assessment information.

## **HISTORY**

74. During the inspection week, it was only possible to observe one lesson in Years 1 and 2. No lessons were observed in Years 3 to 6. Therefore, judgements are mainly based on teachers' planning, assessment records, analysis of pupils' work and discussion with teachers, pupils and the subject co-ordinator. By the end of Year 2 and Year 6, standards are in line with the national average and the achievement of pupils, including those with special educational needs, is satisfactory. This is similar to the judgements of the last inspection report.
75. By Year 2, pupils have a sound recall of their knowledge of important people and events studied in history; for example the life of Florence Nightingale and the Great Fire of London. They can compare objects found in the home today with those found in homes a hundred years ago and know how transport has changed over time. They can trace the development of fire engines from those used during the Fire of London to those used today. By Year 6, pupils soundly describe the importance of using historical evidence to compare different aspects of the past. They understand that evidence can be used to explain the cause and effect of peoples' actions; for example when explaining social changes in Britain since the Second World War, such as the effect of the closure of mines on employment and the effect of changes in technology. They can describe life in Ancient Egypt and Ancient Greece, in Roman Britain, and that of the rich and poor in Tudor and Victorian times. They have a sound recall of the main events in the life of Henry VIII. Not all pupils can securely describe the difference between primary and secondary sources. Analysis of pupils' work shows that independent research skills are less well developed.
76. As no lessons were observed in Years 3 and 6 and only one observed in Years 1 and 2, it is not possible to make an overall judgement about teaching. In the one lesson observed, teaching was good. The teacher captured the pupils' imagination with a good question-and-answer introduction and good use of pictures to introduce pupils to the difference between seaside holidays 100 years ago and those of today. Pupils gasped with delight at the pictures of donkey rides on the beach. Scrutiny of pupils' work indicates that teaching is at least satisfactory overall. However, work is often similar in content for different attaining groups within a class and opportunities for extended writing and links to English are sometimes missed. For example, in the one lesson observed good links were made to English as pupils were asked to write holiday postcards. However, in work seen about the life of Florence Nightingale, all pupils used the same worksheet to complete sentences, which restricted opportunities to develop pupils' writing. When worksheets are used they are often the same for all ability groups. The sound use of timelines and dates makes a satisfactory contribution to pupils' understanding of chronology and a satisfactory contribution to numeracy. There is some use of information and communication technology to support history, such as CD-Roms and the Internet. Year 6 pupils interviewed about history spoke with enthusiasm and interest about the topics they had studied throughout the school and clearly enjoy the subject.
77. The leadership and management of the subject are satisfactory. The co-ordinator is new to the post but has already monitored teaching and learning alongside colleagues and has reviewed the policy and scheme of work. She has a good awareness of the strengths of the subject and areas for development, as outlined in her development plan for the subject. As yet, there is no portfolio of work to support teachers' assessment of pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

78. Standards achieved by pupils in Year 2 are average. In Year 6 standards are below average. Until recently, these pupils have not had a full programme of information and communication technology teaching because of teacher mobility - particularly in Years 3 to 6 - and no computer suite. Achievement has been unsatisfactory overall, although better in Years 1 and 2 and, currently, in Year 6. The last inspection did not take account of all of the elements of the subject, and, therefore, a comparison cannot be made on standards. There is now a co-ordinator with a full monitoring role, and better facilities with the new computer suite. All elements of information and communication technology are now planned for and the school shows determination to raise standards. Good improvement has therefore been made.
79. In Year 2, most pupils use the mouse with reasonable confidence and control, though some of them have yet to develop their keyboard skills fully. They enter text and edit their work, putting in spaces and correcting spelling and punctuation errors. They use paint programs, making choices from the toolbar to create different effects. They begin to understand how to control equipment such as a floor turtle, recognising the link between the instructions given and what happens. Information gathered from a simple survey, for example on favourite pets, is entered, displayed and compared. Pupils in Year 6 have started to use their word-processing skills to match their work to audience, for example by changing the style, size and colour of font, highlighting and underlining. These skills have contributed to some multimedia presentations. Most are able to access the Internet for information, although not all are competent in highlighting selected images and text and transferring to a word-processing document. They have entered information to create a database on the heights of pupils, and they realise the usefulness of spreadsheets, for example when listing and comparing test results. Planning shows that pupils use the facilities at the secondary school for work on control and monitoring.
80. Teaching and learning are satisfactory. Lessons are generally prepared well, and good use is made of the projector to introduce activities. Introductions are fairly brief, allowing pupils to quickly start working at the computers. Teachers and teaching assistants then provide good support as pupils are engaged in tasks. This helps to ensure that all pupils, including those with English as an additional language and special educational needs, are fully included in learning. Pupils generally work well together in pairs, sharing tasks and helping each other. Tasks are sometimes too challenging, and are not matched sufficiently to pupils' abilities. For example, in a Year 4 lesson lower attaining pupils could not relate line graphs to continuous data; some Year 6 pupils could not manage both locating and selecting information from the Internet, and transferring this to their own documents. Classes are generally well managed, but occasionally the unsatisfactory behaviour of a minority of pupils impedes learning.
81. Developing use is made of information and communication technology in other subjects. Its use is planned daily in literacy and numeracy, although this was not always evident during the inspection. In history, pupils have researched from the Internet. In science pupils record the results of investigations, for example the height of the sun at different times of the day. Programs are used to develop skills in music.
82. The subject is well led and managed. Lessons are now seen regularly, and targets for improvement given for future observations. Staff turnover has, however, detracted from the effectiveness of monitoring, particularly in Years 3 to 6. The co-ordinator is on hand to help teachers, and recognises that some further training is required. A scheme of work has been introduced that helps teachers to plan lessons and is appropriately based on national guidelines. Assessments are made at the end of units of study, but are not yet being used fully to plan effectively for the full range of ability within classes. Short-term targets are discussed with pupils, recorded on cards and highlighted when achieved, helping pupils to be aware themselves of the progress they are making. The school has good computer resources. Software is being built up. A daily computer club gives further learning opportunities. For two days each week this focuses on gifted and talented pupils.

## **MUSIC**

83. Standards in music are average at the end of Year 2 and Year 6 and pupils' achievement is satisfactory. The quality of much of the singing heard during the inspection, however, was above average. These findings are broadly similar to those of the last inspection.
84. Year 1 pupils have a sound understanding of duration and can interpret a simple form of pictorial notation. They use their voices and untuned percussion instruments to successfully tell a story in sound. Some are beginning to evaluate their performance and suggest improvements, but most still find this difficult. Year 2 pupils also perform appropriately to simple picture notation, while by Year 4 the pupils are able to create short pieces of expressive music to represent the image of a dragon. Year 5 pupils have a good understanding of the key skills required for successful singing – with some understanding concepts such as 'harmony' although they frequently find it difficult to define these. They successfully perform a chant called 'Human Drum' in three- and four-part rounds and a song called 'Underneath the Sea', playing both chords and melody on tuned and untuned percussion instruments. Most Year 6 pupils are able to play a blues chord sequence. In assemblies observed during the inspection, the singing was often of a good standard, hymns such as 'Father in My Life' being sung sweetly by pupils of all ages in a two-part round.
85. Pupils' attitudes in music lessons range from unsatisfactory to very good, but are good overall. Most pupils enjoy music and want to participate sensibly in lessons. They are prepared to listen to their teachers and to one another and treat each other's performances with respect. Overall, their behaviour and relationships are good. On rare occasions, however, a minority of pupils are argumentative, noisy and disruptive. Music at the school is sometimes taught by class teachers and sometimes by a part-time specialist. A number of lessons are shared by the class teacher and the specialist, and this provides a training experience for the teacher. Teaching in half of the lessons seen during the inspection was satisfactory. In the other half it was good. Activities provided are generally made interesting for the pupils, while methods used support the achievement of the lesson objectives. In the more successful lessons, very positive pupil management strategies impact well on behaviour. Conversely, in some lessons, the teacher has to spend too much time managing behaviour, which detracts from the amount of time available to actually teach, and this adversely affects pupils' pace of learning.
86. Strategies for planning are appropriate and there are suitable procedures in place for assessing and recording the progress of individual pupils. A number of higher attaining pupils throughout the school are given extra support from the specialist teacher – mainly using an information and communication technology program. Provision for the subject is also enhanced by peripatetic violin lessons, a recorder club, a choir, an ensemble that involves pupils with instrumental experience, and a termly musical assembly for parents. The co-ordination of music is good.

## **PHYSICAL EDUCATION**

87. It was not possible to make a judgement about standards in physical education due to insufficient evidence. Swimming occupied much of the timetable during the inspection week and it was not possible to watch this. However, swimming records indicate that pupils' standards in swimming are good and they achieve well. All pupils reach the required national standard of 25 metres by the end of Year 6 and a good number of pupils swim distances well in excess of this. A contributory factor to these good standards is the good provision that the school makes, providing swimming lessons in Years 1 to 6 every year. In the one games lesson seen, good planning provided an exciting and challenging range of problem-solving activities. The good pace of the lesson kept pupils active and interested. The exploration of qualities of teamwork provided good support for the pupils' personal development.
88. The co-ordination of physical education is good. A rigorous programme of monitoring of teaching with feedback to individual teachers, together with target setting and review, is in operation. Good assessment systems are established which involve teacher assessment after each lesson on the medium-term plan. These feed into end-of-unit assessment sheets, which are completed and given to the co-ordinator. Appropriate use of the overhead projector was observed in the one lesson seen to demonstrate the range of problem-solving activities to be encountered.