

# INSPECTION REPORT

## **CAMP SCHOOL**

St. Albans

LEA area: Hertfordshire

Unique reference number: 117136

Acting Headteacher: Sharon Sanderson

Lead inspector: Judith Charlesworth

Dates of inspection: 17<sup>th</sup>-19<sup>th</sup> November 2003

Inspection number: 255701

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	170
School address:	Camp Road St Albans Hertfordshire
Postcode:	AL1 5PG
Telephone number:	01727 851056
Fax number:	01727 855959
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Valerie Stubbs
Date of previous inspection:	March 1998

## CHARACTERISTICS OF THE SCHOOL

The school is accommodated in a much-refurbished Victorian building on the outskirts of St. Albans. It is smaller than average in size and most of the 170 pupils live close by. Overall, more pupils than average leave or join the school at other than the usual times of admission and leaving, due to the degree of movement of families in and out of the locality. Above average numbers of pupils are eligible for free school meals. A small number of settled Travellers attend the school. The local community is ethnically diverse. Just under half the pupils come from white British families, with around equal numbers from Bangladeshi families. The other major ethnic groups represented in the school include Indian, Pakistani, Irish, and mixed-race pupils. Around one half of the pupils have English as an additional language, with many – particularly those under seven years old - being at an early stage of learning to speak English. The school works very hard to develop the pupils' English skills and to support and involve their parents. It has received several awards, such as a national Artsworld award and the government's school achievement award (2001).

Pupils' attainment on entry to the Reception class is below average for their age, mostly due to their under-developed language and social skills, but below average numbers in the school have special educational needs. The main problems experienced by these pupils are social, emotional and behavioural, and speech or communication difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21501	Judith Charlesworth	Lead inspector	Science; art and design; design and technology; music; personal, social and health education; English as an additional language
19567	Mary Malin	Lay inspector	
20999	Mark Evans	Team inspector	Foundation stage; mathematics; information and communication technology; physical education; special educational needs
32747	Kathy Faulkner	Team inspector	English; religious education; history; geography;

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school. The quality of education provided is good, and all pupils achieve well. The inclusive ethos and practices are outstanding. The school has developed very well since the last inspection, and it is very well regarded by both pupils and their parents. The leadership and management are very good overall, and the school provides good value for money.

#### The school's main strengths and weaknesses are:

- The staff's commitment to the achievement of all pupils, and their efforts to promote it are very good;
- The school is highly effective in promoting racial harmony; multi-cultural understanding and celebration, and strong positive relationships;
- The good teaching captivates pupils. Their attitudes, behaviour and involvement are all very good and so they learn well.
- Provision for pupils with English as an additional language and special educational needs (SEN) is very good and overall, they achieve very well;
- Links between subjects are made very well; this, and the good provision for the Arts enrich the curriculum well and promote pupils' interest and achievement;
- Assessment in subjects other than English, mathematics and science is not consistent;
- Pupils need to catch up in information and communication technology (ICT). Investigation skills in science are not as well taught as factual knowledge, so pupils' skills are not well enough developed;
- The school works highly successfully to involve parents and inform them about its work and their children's progress. It is viewed very positively by both parents and pupils.

**The school has made very good progress** since the last inspection. The role of support staff has developed well. They are now fully involved in supporting pupils' learning and achievement. The standards attained, pupils' achievement, teaching and learning, the support and guidance given to pupils, and partnership with parents have all improved from a previously strong position. The curriculum, leadership and management have improved very considerably.

### STANDARDS ACHIEVED

These results should be interpreted with caution as there were very few pupils in the year group.

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

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

The standards pupils reach vary considerably between years, due to the makeup of the year groups. For example, this year's Year 2 pupils are on line to attain higher standards than last year's; they are now around average in mathematics and science and below average in English. Last year's results showed pupils were well below average in reading, below average in mathematics and average in writing in comparison with similar schools. These results do not take into account the large proportion of pupils with English as an additional language who were still catching up with their English-speaking peers. Last year's Year 6 was exceptional and attained very high standards in English and science, and above average standards in mathematics when compared to similar

schools. This year's group is around average for their age in English and science, and above average in mathematics. However, pupils throughout the school achieve well, and pupils with SEN and English as an additional language achieve very well due to very good support. Reasons have been identified as to why Bangladeshi boys have more difficulty with literacy than other groups of pupils and good strategies have been introduced to support them. Children enter the nursery with well below average skills but achieve very well throughout the Foundation Stage as they are given very good support to begin to learn effectively. Those with English as an additional language begin to develop their communication skills which helps them in other curriculum areas. During Years 3 to 6, pupils continue to achieve well, building on their skills, knowledge and understanding to a good level. Current standards in Year 6 are above expectations in mathematics, art and design, religious education, musical performance, drama and personal, social and health education (PSHE). Pupils' science investigation skills are not as good as their factual knowledge, and their ICT skills are below expectations although pupils are now learning well.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Pupils' behaviour, attitudes to work and acceptance of one another are very good which supports their learning very well. This is a significant achievement as many started school with under-developed social and personal skills.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Teaching is good in the Foundation Stage. Children are enthusiastic about their work and play and are well behaved. They develop their personal and communication skills at a fast rate. Teaching and learning are good throughout Years 1 to 6. They are particularly good in Years 3 and 4 where links between subjects are very well planned to make the subjects exciting, and the support given to pupils with SEN and English as an additional language is particularly effective. Pupils throughout the school enjoy lessons, are keen to succeed and learn well. Assessment is very good for English, mathematics and science, but inconsistently carried out and used in other subjects. The curriculum meets pupils' needs very well although the accommodation is cramped in places and not all subjects and areas are well enough resourced. For example computer software is limited and the nursery furnishings and equipment in need of renewal. The care of pupils is very good, and support, advice and guidance given to them good. The school's links with parents and efforts to involve and help them understand the school's work are excellent. The *family learning teacher's* work plays an important part in this.

## **LEADERSHIP AND MANAGEMENT**

**Governance, leadership and management are very good overall.** The leadership of the acting head teacher is very good as she maintains and develops the practices and ethos laid down under the substantive head teacher. Staff and governors work very well together to achieve the school's aims and develop its deserved standing in the community. Management is good. There are many good systems and procedures which help the school evaluate its performance in various ways, but some of these are informal and therefore not secure. Strategic planning for the implications of continued success and rising numbers is not yet fully implemented. Statutory requirements are met.

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

Parents are highly satisfied with the school and all that it does for their children, and to inform and involve them in their work and progress. The pupils are very happy at school and welcome responsibility. They enjoy their work, and are proud of their school and each other's successes.

## **IMPROVEMENTS NEEDED**

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

- Improve the consistency and consistent use of assessment in those subjects necessary;
- Continue to develop the provision and standards attained in ICT and science as planned.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is very good in the Foundation Stage, and good overall in Years 1 to 6. It is very good in speaking and listening, mathematics, religious education, art and design, drama and PSHE. By Year 6, standards attained are above expectations for pupils' age in these subjects and at expected levels in all other subjects except ICT where they are below expectations. Pupils with SEN and English as an additional language achieve very well.

#### Main strengths and weaknesses

- Pupils achieve well throughout the school;
- Children in the Foundation Stage, and pupils with SEN and English as an additional language achieve very well;
- Standards attained in the 2003 Year 6 national tests in English, mathematics and science were excellent;
- Standards attained in the arts are good;
- Pupils' progress in using and applying mathematics, and in writing in Years 3 to 6, is much improved;
- Pupils are now achieving well in ICT, but standards attained are currently below expectations for pupils' age by the end of Year 6.

#### Commentary

1. Achievement and standards attained have both improved since the time of the last inspection. Children enter the nursery at various stages of development, but many have skills that are well below expectations for their age. These children have limited language and social skills; for example, some are unable to chew solids or speak in simple sentences. A large number have very little or no English. Children learn very well in the Foundation Stage, and the majority are on line to reach the goals expected by the end of their Reception year in most areas of learning. At the time of the inspection, the children were clearly settled, involved in their activities and learning very well. This was due to the very good curriculum, organisation and support, including very good bi-lingual support. By the time the children enter the Reception class, they are able to take full part in more structured lessons with support, as well as the free-choice activities, and continue to achieve very well. By the end of their Reception year, the majority of children are on line to have achieved most of the goals in five of the six areas of learning. Communication, language and literacy still present the most difficulties for many, which continues to affect their attainment across the curriculum.

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

Standards in:	School results	National results
Reading	13.5 (14.1)	15.7 (15.8)
Writing	13.8 (12.3)	14.6 (14.4)
Mathematics	15.1 (16.0)	16.3 (16.5)

*There 15 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils achieve well in Years 1 and 2, and further develop their social, speaking and listening skills, which supports their learning in the other subjects. Standards attained in the 2003 national tests for pupils in Year 2 are lower than they would be otherwise because of the very high percentage of pupils with English as an additional language. Their more limited English skills affect their test results, although their achievement is very good. In 2003, overall scores were well below average in reading, below average in mathematics, and average in writing when compared to similar schools. The writing results were particularly good and due to a very strong whole-school emphasis

on writing. The school is careful to analyse the test results by ethnic group, other than the Traveller pupils, because the oldest has only just entered Year 2. This shows that most pupils with English as an additional language (Pakistani, Indian, Moroccan and other groups) achieve as well as their peers with English as a first language. However, the Bangladeshi pupils – particularly the boys – generally do not. This is due to in part the lack of a written form of their home-language for some, and the difficulties they and their families therefore have with reading and writing. It is not an indication of special educational needs. Suitable strategies have been put into place to support these pupils and improve their attainment and achievement. The current Year 2 pupils are on line to attain better, overall, in the 2004 national tests, although the more limited English skills of some will still be a drawback.

3. Pupils achieve well throughout Years 3 to 6. Their performance in writing and in using and applying their number skills has improved very significantly since the last inspection due to a whole-school focus and staff training on these aspects. There were only eight Year 6 pupils, and test results should be treated with caution. Nevertheless, these pupils attained exceptionally well in the 2003 national tests, and the school exceeded its targets in both English and mathematics. In comparison with national averages and similar schools the results were very high.

4. All eight pupils reached Level 5 in English – that is the expected level for thirteen year olds. All eight reached at least Level 4 - the level expected for their age in mathematics, and over a third achieved Level 5. In science, all eight reached at least Level 4, and almost all reached Level 5. This high achievement is due to the good teaching which builds up pupils' skills, knowledge and understanding systematically. Pupils with English as an additional language are given very good support throughout the school, and this shows increasingly in the quality of their work the older they get. Over half of last year's Year 6 pupils had English as their second language, and their achievement was outstanding. Similarly, pupils with SEN are given very good support to help them achieve as much as they can. The current Year 6 cohort is not likely to attain so well in the 2004 tests, and targets have been set accordingly. Inspection judgements confirm this; pupils are, overall, performing at around average levels for their age in English, mathematics and science, with some above, and some below average for their age.

5. Throughout the school, pupils' achievement in art and design, religious education, drama and musical performance, and PSHE is very good, and by the end of Year 6, standards are above average for their age. This is due to good teaching, the school's ethos of celebration of diversity and the school's emphasis on the Arts as an important and exciting part of the curriculum. Provision in ICT has improved since the previous inspection – particularly since the introduction of the computer suite. Pupils are now achieving well. However, they have not yet caught up sufficiently in what they know, understand and can do, and the skills of the older pupils are below expectations for their age.

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

6. Pupils' attitudes, behaviour, relationships and personal development, including their spiritual, social, moral and cultural development are all **very good**. Attendance is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' behaviour, attitudes and personal development are very good. They reflect the school's *Statement of Respect* which underpins the excellent ethos;
- Pupils value and make the most of all the opportunities provided;
- Relationships are very good, and racial harmony is excellent;
- Pupils have high expectations of themselves and enjoy taking responsibility;

### **Commentary**

7. Pupils have very positive attitudes to school which motivates them to make the most of all opportunities given, and to learn well. This maintains the strong position noted at the time of the last inspection. Pupils talk about school in an excited way, for example "This is a very good school." "It

is never boring.” “The teachers are nice and fair and they teach us new things”. Pupils listen attentively in lessons, quickly settle to their work and try their best. The presentation of their work is good and reflects their efforts. The cultural diversity of the pupils is celebrated loudly through displays of their work, topical issues such as *Black History Week*, and interesting cultural displays, such as items used in religious celebrations. In addition, every pupil is highly respected and valued as an individual by both staff and fellow pupils. This is at the centre of the *Statement of Respect* which sets out the school’s moral code. As a result, there is excellent racial harmony within the school. This positive support of pupils’ personal development starts as soon as they enter the nursery. Due to the very good provision throughout the Foundation Stage, children develop their personal, social and emotional skills very well and most are on line to achieve the goals set for this area of learning by the end of their Reception year.

8. The pupils celebrate each other’s success and listen carefully to others’ points of view with genuine interest. This gives them confidence when contributing to class discussions. Adults are very good role models; they are calm, respectful, patient and caring, and implement the school’s systems for maintaining and rewarding good behaviour fairly and consistently. As a result the moral development and behaviour of the vast majority of pupils are very good. At lunchtime the pupils were observed inventing games, skipping and playing football in a responsible and enjoyable way. Older pupils were playing with, and looking after, the younger ones so that no one was left out. Pupils say that there is no physical bullying and that the teachers deal with any rare incidents such as name calling quickly and effectively. They say that they can share any worries with staff, because they know they will be listened to and supported.

9. Staff ensure that pupils have time to reflect and think deeply about issues in lessons and assemblies, which contributes well to their spiritual development. The very good provision for social development in the everyday work of the school ensures that the pupils have an advanced sense of responsibility and maturity. The representatives on the School Council diligently carry out a range of responsibilities, which includes showing visitors around school, which they do very well. Even the youngest members contribute sensible ideas in meetings, for example when discussing fund raising activities for Children in Need. Strong links have been established with a school in South Africa which are extending pupils’ understanding of social systems and global citizenship.

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

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	1.5
National data	0.5

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

10. Pupils’ attendance is broadly average overall, although unauthorised absence is above the national average, largely due to parents withdrawing their children to take extended holidays in term time. The school goes to great lengths to promote good attendance, involving, for example, *the family liaison teacher* and the local *Imam* (religious leader.) Attendance is improving and the majority of parents ensure that their children attend school regularly and arrive punctually.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

11. The quality of education is **good** and has some very good aspects.

**Teaching and learning**

12. Teaching and learning are improved since the last inspection and are **good** throughout the school, and often very good. Assessment is **satisfactory** overall.

## Main strengths and weaknesses

- Pupils learn well because the good teaching is underpinned by careful planning and teachers' high expectations of pupils;
- Assessment is good and well used in English, mathematics and science but this does not extend to other subjects;
- The provision for pupils with English as an additional language and SEN is very good and gives all pupils equal opportunities for learning;
- Teaching assistants support learning very well;
- Pupils have a good understanding of how well they are learning;
- Good opportunities for speaking and listening are given in all lessons;
- Occasionally, lessons do not go according to plan and time slips by.

## Commentary

### Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (15%)	13 (43%)	10 (33%)	2 (6%)	0 (0%)	0 (0%)

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

13. Teaching is good in the Foundation Stage, and children learn very well. There is a very good emphasis on children's personal, social and emotional development, and on improving their communication, language and literacy skills. Children with English as an additional language are very well supported by bi-lingual staff, who move in and out of community languages in their everyday speech to help children understand, and also take small groups for focused work. For example, a bi-lingual support assistant took a small group of Reception children to go through the story of *Goldilocks and the Three Bears* in their own language. This ensured they could then do the work set for the whole class on sequencing pictures of events in the story.

14. Teaching in the rest of the school is good overall, and has improved since the previous inspection. A small amount of unsatisfactory teaching observed was judged to be uncharacteristic in the light of the quality of pupils' work, their positive attitudes and the good progress made in class. Teaching in Years 3 and 4 is particularly good, and pupils make rapid progress which gives them a very good foundation for working at a more advanced level in Years 5 and 6. Science teaching is satisfactory overall, as teachers are not completely secure about teaching investigations, and teaching involving ICT in other subjects is limited by the lack of sufficient software. All pupils, including those with SEN and English as an additional language, have their needs very well met by careful planning and good support from teaching assistants. This is reflected in the good quality work that is produced. Some of this support is specialised and very effective, for example one-to-one assistance for a pupil with complex SEN, and focused work with pupils with English as an additional language. This enables all these pupils to have equal opportunities for learning as their peers. Teachers are very aware of the need to support all pupils' speaking and listening skills. They give them opportunities to extend these in all lessons which contributes to their good achievement.

15. Factors which make teaching good include high expectations of the pupils to work hard, conform and behave well, which they live up to. Teachers have very good relationships with the pupils which encourages and motivates them to do their best. Teachers generally demonstrate very good subject knowledge which means that they can elaborate on ideas, answer questions and make the topics interesting. Teachers are very adept at linking subjects together, and often remind pupils of similar work covered in other subjects. They use lesson objectives very well, outlining to pupils what they will learn at the start of a lesson, and coming back to them at the end to check whether pupils have understood and learned. This day-to-day assessment is good and means the pupils know what they are doing, and why. Features of less effective lessons include time slippage

– such as lessons not running to time, and parts of the planning not being followed through. In a music lesson for the older pupils, too much time was spent on discussion and evaluation, and not enough on making music, which should have been the main purpose of the lesson.

16. Teachers mark pupils' work very effectively. Comments are constructive and tell the pupils how to improve their work. In addition, most teachers ask pupils to evaluate their own work frequently and these two systems, plus personal support and guidance, enable pupils to have a very good understanding of how they are doing and what they need to learn next. Assessment of what pupils know, understand and can do informs teachers about the standards pupils attain and supports their lesson planning. This assessment is particularly strong in the termly measuring of pupils' progress in the core skills of English and mathematics. Teachers use this information to guide their pupils towards learning objectives, which are a key part of nearly all lessons in English, mathematics and science. Tracking of pupils' progress and supporting learning by establishing clear objectives is not as well developed in other subjects. For example, in ICT the targets for pupils' learning are not yet made sufficiently clear to them and they cannot talk as fluently about what they have learned as in English and mathematics. In subjects other than English and mathematics, teachers use their short-term plans to record ongoing progress, and they do have a good understanding of what their pupils know. However, the recording is flexible and different teachers do it in different ways. In itself, this works satisfactorily, but it can give rise to inefficiencies in the passing on of information about individual pupils from one adult to another.

## The curriculum

17. Curriculum provision is **good** overall. The breadth of curricular opportunities is **very good** and equality of access and opportunity for pupils is **outstanding**. Enrichment through additional activities is **good**, and accommodation and resources are **satisfactory**.

### Main strengths and weaknesses

- Cross-curricular links are very strong and capture pupils' imagination;
- Provision for literacy, speaking and listening are of a high standard;
- Pupils with special educational needs receive a very good curriculum;
- The programme for teaching personal, social and health education is very good;
- The range of activities in the arts and the participation by the pupils in these, is very strong;
- Parts of the accommodation are in need of refurbishment and repair; other areas are cramped, limiting the scope of some activities;
- The quality and quantity of computer software is limited, and some of the resources in the nursery are worn and tired.

## Commentary

18. The curriculum has developed well since the last inspection. The most significant improvements are in the linking of subjects together; the increased focus on the arts, and the use of the outdoor area in the Foundation Stage as an "extra classroom" which has given the children a much wider and more exciting start to their education. All statutory requirements are met and the curriculum supports the achievement of all pupils, including those with SEN and English as an additional language. It prepares the children and pupils well for the next stage in their education.

19. The school works effectively to develop identified weaknesses. For example, staff training and a focus on the use and application of mathematics has improved the mathematics provision considerably and, as a result, pupils' learning and test results. Pupils are now much more confident when applying their skills to problems and when giving verbal explanations of their work. Similar work on developing pupils' scientific investigation skills has recently begun. The Foundation Stage curriculum is very good and meets the needs of both nursery and Reception children very well. However, the nursery classroom looks rather out of date, for example some shelving looks "industrial" in grey metal, and the draining board by the sink is old, scrubbed wood. Resources,

similarly, are tired and need renewing so children can make the very best of their learning through play.

20. The school rightly prides itself on its provision in the arts. The curriculum and activities available to pupils out of school time, for example participation and success in national competitions and local arts festivals, demonstrate this very well. Evidence of pupils' work and learning is everywhere in the school and in a series of exceptional portfolios and videos. Pupils are confident and imaginative: the outcome of their work is always good and sometimes breathtaking.

21. Carefully planned cross-curricular links make learning interesting and motivating for the pupils. For example, in Years 1 and 2, history topics are planned to coincide with and support literacy, design and technology and art. There has been a series of very successful themed events, such as *Black History Week*. During the inspection, pupils spontaneously referred back to these and what they had learned. All teachers bear in mind that language is a key element in learning in any subject, and that pupils have a wide range of understanding of English from limited to relatively sophisticated; teachers strive to meet the needs of all. They make sure that pupils who speak English as an additional language are as well provided for as those who speak English as a first or only language, for example by use of support staff to help explain, and by prompting pupils to listen carefully or give answers in whole sentences.

22. The planning and provision for pupils with SEN is very good. Group and individual support is used flexibly and effectively to help the pupils learn. Individual education plans ensure that each pupil's needs are properly planned for, and clear targets help them understand what they need to do to overcome difficulties. Pupils' work and progress are overseen carefully and effectively by the co-ordinator, who has developed expertise in the area, especially in supporting literacy. He is keen to extend this further into numeracy. The school's co-ordinator for pupils with English as an additional language also keeps a close eye on how well the different ethnic groups within the school are achieving, and adaptations are made to the curriculum to support those doing less well. For example, role-play for the youngest children is often oriented towards boys – such as a builder's yard - to appeal to their interests and get them involved.

23. A great deal of thought has gone into the planning of the programme for personal, social and health education (PSHE), and includes the curriculum for citizenship. Time is given for pupils to consider topical issues, such as the war in Iran. The current focus is on the 'Healthy Schools' initiative which promotes learning about good lifestyles, like sensible diet and taking exercise. The PSHE programme is threaded through the everyday work of the school, with particular foci in different subjects at different times. It is very well complemented by the very good provision for pupils' personal development and pupils' skills are very well developed as a result.

24. Although the school is bright and the staff make the very best of it, parts of it are in need of refurbishment, and the roof is in need of significant repair. Classrooms are very variable in size - a few are full with only 20 pupils in them, which limits the type of activities that can be planned - although shared areas are used well to compensate for this. Other classrooms are vast, and two classes can be very easily accommodated with plenty of room to spare. Not all classrooms have easy access to running water. Fortunately, the hall is of a good standard and constantly available as there is a separate dining room. The school has invested heavily and wisely in computers, and in particular, in a new computer suite. Despite some teething problems in the network, pupils learn well through this resource. However, the range and quality of software currently available for teachers to use with their classes is limited.

### Care, guidance and support

25. Pupils receive **very good** care, and the support and guidance given to them is **good**. They are **well** consulted and involved in the life of the school.

### Main strengths and weaknesses

- Pastoral care is excellent, and based on very good relationships;

- Pupils' health, safety and welfare are given a high priority;
- Pupils have good opportunities to take responsibility within school, and their views are taken seriously;
- The procedures for tracking and supporting pupils' English, mathematics and personal development are good, but in other subjects they are too variable.

### Commentary

26. This area has improved since the previous inspection. Pupils told inspectors how happy they are in school, and their questionnaire results confirm this. Parents, too, indicate that they are very satisfied with the school and its approach to their children's care and education. Pupils say they are confident in talking over their work or worries with staff, because they know they will be listened to, and some pupils approach the head teacher directly. The school has a well-stated ethos, outlined in its *Statement of Respect*, which stresses the importance of each individual. Staff work hard to give support and guidance to pupils with SEN and English as an additional language so that they achieve well and are included in all that the school does. The *family learning teacher* plays a great part in developing the pupils' confidence by liaising with parents and pupils with English as an additional language to explain the school's procedures and practices. This inclusive philosophy is evident in practice; all pupils feel valued and accepted, whatever their ethnicity, ability and gender, and build harmonious relationships with one another and with staff. They are proud of their school and the part they play in its everyday life. The pupils understand the importance of the school's unique ethos, for example one pupil asked his prospective secondary school about their *Equal Opportunities policy*.

27. Induction procedures are very good, both when children start at school and when they move to secondary school, which reflects the strong, trusting relationships between pupils and staff. Staff know each individual pupil very well, and offer them high quality support and guidance on the basis of this knowledge. However, procedures for tracking pupils' progress in subjects other than English, mathematics and science are not consistent, nor consistently used to inform planning for their development. This can result in inefficiencies in the passing on of information about individual pupils from one adult to another, and in the clarity of pupils' targets for learning. Procedures for ensuring the safety and well-being of pupils are very good, and are very well managed and monitored. For example, child protection procedures meet statutory requirements and the school exercises its responsibilities for health and safety with vigilance and care.

28. Pupils' collective views are taken as seriously as their individual views and opinions. The School Council is very well established and members bring forward their classes' ideas for discussion; this regularly leads to developments in the school, such as in the organisation of playtime. Members of the School Council are given additional responsibilities, such as showing visitors around the school. They do this very effectively, explaining its work as they go.

### Partnership with parents, other schools and the community

29. Partnership with parents is **excellent**. Links with the community are **very good** and those with other schools and colleges are **good**.

#### Main strengths and weaknesses

- The school makes extensive efforts to work with, and include, parents from all ethnic groups;
- Parents are consulted sensitively and effectively, and their views taken into consideration in the school's work;
- Parents' views of the school are very positive;
- The school's links with the local and extended community are developing well.

### Commentary

30. This area has improved considerably since the last inspection when it was, nevertheless, good. Parents have very positive views of the school, and almost all are highly satisfied with all

aspects of its provision. A very small minority of parents expresses some concern about homework and the information on their children's progress. However, inspectors judge that newsletters, the general information provided to parents and the governing body's annual reports are very good, and the homework provided in each year group is suitable for that age. Reports draw well on the very good knowledge that teachers have of pupils and inform parents about work completed, targets set after discussion with their teacher, and their children's attitudes to school.

31. The school works very hard to forge links with parents and include them in all that it does. The staff are welcoming and make themselves available to parents at all times. They are ethnically mixed and do much to break down the barriers between ethnic groups. Informative workshops help parents of all ethnic groups to understand various school-related issues, such as the PSHE programme, national tests and how to support their children's literacy and numeracy at home. Parents' views are sought at these events, and in other ways, such as personal contact and via questionnaires. Their views are very well considered and influence the work of the school. The *Family Learning Teacher* is very well established and forms a very good bridge between the school and parents who speak little or no English. She runs various classes and events to support parents' understanding of their children's education, and organises visits to places of interest. She also supports some pupils in class by preparing them for lessons to come, and works with parents to help them understand the school's practices and principles, such as regular attendance. The local *Imam* (religious leader) has also been invited into school to stress the importance of regular attendance to some groups of parents.

32. Pupils' understanding of the wider world is developing well as they study world-based topics, different cultures, and through the school's links with a school in South Africa. Whilst some parents take their children on extended holidays in term time against the school's wishes, staff try to use this to advantage. Pupils are provided with a disposable camera and a diary so that they can make a journal of their time away, to be shared with their class on return. Some parents find it more difficult to help with their children's work at home because they do not read themselves, as their dialect does not have a written form. Instead, the school has started a very effective *Siblings Project* where older brothers and sisters at secondary school are encouraged to help their younger siblings. The school is becoming increasingly involved in the local community, through participation in various arts events and providing a venue for community activities such as Karate classes. Partnership with other schools and colleges is developing well with a good exchange of information and activities to prepare pupils for secondary transfer. Camp school is deservedly developing its name and standing in the community.

## LEADERSHIP AND MANAGEMENT

33. Overall, this is **very good**. Governance, and the leadership of the acting head teacher and key staff are all **very good**. Management is **good**.

### Main strengths and weaknesses

- Camp Nursery and Primary School is not complacent; all involved are seeking ways to improve it further;
- The head teacher set a clear and exciting vision for the school which the acting head teacher has pursued and developed vigorously;
- The support provided by the governing body is a significant element in the school's success;
- All senior managers are supportive of the acting head teacher and make significant contributions to the school although lines of responsibility are not always formalised;
- The school's managers do not look sufficiently strategically at where they would like the school to be in the future.

### Commentary

34. Leadership and management were judged to be strong at in the last inspection. Nevertheless, all involved at Camp are open and excited about ways of making it an even better school. All recognise that a commitment to the inclusion of all pupils, by valuing each one as a



unique individual, is central to the school's work. The governors, whilst clear about the school's strengths, understand that they can improve these further and also build up areas which are not as good. The concerned attitude of the Governing Body and the direct involvement of governors are a significant part of the school's continuing drive for improvement. Although the vision for the school was formulated and agreed under the substantive head teacher, the acting head teacher has worked hard to further it. Her desire to provide well for all the pupils has a very significant and positive impact on the school. This leadership role is fulfilled in an unassuming and inclusive manner that further promotes the involvement of staff, parents and governors.

35. Governors question practice and procedures at the school as they should, and they also do a great deal in the community to promote the school. When potentially difficult issues arise, such as teaching about sex and relationships, governors go out of their way to explain to and support both the school and parents. The effect of this is seen in the very close links between parents, the community and the school.

36. Staff with management and other responsibilities beyond the classroom promote the school well and make a good contribution to the quality of education and pupils' achievement. The management and co-ordination of provision for pupils with SEN is very good, and they achieve very well. The provision of education for pupils who speak English as an additional language is effectively organised and managed, although not always based on well-defined management systems or lines of responsibility. Nevertheless, these pupils also currently achieve very well. The acting deputy head teacher has provided high quality support to the acting head teacher and staff. The head of the Foundation Stage, although only in post for a few months, has successfully started to develop the provision for the youngest pupils.

37. There is a very positive atmosphere at Camp and a determination to provide an all-round education for pupils, and to do this as well as possible. Inclusion is promoted at all levels. Decisions and developments are always carefully considered, often by all staff. The school's improvement plan is an effective document, in no small part because of the wide consultation that is undertaken before it is drawn up. The setting of objectives for school improvement and monitoring of progress made towards achieving them, are carried out with the full involvement of governors and staff. Termly monitoring of pupils' attainment and progress in English, mathematics and science allows teachers' planning and the overall school foci to reflect the needs of most of the different groups within the school. This does not yet extend to looking at and supporting the achievement of the Traveller pupils as a distinct group, but now that the oldest pupil is in Year 2, the senior managers acknowledge this as an important development. Careful monitoring a few years ago showed that pupils' strong mathematical skills were not matched by their ability to apply these skills. A whole school approach to correcting this has been very effective and resulted in the improvement of pupils' achievement in this aspect.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	643,683
Total expenditure	613,715
Expenditure per pupil	3,588

Balances (£)	
Balance from previous year	55,914
Balance carried forward to the next year	85,882

38. The school has saved a higher than usual amount of money to carry forward into the next financial year. This is because of concern about financial responsibility for the repairs that need to be undertaken to the fabric of building. The amount is appropriate: planning and procedures to cover these necessary improvements are being well managed by the acting head teacher and governing body. Day-to-day financial procedures at Camp are very effective. A recent financial audit carried out by the local authority was very positive about the way that the school's money is managed. However, longer term strategic and financial planning has not been as well pursued as the planning for modifications to the accommodation. For example, increasing the number of pupils on roll by virtue

of the school's success would have an impact on the leadership, management and structure of the school that could be planned for now; currently this not happening.

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

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

39. The nursery provides part-time places for up to the equivalent of 30 full-time children. Children attend mornings or afternoons. They move into the Reception class to become full time in the term in which they become five.

40. The Foundation Stage unit includes pupils from both the nursery and Reception Classes. The Foundation Stage manager leads it very effectively and the staff team are very well deployed to meet the wide range of needs of the children, including the limited English skills of many. The staff are well trained, committed and enthusiastic about providing a high standard of education and care. Assessment of children's skills on entry to the nursery show that they are well below average. Good teaching is having a beneficial impact, and when they leave Reception, the majority of children are on line to reach most of the goals expected for this stage of their education. Teaching during the inspection was good and learning was very good. Although new to the post, the Foundation Stage manager has already introduced some effective changes to improve the assessment and recording of the children's achievements. All Foundation Stage staff contribute to these on a weekly basis, and the next week's work is planned to take the children's learning further. The teaching groups are flexibly and effectively organised to enable children to be challenged at the level that best suits them, regardless of age. Teachers' planning is good. All areas of learning are fully covered and plans outline the small steps to be achieved to reach the goals expected by the end of the Reception year. The resources in the nursery are adequate but rather out of date and not as interesting as they could be.

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

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

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

- Teaching is good and achievement is very good
- Relationships with other children and adults are very good

#### **Commentary**

42. The skills of the children who have joined the nursery this term are well below average. However, staff ensure that children's personal development is supported through all activities and provide a happy, calm, encouraging and supportive environment in which the children quickly make progress. For example, two children working on a jigsaw puzzle with the bi-lingual support assistant were learning to share and take turns as well as developing their communication skills. The majority are on line to reach most of the goals in this area of learning by the time they move into Year 1. The established routines in both classes encourage children's confidence, and the strong relationships between staff and children encourage them to make their own decisions and become independent. For example, one child was happy to invite another to play with the farmyard animals, and two co-operated well whilst programming the *robot*. Children learn to be independent, for instance working on the computer without adult help and serving each other at snack time. They mostly take themselves to the toilet and wash their hands by the time they are in Reception. The needs of children with SEN and English as an additional language are very well met by support staff and by full acknowledgement of their cultures, including the Travellers'. The school has identified Bangladeshi boys as a group that attains less well than their peers, and a male bilingual support assistant provides a particularly good role model for them as he encourages their language and play skills. The days of the week are displayed in a range of languages, and staff talk to children in both English and their home language.

## COMMUNICATION, LANGUAGE AND LITERACY

43. Provision in communication, language and literacy is **very good**.

### Main strengths and weaknesses

- There are many opportunities for children to develop their speaking and listening skills.
- The teaching of reading is good.

### Commentary

44. The children's speaking and listening skills are well below average when they start in the nursery. They achieve very well in this area because the staff throughout the Foundation Stage focus on language, literacy and communication skills at every opportunity, and teaching is good. However, this area of learning presents the most difficulties for the children, many of whom who have a great deal to learn, and a significant number will not achieve all the goals expected by the end of their time in Reception.

45. Staff make good links with the other areas of learning whenever possible, to reinforce children's communication skills. For example, the story of *Goldilocks and the Three Bears* that the children listened to in literacy was reinforced in singing. The children were able to copy the different voices of the *Three Bears* and speak in the role of *Daddy, Mummy and Baby Bear*. The teaching of speaking and listening is very effective when the staff support children's pronunciation and help them use appropriate language. This is a particular strength and is enabling all the children, and especially those with English as an additional language, to develop their communication skills at a rapid pace. The teaching of reading is very well structured. Books are read to, and with, the children to develop the skills of reading from left to right, and holding the book properly. Children in Reception recognise initial sounds and are beginning to link sounds with written letters. These children could say both the names and the sounds of vowels after a session sharing a book with the teacher. Shared writing, with the teacher demonstrating writing, is helping the children to start to write, using their knowledge of sounds. With support, they have made story books telling simple stories such as "The Little Red Hen" and using conventional beginnings like "Once upon a time ". Suitable, less structured activities are also available where children can choose their own resources to draw and write independently.

## MATHEMATICAL DEVELOPMENT

46. Provision in mathematical development is **good**

### Main strengths and weaknesses

- Teaching of mathematics is practical and children have good opportunities to use and apply their knowledge.

### Commentary

47. The children's mathematical skills are below average when they start in the nursery although they are more advanced in this area of learning than in communication, language and literacy. The teaching and provision are good and most children are on line to attain the goals expected at the end of their Reception year. Work is well linked into other curriculum areas, reinforcing learning in both. For example, the children read the story of *Goldilocks and the Three Bears* in a literacy activity and then collected the ingredients for porridge, measured it out with cups and cooked it. Children identified the relative sizes of the three bears and served the appropriate amount of porridge for each bear. This practical approach to mathematics supports their development very well, as it does not rely too heavily on good language skills. In a lesson on weighing, the Reception children were able to sort, balance and compare a range of objects, and match them to the words *light* and *heavy*. Effective questioning for some higher attaining children focussed on "heavier than" and "lighter than" and took their mathematical understanding further. Older children count with understanding and sort and match a range of shapes and explore patterns, for example in art and on the computer. Some

mathematics work is appropriately taken from the national Numeracy Strategy, but children also choose their own activities that help them with mathematical understanding such as shape and counting puzzles, and sand and water play.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

48. It is not possible to make an overall judgement in this area but observations indicate that the children are beginning to develop a good understanding of the world around them. The large outside play area is set up every day with a range of activities to develop children's early science, physical and creative skills, and their imagination. For example, they listen to the music of wind chimes; touch and explore sand, water and a wide range of other materials; experiment with seeing through convex and concave lenses and smell herbs and plants. Children tasted the porridge that they cooked for *Goldilocks and the Three Bears*. The children use the computers with confidence; they use the *mouse* effectively to *drag and click*, for example to use an art program to "paint" with. Children have a developing sense of time and place, and can describe events and festivals important to them, such as the Muslim festival of Eid. Such discussions help to include children from minority ethnic groups very well, and well-placed bilingual support ensures that these children can give as good an account of their experiences as their English-speaking peers. Children use tools such as saws and hammers to work with Balsa wood, and make various constructions from cardboard waste, clay and construction kits.

## **PHYSICAL DEVELOPMENT**

49. Provision in physical development is **good**

### **Main strengths and weaknesses**

- Teaching is good and the children achieve well

### **Commentary**

50. Children enter the nursery with below average physical skills. Good planning and teaching enable them to achieve well and the majority are on line to reach the goals in this area of learning by the end of their Reception year. Children are developing their hand control through the use of construction sets, crayons, pencils, paints and scissors. They use a variety of tools to cut and hammer. These activities also help the children develop their writing and drawing skills. Activities in the outside area are well planned and supervised and staff intervene to take learning further. Children move freely around the area using wheeled toys, and have the control to avoid one another. Two children were using *road maps* to make a continuous course - including a right hand turn - for the *robot*. The teacher's interaction encouraged them to estimate the distance using the length of the robot as a measuring tool, which was very good support for the children's mathematical development. In this way they were more easily able to estimate the number of forward moves needed for the robot to reach the corner, and began to understand the concept of distance.

## **CREATIVE DEVELOPMENT**

51. Provision in creative development is **good**

### **Main strengths and weaknesses**

- Teaching is good and children achieve well.

### **Commentary**

52. Children enter the nursery with creative skills that are below average, but good teaching ensures they achieve well and most are on line to achieve the goals in this area of learning by the time they move into Year 1. Children choose their favourite songs and nursery rhymes to sing as part of everyday class activities. Staff also use music and singing as a means of reinforcing

speaking and listening skills, for example a teacher asked the children to copy her own singing in the different tones of the *Three Bears*. This supports the development of their communication skills very well. Children enjoy experimenting with musical instruments which are freely available. They engage in imaginative play, although some children have more difficulties with this area – particularly the boys. Role-play is sometimes specifically oriented towards them, in order to get them involved. The children explore space, colour and texture through painting, drawing, modelling and collage work. The attractive classroom displays of portraits and firework night show the value placed their efforts.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

53. Provision in English is **very good**.

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

- Teaching is good and pupils' achievement is very good. Standards attained by pupils in the 2003 Year 6 national tests are excellent;
- Leadership and management of the subject are very good;
- Pupils are given very good opportunities to develop their speaking and listening skills in all subjects, and they are good as a result;
- The support given to pupils with SEN and English as an additional language is very good;
- Literacy skills are well applied in other curriculum subjects.

#### **Commentary**

54. The test results of pupils in both Years 2 and 6 vary between years due to the relatively small numbers in the groups, which affects the reliability of statistics, and to the skills of the pupils themselves. The pupils in Year 2 who have English as an additional language and are still catching up, which affects how well they do in the tests. There were a particularly high number of these pupils in last year's Year 2. The current pupils in Year 2 have better English skills than last year's group but are still overall, below average. Their achievement, however, is very good. They are catching up well and test results this year are on line to be better. The 2003 Year 6 group of pupils was exceptional, and their attainment in the national tests outstanding. It reflects the school's very good provision for English which leads to very good achievement for the great majority. Overall, the standards of the present Year 6 pupils are in line with national averages, with some pupils attaining above, and others below average for their age.

55. There has been a considerable improvement in standards since the last inspection when they were below national averages at the end of both Year 2 and Year 6. Standards are improving because the school has identified provision in English as a priority for development for the last three years. In particular, there has been a successful focus on raising the attainment of some of the minority ethnic pupils, particularly the Bangladeshi boys.

56. Leadership and management of the subject are very good and the whole staff are committed to raising standards further. The subject leader's ability, knowledge and commitment to improving the achievement of all pupils are making a significant difference to their attainment in English. The nominated governor for literacy is closely involved and monitors pupils' achievement and progress towards the developments in English outlined in the school development plan. Many strategies are used to effect improvement; teaching and learning are monitored through regular observations; test results are carefully analysed by gender and ethnicity; pupils' work is regularly assessed and teachers' plans reviewed. An effective programme of staff training has improved the teaching of literacy. Teachers evaluate and reflect on their teaching and adjust their plans to meet the needs of the pupils, and to set their individual targets. Progress towards these is also regularly reviewed.

57. Most pupils enter school with below average skills in speaking and listening. The good teaching enables pupils to improve and develop these to a very good level. Lessons are carefully

prepared to captivate and interest the pupils. They enjoy discussions, are confident when answering questions and express their views and justify their opinions clearly. Pupils have opportunities to prepare presentations for their class and for wider audiences. For example, a group of pupils in Years 5 and 6 presented an assembly about responsibility to pupils and staff. They asked the assembled pupils a range of questions and responded to their answers in a thoughtful and considered way. Pupils with SEN and English as an additional language are well supported by learning support assistants and are expected to - and are able to - answer questions that contribute to the high quality of class discussions and debates. This ensures that they are fully included in all class activities and have the same opportunities for learning as their peers. The specialist teaching and support staff make a substantial impact on the achievement of the pupils. The staff's high expectations and effective support result in very good outcomes. Illustrative phrases such as "scary, shining eyes" and "smooth scaly skins" were contributions from the pupils in a Year 3/4 lesson on poetry writing. By Year 6, most pupils read and write for a range of purposes, including their own pleasure, and overall reach standards that are average for their age.

## **Language and literacy across the curriculum**

58. The development of pupils' language and literacy skills through the wider curriculum is very good. Pupils are asked to listen carefully and explain themselves fully, in complete sentences. The use of subject-specific vocabulary is encouraged by having the words listed on the wall for pupils to see, and to help them use them in their speech and writing. The pupils have contributed to whole school books, particularly in history and religious education, and have used ICT very effectively to publish them. Pupils in Year 2 have produced beautifully designed books on castles. Lower junior pupils have made information books on the ancient Greeks after a visit to the British Museum, and the upper juniors have written detailed information about Victorian education after experiencing it first hand through role-play. The skills of reading to gain information, note taking, recording observations, and report writing have been applied to many subjects with very good outcomes.

## **MATHEMATICS**

59. Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils' achievements are good: they enjoy mathematics and work hard;
- Teaching is good throughout the school;
- Emphasis on the use and application of mathematical skills is very good;
- The use of mathematics in other subjects is not planned as well as it could be.

### **Commentary**

60. Pupils' good level of achievement is due to their very positive attitude to mathematics and to good teaching. This is similar to the position at the time of the previous inspection. When they first come to school, pupils generally have fewer mathematical skills than would be expected, but most catch up by the end of Year 2 and many are above average by the end of Year 6. The work seen in classes and discussions with pupils support this. In lessons, pupils behave very well indeed and very little time is wasted: they show that they want to learn.

61. All pupils respond with real motivation to mental mathematics work. They enjoy question and answer sessions, eagerly putting up their hands when they know the answer, and sometimes when they don't, too! They respond well to other strategies that make learning fun, for example during the 'doubles' game in Years 3 and 4, and in the 'tables chase' game in Years 5 and 6. So motivated are the pupils in some lessons, in fact, that occasionally the only thing slowing the pace of learning is the teachers' over-emphasis of immaculate behaviour. For instance, in one lesson about triangles, pupils were so interested in the cards they had been given that they found it difficult to put them down when requested to do so, but holding the cards did not stop their learning.

62. Teachers have a good understanding of mathematics and the subject is supported well by the co-ordinator. Learning is promoted by well-chosen resources and the learning objectives of lessons are made very clear to the pupils. Teachers set challenges for pupils which means that they need to think about how to use their mathematical skills and knowledge in different contexts, and to solve problems. This reflects the whole-school focus on improving mathematical planning and teaching to widen out the use of pupils' mathematical skills. In most instances, teachers ensure that pupils are given work that matches their individual needs and abilities, often working within a small group of similarly competent pupils. Those pupils who have SEN are supported well by learning support assistants and sometimes by other pupils, when they work in mixed ability pairs. This benefits both pupils in the pair. In the best lessons, there is a real sense of fun. In one lesson for Years 5 and 6, there was regular laughter and the teacher also clearly valued what each pupil was able to contribute, giving as much time as was needed by individuals to explain their points or answers.

63. Pupils' work is generally neatly presented and accurate. There is excellent reference to the learning objectives of each piece of written work in most classes, with appropriate self-evaluation, such as smiley/sad faces, or fuller written statements to indicate how the pupils think they have achieved. The teachers mark work very carefully and this adds to the learning for the pupils: they almost always receive some sort of feedback about what they did well and how they could have done even better.

### **Mathematics across the curriculum**

64. Mathematics is used in many subjects, for example counting in music and in physical education. In history, there is regular use of dates and timelines. Distance and various forms of measurement are used in both geography and science, and some mathematics work, for example on graphs, is supported by the use of ICT. However, the systematic use of mathematics throughout the curriculum is not as well developed as it is for literacy.

## **SCIENCE**

65. Provision in science is **satisfactory**

### **Main strengths and weaknesses**

- The standards attained by Year 6 pupils in the 2003 national tests were outstanding;
- The teaching of how to carry out scientific investigations is not good enough;
- Lesson planning does not always take full account of available resources;
- Pupils enjoy science and are enthusiastic in all lessons;

### **Commentary**

66. The last group of Year 6 pupils was exceptional, and not only did all pupils reach the level expected for their age (eleven years) in the national tests, almost all of them reached the standard expected of 13 year olds. This undoubtedly shows that the school taught them what was needed to achieve well. The current Year 6 pupils do not attain as uniformly well. Their achievement is satisfactory, and their current standards are, overall, around average for their age. This reflects the position at the time of the previous inspection, and is likely to be reflected in the 2004 national tests. The pupils have a sound factual knowledge, for example they know about the properties of different materials, aspects of how the solar system works, and can make predictions about the outcomes of their investigations. They clearly enjoy science, and are well-behaved and enthusiastic in all that they do. The results of investigations of the majority are well written, with good use of tables and graphs, including those produced on a computer. However, these pupils do not have a sufficiently firm understanding of how to carry out a *fair test*, or the importance of a systematic approach, because teaching for these older pupils, and for those in Years 3/4, does not always sufficiently emphasise the elements of a scientific investigatory approach. In both the Year 3/4 class and the Year 5/6 classes, there were some good features about the teaching, such as the quality of



demonstrations; use of scientific vocabulary; lively, interesting discussions and very good behaviour management. However, in the Year 5/6 lesson, fair testing was barely mentioned, resulting in unreliable investigations. For example, in testing how well a voice travelled down a plastic tube, it did not occur to the pupils that how loud the voice was might have an impact on their results. None suggested, for example, that a whisper, soft or loud tone should be used each time as they repeated the test for reliability, as instructed. In the Year 3/4 class, where pupils were investigating the electrical conductivity of various materials, they were not asked to make predictions until they had already begun their work. Once asked, they could do this easily - so much so that the activity held no surprises for them, and they did not have to think out solutions to problems which would have been a good, challenging, extension to this activity.

67. Developing pupils' achievement in this aspect of their science work has already, and appropriately, been identified by the school as an area for improvement. However, staff are not yet sufficiently secure in scientific methodology, or in using and applying scientific skills and knowledge, to effect this improvement. The subject leader is new to the role, taking on its co-ordination after an unsettled period. Although absent during the inspection, the indications are that she understands the direction the subject should take, and is in the process of reviewing the curriculum, resources and foci for staff training, and setting a programme of monitoring for teaching and learning in order to improve them.

68. Pupils in Year 2 are also on line to attain around average standards for their age in the 2004 national tests. While some still have more limited English skills which affects the explanation and recording of their work, nevertheless, their approach to investigation is much more measured than the older pupils'. In a good lesson to confirm pupils' understanding about the energy supplied from batteries, they methodically tested a range of equipment such as torches with different batteries, inserted in different ways, and were able to give suitable explanations of their findings. These pupils, too, were enthusiastic and well-behaved, and showed a particularly good level of interaction, discussion and co-operation with one another.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The new computer suite enables effective group teaching;
- The new subject co-ordinator has made positive changes already which are improving pupils' learning;
- Whole school assessment procedures to monitor pupils' progress are not yet as secure as they should be;
- Software to support the use of ICT in other curriculum areas is limited.

### **Commentary**

70. Only one lesson was seen during the inspection. Although judged satisfactory at the time of the last inspection, expectations of provision and pupils' skills have moved on considerably since then, and the school recognises that the subject has been in need of development. The older pupils' skills, particularly, have not been built up steadily over time. In addition, the computer suite to enable more focused teaching and learning has only just been installed, and there is limited software to support the use of ICT in other subjects. These factors, and the evidence available, indicate that the skills of pupils in Years 3 to 6 are not at expected levels. Nevertheless, Year 5 and 6 pupils demonstrated a developing understanding of spreadsheets and a few are attaining above average standards. Teachers are beginning to make good use of the computer suite, enabling pupils to learn more easily. The learning support assistant who oversees the suite is working hard to iron out the last few glitches, which will allow teaching staff to use it with complete confidence.

71. The new co-ordinator is already auditing the strengths of the school's provision and has firm plans of how to develop the subject. Continuity of learning is already better for all pupils, even though it is early days and improvements are therefore over a short period only. Pupils are developing a sound range of skills. Pupils use art programs well in Year 1 and Year 2 pupils used the painting software very effectively to draw castles to illustrate the front of their history projects. Some Year 5 and 6 pupils have good keyboard skills. Much good work was seen stored on the network demonstrating pupils' word processing skills, but not in other aspects of the subject.

72. One of the difficulties for teachers is in assessing what pupils know, understand and can do, as many learn from firsthand experience about computers and other aspects of ICT outside the school, for example from older brothers and sisters and use of their home-based computers. The subject plans are based on the Northern Grid for Learning scheme and most teachers have completed a New Opportunities Fund sponsored training package, which has given them further skills and confidence. In some classes, a checklist is taped to the desk near the computers so that an immediate check can be made on which pupils have used the machines recently, however overall, there is not yet a sufficiently effective record of pupils' developing skills.

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

73. Teachers are using ICT effectively to support pupils' work in literacy. However there are many opportunities missed to support other subjects such as mathematics, science and music, in part due to insufficient relevant software. This limits pupils' understanding of the importance and potential of ICT in their work and everyday life, and thus the amount of learning that goes on.

### **HUMANITIES**

74. During the inspection two lessons in history were observed, one in Year 2 and the other in Year 5/6, as well as one Year 2 lesson in geography. A small selection of pupils' work was analysed. Consequently it is not possible to make judgements about the overall provision or standards of attainment in these subjects. Two lessons of religious education were observed, one in Year 2 and the other in a Year 3/4 class, and pupils' work analysed. In addition the subject leader for religious education presented a self-evaluative report on the subject.

### **History and geography**

75. Teaching and learning in the two history lessons observed were judged to be good overall and the geography lesson observed was satisfactory. The quality of work, curriculum plans, and pupils' skills, knowledge and understanding indicate that the provision is good overall. i.e.

- Teachers planned these lessons well; they recapped pupils' previous learning through exciting *brainstorming* at the beginning of lessons which allowed them to share their knowledge with each other. The lessons were interesting, and built on what pupils already knew.
- All pupils were given the chance to contribute and express an opinion, and photographs and resources that they brought to school were valued and used well; pupils were enthusiastic and motivated throughout;
- The pace of the lessons was variable, and at times the pupils became a little restless and did not concentrate so well.
- Links to other curriculum areas are good, for example pupils compared landmarks in London today with the buildings at the time of the Great Fire of London, and presented information from a traffic survey in graphical form. Work produced by pupils in both history and geography is of a high quality showing how pupils use and apply skills learned in English, ICT, art and design and design and technology.
- Educational visits such as that to the British Museum are well used to help pupils understand about what life was like in times they are studying, such as Ancient Greece. The use of role-play when studying topics such as *the Victorians* helps pupils to develop their ability to make comparisons.

- There is no standardised written system to record pupils' progress in history and geography to inform planning and determine how well the pupils are achieving.

## RELIGIOUS EDUCATION

76. Provision in Religious Education is **very good**.

### Main strengths and weaknesses

- Teaching observed was of high quality; standards attained are above expectations for pupils' age;
- The curriculum is well planned using the locally Agreed Syllabus;
- The leadership and management of the subject are good.

### Commentary

77. Work in religious education reflects the school's celebration of its rich ethnic mix, and it is an important element of the curriculum. The work demonstrates the school's *One World* ethos, and promotes pupils' spiritual, social, moral and cultural development very well. Pupils attain standards that are above expectations for their age; this is due to the high quality of the provision, and also to the importance placed on religion by many of the pupils' families.

78. The teaching was of high quality because the teachers have good subject knowledge and this ensures that the pupils develop a full and balanced understanding of the different major faiths. The pupils enjoy religious education lessons. Teachers make the lessons interesting by using stimulating resources and a teaching style in which lively discussion, pupils' opinions and their religious and cultural differences are all highly valued. Pupils are keen to demonstrate their religious knowledge, for example one pupil showed the class how he prayed in the Mosque, and in another lesson, all the pupils were involved in group presentations of the *five symbols* of the Sikh religion. The group performances to each other were respectfully listened to and as a result the spiritual and symbolic significance was understood as well as the factual knowledge. Pupils worked diligently in the lessons and began to understand some difficult concepts because of effective questioning which drew out and built upon what they knew and understood. This takes the older pupils beyond factual knowledge, and into abstract concepts, thinking and understanding which is more advanced than to be expected for their age. Pupils are well supported by teaching assistants as needed, and the well-prepared resources ensured that lessons flowed smoothly and made effective use of time. The curriculum is suitably based on the locally Agreed Syllabus which reflects national guidance. The cultural and religious diversity of the pupils is celebrated through colourful displays of their work, texts and items for the range of faiths studied. Educational visits are well planned so that pupils have the opportunity to visit churches, mosques and synagogues. One pupil in Key Stage 1 explained, "You know when you are in a Mosque because when you open the door there are lots of pairs of shoes there". The annual religious education week, which has a different faith as its focus each year, helps pupils further understand faiths other than their own. They learn to recognise their importance to our society and the similarities and differences of the world religions. Every class contributes to the publication of a whole-school book that records the pupils' experiences, thoughts and feelings arising from this RE week.

79. The subject is managed well and the governing body appropriately informed and involved. Teaching and planning are monitored and the subject-leader talks to pupils to determine how well they are learning. This tends to be informal, however, and there is no standardised written system to record pupils' progress. However end of year assessments indicate how well pupils have learned. The subject leader is sensitive to the needs of pupils with SEN and English as an additional language and ensures that they have full access to the curriculum through the provision of extra resources.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Four lessons in music, two in physical education, one in art and design and none in design and technology were observed. Pupils' work in art and design was analysed, and a small amount of work in design and technology and dance/drama was reviewed.

## Music

81. Provision in music is **satisfactory**.

### Main strengths and weaknesses

- Teaching, and therefore learning, are variable;
- Pupils are interested and enthusiastic, and show above average skills in the Year 3/4 classes;
- Music is used very well in other subjects.

### Commentary

82. During the inspection, provision in music was satisfactory. Of the four lessons observed, one was unsatisfactory, two satisfactory and one very good. However, the above average standards attained by pupils in Years 3/4 - an improvement since the previous inspection - and the school's successful involvement in local musical festivals, competitions and events, indicate that provision is normally likely to be better than this.

83. The quality of teaching observed during the inspection was inconsistent. In one very good lesson, the teacher was very clear about what the pupils were to learn; built effectively on reading and understanding notation; drew out and checked on pupils' understanding of musical vocabulary such as *ostinato* and *tempo*; supported pupils' English and music skills very well by reinforcing the rhythm of words and syllables, and made very effective use of well-prepared, good quality resources. Pupils learned very well in this lesson, and made rapid progress in their understanding of how to create their own rhythms. In contrast, the teacher in another lesson did not complete all that was planned – for example the pupils' work was not recorded and a xylophone was not used; musical vocabulary was not used or reinforced and too much time was taken up with discussion in pairs and a "warm-up" game. Very little music was made in this lesson, and pupils did not learn enough.

84. Despite the variability in teaching during the inspection, pupils were, overall, well-behaved and motivated by music. Pupils throughout the school are clearly practiced at, and enjoy singing. They take turns easily, for example singing in year groups, and can manage to sing *rounds* successfully. Pupils interpret music and understand how it affects moods. Pupils in Years 3/4 show skills advanced for their age. They understand the correspondence between written notes, syllables and rhythm. Small groups co-operated very well, and quickly and efficiently created and performed a rhythm of their own to the rest of the class.

85. The curriculum is appropriately based on national guidance, and there is a clear rationale for separating out singing to be taught on its own. The subject leader has a good overview of the music provision, and leads the subject well, although support, guidance and monitoring of teaching and learning are informal. Wherever possible, music is brought into other subject areas, for example, *Black History Week* included a live Steel Band performance, and the school has recently hosted a music workshop and quintet performance. Music makes a very good contribution to pupils' skills in dance and drama and these are also well reinforced by work with the local *Trestle Theatre*, other visiting theatre groups and participation in various arts festivals. In 2001, Year 6 pupils performed at the Royal College of Music. Video footage showed some extremely sensitive and well-performed dance interpretations of *The Cruelty of Winter*, and contemporary interpretations of traditional Indian dance, performed at the Alban Arena. Boys and girls of all ethnicities performed in these, demonstrating some excellent, synchronised sequences of movement.

## Physical education

## Commentary

86. One Year 5/6 lesson (split into two halves) and one Year 3/4 lesson were seen during the inspection. There was insufficient evidence to make judgements on attainment, however during the lessons seen and when observed in the playground, pupils demonstrated skills appropriate to their age. For example, in a game of football, older boys were seen passing and controlling a ball with appropriate skills; their movements were controlled and quick, but girls did not show these abilities. When working on floor standing apparatus, Year 3/4 pupils showed that they could run, jump and roll: they worked with enthusiasm and behaved well. They really enjoyed showing off their sequences of jumps. In the lessons seen, the parts that worked the best were when the teacher was very clear about what the learning objectives of the activity were, and was guiding the pupils towards achieving them. One lesson was unsatisfactory; this was changed from the original plan because of a sudden downpour of rain. Consequently, resources were not immediately to hand and the objectives of the lesson were not outlined to the pupils. They did not fully understand what they should do to develop their skills. This lesson improved as time went on.

87. There are currently after-school sports clubs for dance and football. Whilst these are very popular, the overall range of activities offered is not wide.

## Art and design

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

### Main strengths and weaknesses

- The school places great emphasis on the subject;
- Very good opportunities are provided for pupils to explore and develop their art and design skills;
- Standards attained are above expectations for pupils' age.

89. Although only one lesson was seen, the school is filled with pupils' work, and beautifully produced portfolios show both the range of work covered, and the high standards reached throughout the school. This is a considerable improvement since the previous inspection. Very good use is made of *sketchbooks* which are used very effectively for drafting and practising work, for example features of close observational drawings, and recording specific techniques, such as colour mixing. The teaching observed was very good, and enabled the pupils to use their artistic skills in a new context – to make a background for a three dimensional *dream scene* created in a shoe box. The teacher discussed the work carefully, reminded pupils about appropriate techniques, and showed them examples of completed work which was very inspiring for them. The pupils were confident, relaxed and creative. They enjoyed the work, and the results were good.

90. From the Foundation Stage, art is given a very strong emphasis in the curriculum. Artwork is often a joint venture between several or many pupils, confirming the very good co-operation and regard pupils have for each other. Pupils are particularly encouraged to produce abstract, three-dimensional work, which does not rely on representational skills. Such work is prevalent in the school, and has won a national *Artworks award* in which the judges commented "an ambitious project in which an artist-in-residence worked with the whole school to produce pieces using wood, paint, textiles and re-cycled materials." The school's enthusiasm for the subject is promoted by very good leadership and management which ensure that the curriculum, staff skills and resources are all of very good quality.

91. The curriculum enables pupils' skills to be built up quickly and systematically as they mature. The rich diversity of art work and materials to be used is very well emphasised. Pupils' work throughout the school includes foci on: *texture* as seen in a fabric collage of Van Gogh's *Starry Night*; different forms of *printing*, such as repeating pattern work using a *press-print tile design*, worthy of commercial production as wallpaper or fabric; *environmental art*, for example using natural materials to represent a *sense of place* and journeys around the school grounds; *photography* – shown in an interesting display of black and white photographs; *sculpture* in various media, including paper and clay; *portraiture* in which pupils use a wide range of materials such as oil pastels to create

portraits of themselves and one another; and *observational studies* where pupils look closely at items, and draw them in charcoal, ink or pencil. Pupils learn a range of techniques, for example to layer colours, paint in the style of famous artists, and use colour to reflect mood and ambiance. Pupils enjoy using their art and design skills to illustrate other subjects of the curriculum. For example, some outstanding pencil sketches of mediaeval characters were drawn to support history work.

## Design and technology

### Commentary

92. The curriculum is based on national guidelines and is well planned to build up pupils' skills systematically in both the designing and making elements of the subject. In Years 1 and 2, design and technology is very appropriately taught through themes, related to other subjects of the curriculum. For example, past work shows that pupils in Year 1 learned how to join materials in various ways to create the straw, wood and brick houses of the *Three Little Pigs*. This included testing their stability with a hairdryer, and using real bricks and cement. Pupils in Year 2 designed a fabric tile for a blanket to particular instructions, such as incorporating a repeating pattern around the edge. They then made the tile using material, glue and stitching. Past work of the older pupils shows that they drew plans and wrote resources lists and the methodology for their work involving the construction and use of axels, pulleys and switches. They used their plans to make the items, and then evaluated their work to suggest improvements for the design. Knowledge gained in other subjects is used well in design and technology, such as scientific knowledge about movement, friction and electricity. Many aspects of design and technology and art and design are interrelated and the two subjects support each other very well.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Personal, social and health education (PSHE)

93. Provision in personal, social and health education is **very good**.

#### Main strengths and weaknesses

- PSHE is extremely well supported by the inclusive and celebratory ethos of the school;
- It is very well threaded through the everyday work of the school.

### Commentary

94. PSHE is taught as a separate subject and includes the curriculum for citizenship. Time is given for pupils to consider topical issues, such as the war in Iraq, and to learn about a wide range of issues. It is also threaded through the everyday work of the school. Overall, the PSHE programme meets the pupils' needs very well and their achievement is very good. Underpinning the provision is the school's Statement of Respect, its ethos and the respect for each pupil as an important individual. Pupils' personal development is very well addressed through various subjects and activities. For example, the school is currently working towards the *Healthy Schools* award, and pupils are learning about healthy eating and lifestyles, including the use and enjoyment of outdoors and nature. This has begun with improving the use of the outside area for the Foundation Stage children. The curriculum is being revised to make Global Citizenship links more explicit, and pupils' awareness is being brought to life by the developing links with a school in South Africa, and by focused school-wide topics such as *One World Week*. Activities such as the participation in, and the influence of, the School Council on the work of the school, and being able to discuss a range of issues in *Circle Time* also contribute very well to the PSHE provision and pupils' personal development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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

