

# INSPECTION REPORT

## **KELVIN GROVE PRIMARY SCHOOL**

Sydenham, London

LEA area: Lewisham

Unique reference number: 100690

Headteacher: Mr Peter Sutton

Reporting inspector: Mrs Valerie Singleton  
23044

Dates of inspection: 22<sup>nd</sup> ~ 26<sup>th</sup> April 2002

Inspection number: 194901

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Kris Hibbert
Date of previous inspection:	June 1997



## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Libby Dickson <i>Lay inspector</i> 19653		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Joy Davidson <i>Team inspector</i> 23169	Areas of learning for children in the foundation stage Music	How well is the school led and managed?
Jim Howard <i>Team inspector</i> 20875	Mathematics Physical education Religious education Equal opportunities	
Kate Sheraton <i>Team inspector</i> 17752	English Geography History	How good are the curricular opportunities offered to pupils?
John Viner <i>Team inspector</i> 22170	Information and communication technology Design and technology Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Kelvin Grove primary community school is situated in Lewisham, and serves an urban community where there is high unemployment. It is much bigger than most primary schools with 488 pupils on roll aged 3 to 11, including a nursery class with 68 part-time and 16 full-time places. Standards on entry to the reception classes are well below those expected. The percentage of pupils who are eligible for free school meals is well above the national average. Pupils come from a range of ethnic backgrounds. Over 25 per cent of pupils have English as an additional language, which is very high in national terms. Of these, 49 are at the early stages of learning English. Twenty-four pupils are refugees, from various countries, and many families live in hostels, resulting in relatively high pupil mobility. Of the 16 per cent of pupils who have special educational needs, for a variety of learning difficulties, three have a Statement, both being a lower proportion than nationally. The school is experiencing difficulties with teacher recruitment, and there are two unfilled posts at present. The school is involved in the Excellence in Cities project.

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

Kelvin Grove is a very effective and inclusive school that provides a very good education for all its pupils, regardless of ability or background. The very good leadership by the headteacher, ably supported by a strong and committed staff team, results in high achievement by all pupils within a caring ethos. The good quality of teaching is a significant factor in the very good progress that has been made since the last inspection. The consistent approach by teachers to managing pupils' behaviour, and the very effective contribution of the teaching assistants, promote positive attitudes to work and good relationships between all. The school provides very good value for money.

### **WHAT THE SCHOOL DOES WELL**

- The headteacher, very well supported by senior management and strong staff team, offers very effective leadership, based on a shared commitment to improvement.
- The good quality of teaching ensures pupils reach high standards in relation to similar schools.
- The very good management of pupils' behaviour promotes positive attitudes towards their work, and ensures that pupils of all abilities achieve well.
- The very effective assessment of pupils' work and careful monitoring of their progress are used well to identify needs and raise attainment.
- The school cares for and values all its pupils and works hard at encouraging parental involvement, which leads to parents having positive views of the school.

### **WHAT COULD BE IMPROVED**

- Planning in the Nursery lacks the detail of how children's learning will be developed, consequently learning is not as rapid as in other parts of the school.
- Planning in some subjects, such as art and design, geography, and design and technology, does not always consistently promote the skills and knowledge that are specific to the subject.
- Attendance and punctuality are poor, despite the school's best efforts.
- Governors are not fully involved in monitoring the work of the school or in planning future improvements.

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

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

Since the school was inspected last in June 1997, it has made very good progress in addressing most of the action points effectively. The quality of teaching has improved considerably, and it is now good.

The curriculum is now organised and planned far more systematically, and subject co-ordinators provide a strong lead in raising standards. As a result, pupils' achievements in English, mathematics, science, ICT, design and technology and religious education have improved since the last inspection. Standards in science have been improved considerably and they are now high. Systems for monitoring the quality of teaching and learning are now in place so that strengths can be shared, and weaknesses identified and tackled. Good assessment procedures for English, mathematics and science are used well to set targets, organise groupings and adjust planning. The school is continuing to improve, and has a good capacity to improve standards further.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	A	D	A	well above average A
mathematics	C	A	C	A	above average B
science	A	A	A	A	average C
					below average D
					well below average E

By the end of Year 6, pupils are achieving very well. Attainment is generally in line with national expectations, though children enter the nursery classes with standards that are well below those expected. Over the past four years, results have steadily improved in English, due to the inclusive approach, a determined effort to raise standards, and better teaching. Results in the national tests have improved at a greater rate than seen nationally. Excellent improvements are evident in science, with results being raised from 23 per cent of pupils reaching the required standard in 1997 to 100 per cent in 2001. The school's targets for pupils reaching the expected level in the 2002 national tests is 80 per cent for English and 90 per cent in mathematics, which is very challenging, but based on firm data and high expectations.

In the nursery, children make satisfactory progress in all areas of learning, with good progress evident in physical development. Through the good provision in the reception class, children achieve well in all areas of learning. By the time they enter Year 1, standards are below those expected in all areas of learning apart from physical development, where standards are in line. In the 2001 national tests for Year 2 pupils, results in reading were well below the national average, in writing they were below and in mathematics they were in line. In the science tasks, results were above the national average. When compared to schools with a similar intake, results were above average in reading and writing, and well above in mathematics. In the science tasks, results were well above the average. Current standards among seven year-olds are below national expectations for English, in line for mathematics and above for science. Standards among eleven year-olds are in line with the national average for English and mathematics and above for science. Overall, pupils achieve well for their ability in Key Stage 1 and very well, as they mature and gain confidence, in Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Throughout the school pupils have good attitudes and this has a

	positive effect on their learning.
Behaviour, in and out of classrooms	Pupils' behaviour, both in and out of class, is good overall. In general pupils are courteous and helpful, and mindful of the high expectations of the staff.
Personal development and relationships	Relationships between pupils and with adults are very good. Whatever their background, pupils generally work and play well together.
Attendance	Attendance has improved, but is still well below the national average and poor for a few pupils. The late arrival of a significant minority of pupils disrupts their learning and that of others.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	good	very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that strengths outweigh any weaknesses.*

The quality of teaching is good overall, with a number of good features. Of the 79 lessons observed and graded, about a quarter were very good or better, just under a half were good. This ensures all pupils acquire new skills and understanding, work hard and achieve well over time. Only a few were unsatisfactory, due to an unclear explanation, insufficient teacher support, and a lack of challenge. This is a great improvement since the previous inspection, when nearly a quarter of lessons observed were unsatisfactory. Planning in the nursery lacks enough detail of how children's learning will be developed, which results in only satisfactory progress being made, unlike in the rest of the school. Teachers in reception plan well to take children through the necessary steps towards the standards expected in all aspects of their learning. Throughout the rest of the school, careful planning, very high expectations of pupils' response and learning, consistent and positive management of pupils' behaviour, and the provision of a good variety of interesting activities promote good learning. Pupils concentrate well, enjoy their work and do their best as a result. Very effective support is consistently offered by the teaching assistants, both to pupils with special educational needs and those with any other identified need, so all groups achieve well against their prior attainment. Information obtained from assessing pupils is used very well to provide work well matched to their needs, which has a very positive effect on learning outcomes. The teaching of English and mathematics is good, and pupils benefit from working in smaller groups where learning is carefully matched to their ability and needs. Literacy and numeracy skills are taught well and promoted effectively across the curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school provides a broad and interesting curriculum, which is generally well planned and organised. Planning in the nursery has weaknesses. Setting arrangements in Years 2 to 6 are very effective. There is a very good range of extra-curricular activities, mainly for the older pupils.
Provision for pupils with special educational needs	Very good. The needs of these pupils are identified clearly. They are given appropriate work and very good support in lessons. The co-ordinator organises provision very effectively. Provision for pupils with statements for their needs is excellent.
Provision for pupils learning English as an additional	Very good. New arrivals are given regular support and included in all

language	aspects of learning and school life. Their progress is monitored carefully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, with particular strengths in provision for moral development. Pupils develop a respect for others' needs and feelings, and clearly distinguish right from wrong. Provision for pupils' social and cultural development is good, and there is sound provision for spiritual development.
How well the school cares for its pupils  Assessment	The school provides very good care and support for its pupils, through a range of very effective procedures.  Procedures for assessing pupils' attainment are very good in all areas of learning in the reception classes, and for English, mathematics and science across the school; teachers use the information to track pupils' progress and to plan appropriate work for them. Teachers' marking is used well to assess pupils' understanding and progress in all subjects.
How well the school works in partnership with parents	The school has a good partnership with parents because it keeps them well informed and offers special support to those new to the school. It encourages them to be involved in the work of the school and their children's learning.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership with a clear focus on raising standards. The deputy head teachers are very effective in leading a number of aspects of the school's work. Most subject co-ordinators are playing an effective role in monitoring and improving the quality of teaching and learning in their subjects, though some are newly in post.
How well the governing body fulfils its responsibilities	Governors are very supportive, many are experienced, and they fulfil most of their statutory responsibilities. As yet, however, they do not have sufficient involvement in monitoring the work of the school or in planning future improvements.
The school's evaluation of its performance	Very good. There is considerable monitoring of pupils' attainment and the quality of teaching and learning. Results are used well to identify exactly what the school needs to do to raise standards further.
The strategic use of resources	Financial planning and management are good. The school makes good use of its funding and the bursar keeps all well informed and up-to-date on budgetary matters. The school pays good regard to the principles of providing best value.
The adequacy of staffing, accommodation and learning resources	The school is well staffed. Teachers and classroom assistants are a committed, enthusiastic and very hard working team. The school building is spacious and the accommodation is used well to support learning. Stunning displays add high value to pupils' work. There is no grassed area for games, which restricts pupils' opportunities for some team games. Learning resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>▪ Their children enjoy going to school and make good progress.</li><li>▪ Teaching is good.</li><li>▪ The school is very approachable if parents have concerns.</li><li>▪ The school expects children to work hard, achieve their best, and helps them to become mature and responsible.</li><li>▪ Behaviour in the school is good.</li><li>▪ The school works closely with parents, and the amount of homework children receive is about right.</li><li>▪ The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>▪ Some parents feel that they would like more information about their child's progress.</li></ul>

A good proportion of parents returned the questionnaire. The great majority of these parents are very pleased with most aspects of the school's work, and inspectors' judgements support parents' positive views. The school provides parents with regular updates on their children's progress, and inspectors disagree that this area is a weakness.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery classes with standards that are well below those expected nationally. They make satisfactory progress in all areas of learning, with good progress in physical development. Through the good provision in the reception class, children achieve well in all areas of learning. By the time they enter Year 1, standards are below those expected in all areas of learning apart from physical development, where they are similar to those expected nationally.
2. In the 2001 national tests for Year 2 pupils, results in reading were well below the national average, in writing they were below and in mathematics they were in line. In the science tasks, results were above the national average. When compared to schools with a similar intake, results were above average in reading and writing, and well above in mathematics. In the science tasks, results were well above the average. Boys have made good gains in writing and mathematics over the past four years.

3. Results for Year 6 pupils in the national tests were just below the national average in English, they were in line for mathematics and well above in science. When compared to similar schools, results were well above average in all three subjects. The percentage of pupils achieving the higher level (Level 5) was above the average for similar schools in English and mathematics, and well above in science. Pupils had achieved satisfactorily against their prior results in the 1997 Key Stage 1 national tests in English, they achieved well in mathematics and very well in science. Over the past four years, results have steadily improved in all three subjects and the overall trend is above that seen nationally. The school has made excellent improvements in science, with results in the national tests being raised from 23 per cent of pupils reaching the required standard in 1997 to 100 per cent in 2001.
4. All pupils achieve very well and, by the end of Year 6, differences in gender and ethnicity are eradicated. All pupils with English as an additional language reached the required standard in all three subjects. Black Caribbean boys did particularly well, unlike nationally. Despite the high pupil mobility (only 45 per cent who entered the school at reception age stayed until Year 6), pupils achieve well against their prior attainment in all three subjects. Those who stayed in the school from reception until Year 6 did particularly well.
5. From an analysis of test results, the school identified that pupils attain less well in writing than in reading, though the difference between reading and writing results are less than seen nationally. A target in the school's development plan for this year is to improve pupils' writing, and evidence shows that the strategies in place already are having a positive impact.
6. Current standards among seven year-olds are below national expectations for English, in line for mathematics and above for science. Standards among eleven year-olds are in line with the national average for English and mathematics and well above for science. Overall, pupils achieve well for their ability in Key Stage 1 and very well, as they mature and gain confidence, in Key Stage 2. This success is due in part to the fact that, from Year 2 to Year 6, the school divides pupils into three groups instead of two, for each year, for literacy and numeracy each day. The good teaching, high expectations, very good support from teaching assistants and inclusive approach is a major factor of the school's success. Also, the school offers regular support to all new arrivals, runs specialist programmes to support pupils who need extra help with literacy, and carefully tracks individual progress year on year.
7. In 2001, the school aimed to have 75 per cent of its eleven year olds reaching the expected Level 4 in the English and 85 per cent in the mathematics national tests. It nearly reached this target in English, and just exceeded it in mathematics. The target for 2002 is 80 per cent for English and 90 per cent in mathematics, which is very challenging, but based on firm data and high expectations.
8. The progress of pupils with special educational needs is good overall and they make good progress towards the targets in their Individual Educational Plans. They are given very good support within lessons by the teaching assistants, and those pupils who are difficult to manage in the classroom gain strategies to help them to manage their own behaviour.
9. Pupils who speak English as an additional language achieve well in all subjects. They receive some special help if they arrive in school with little or no English, but mostly they are supported appropriately within lessons though the practical methods of teaching, use of the 'buddy' system, emphasis on key vocabulary, and from teaching assistants.

10. Standards in information and communications technology (ICT) are in line with national expectations by Year 2 and, by Year 6 they are above, with pupils showing a high degree of competence. Standards are at the nationally expected level in art and design, design and technology, geography, history and physical education. They meet the requirements of the locally agreed syllabus in religious education. In all these subjects, pupils achieve at least satisfactorily against their prior attainment, and often better in subjects such as history and geography where they enter school with limited subject knowledge. Insufficient evidence was available to judge standards attained in music. Since the previous inspection, standards have improved in English, mathematics, science, design and technology and physical education, particularly by Year 6. Standards have been maintained in geography, history and religious education.

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

11. Throughout the school pupils have good attitudes and this has a positive effect on their learning. Most are prepared to learn and put effort into completing their work. They generally listen well when their teachers are addressing them, settle promptly to tasks and enjoy their school work. In many classes pupils' positive attitudes have been established through the teachers' hard work and commitment. Teachers make their lessons interesting, set work that is challenging, and help make pupils aware of what and why they are learning. On most occasions their efforts are rewarded with success. For example, pupils in a Year 6 literacy lesson applied themselves well to the work set for them, demonstrating impressive levels of concentration. They worked well in pairs, expressed their opinions about the chosen text confidently, supporting these with reasons. Pupils take pride in their work and care over the presentation of it. During a Year 2 literacy session, pupils set about their tasks in a confident manner and took care over their work. There are some pupils who find it more difficult to sustain concentration for long periods and find working independently difficult. Even when the teaching is good, they do not apply themselves as well as they should. During a Year 2 physical education lesson, several pupils behaved in a silly manner and were not good at using space appropriately and moving around with awareness of others.
12. Pupils' behaviour, both in and out of class, is good overall. In lessons, most respond readily to the requests and instructions of teachers and teaching assistants. On occasions the noise level rises but is quickly checked by teachers. Overall, behaviour in lessons tends to be better in the mornings than in lessons after lunchtime. There are a significant number of pupils who display challenging behaviour throughout the school. However, their needs are well identified and the school has clear and positive strategies for managing their behaviour. Staff work hard, making consistent use of a range of agreed strategies, to ensure they cause minimum disruption in lessons. In general pupils are courteous, friendly and helpful, and mindful of the high expectations of the staff. They move around the school in an orderly manner. In the playground their play, though lively and exuberant, is not usually aggressive. They enjoy playing with each other and with the toys and equipment provided. Pupils from a wide range of cultures all mix well together and no evidence of bullying was apparent during the inspection. All pupils settle well and form friendships with pupils from diverse backgrounds. Pupils are very respectful of other cultures and beliefs, and show consideration for other people's feelings. They take good care of the school's property and environment. Overall, attitudes and behaviour were good or better in four out of every five lessons seen. These proportions are high when compared with other schools.
13. There have been 13 fixed term exclusions in the past year. Although this rate is relatively high, it shows a marked reduction since the last inspection. Reasons for exclusion include unacceptable rudeness to staff or aggression towards other pupils. There were no permanent exclusions.

14. Pupils' personal development is good overall. They are beginning to evaluate their own learning. They show a good level of social awareness, for example in discussions in circle time. They take turns and appreciate each other's contributions. There are some opportunities for them to take on responsibilities, and they show a willingness to carry out any duties asked of them.
15. Attendance of pupils overall is very low when compared with the average attendance nationally. Unauthorised absence is much higher than the national average. The low attendance rate is due to a number of factors, including pupils' absence due to extended holidays to their countries of origin, the high mobility rate in the area which often results in families leaving without informing the school, and pupils staying at home for health reasons. No specific group of pupils has an attendance significantly worse than others. Punctuality is still a problem, with a number of pupils arriving after the start of school. The movement of pupils into the school from the playground in the mornings and after playtimes is carried out efficiently with little time wasted.

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

16. The quality of teaching overall is good. In the nursery, it is satisfactory. In reception and Years 1 and 2 it is good, and in Years 3 to 6 it is very good. Of the 79 lessons observed and graded, one was excellent, 18 were very good, 33 were good and 24 were satisfactory. Only three were unsatisfactory. One was due to a lack of clarity in explaining the task to pupils so they were unable to meet the learning objective, one was due to insufficient teacher intervention to move children on in their learning, and the third was because the task lacked the right challenge. However, many lessons are good or better, and ensure all pupils acquire new skills and understanding, work hard and achieve very well over time. This is a great improvement since the previous inspection, when nearly a quarter of lessons observed were unsatisfactory.
17. Teachers demonstrate good subject knowledge in English, mathematics, science and information and communication technology. This is reflected in teachers' clear objectives, coherent planning and teaching of specific skills and knowledge through small steps. For instance, in a Year 2 literacy lesson, the teacher used questions to develop pupils' understanding of the use of speech marks in text, then gave pupils good opportunities to role play in order to understand dialogue, and reinforced their learning by setting a fun task where pupils used speech marks in their own writing. Teachers have secure knowledge in all other subjects. Teachers in the reception classes have a good understanding of the recommended curriculum for the Foundation Stage.
18. Literacy and numeracy skills are taught very well. Pupils who have difficulties in literacy follow an effective structured phonic programme. Many opportunities are provided in other lessons to practice and rehearse their skills in reading with information sheets and research, writing in a good range of different styles, and in speaking and listening. Numeracy skills are promoted particularly well in science, art, and design and technology. Good structured programmes are in place to support pupils with English as an additional language who are at the early stages of learning English to acquire basic literacy skills. ICT skills are also taught well.
19. The overall quality of teaching of pupils with special educational needs is very good. Sometimes, due to the additional support from teaching assistants, it is excellent, particularly the work done in support of pupils with statements of special educational needs. Teachers know their pupils very well indeed and take great care to ensure that the work that is set matches their abilities. The work they are set is explained clearly and well so that they can complete it in small steps. Teachers' very good assessment of pupils' progress is used effectively to plan subsequent lessons and this ensures high levels of help for pupils with special needs.

20. Teachers have very high expectations of their pupils in several key areas; for example, of behaviour, response and achievement. Pupils respond well to these demands and improvement in each area is evident as pupils progress through the school. The shared belief that all groups should have access to all areas of learning, ensures pupils are fully integrated into the class and little withdrawal support occurs. The high expectations are evident in the very good quality of display of pupils' work around the school.
21. A consistent approach has been established throughout the school in all subjects. Teachers share the learning objectives with pupils, so they know what they are going to do, and they also are encouraged to assess what they have learnt by the end of the lesson. Teachers have a lively approach and move the lessons on at a good pace. They provide a good variety of interesting activities, most of which engage the pupils actively so all groups have access to the learning. They emphasise and provide opportunities for pupils to practice new specialist vocabulary, and give clear instructions without confusing pupils with unnecessary detail. Adults working with classes are well informed so they can provide a good level of support.
22. The behaviour policy is applied consistently in all classes and teachers employ the agreed strategies of rewards and warnings in a calm manner. As a result, pupils respond well and there are few instances where pupils' learning is affected by any behavioural issues. Some younger pupils find it more difficult to settle down to activities without direct adult supervision, but, as pupils progress through the school, their attitudes and behaviour become very good, through the consistent approach in all classes. Pupils have some opportunities to be responsible for their own learning and to make a contribution by using their own ideas, but teachers, understandably, need to be confident that pupils can rise to these further demands.
23. Teaching assistants support pupils appropriately in both whole-class sessions and group activities. For instance, they work with individual pupils in whole-class sessions either to keep them involved, to check they are understanding what is being said, or asking them questions to reinforce their learning. Teachers keep them well-informed so they offer good quality support in group activities and know the main learning objectives for that part of the lesson. Lessons are well paced and timed. Resources are used well, as was observed in Year 4 history, where the teacher provided a good range of source material that helped pupils gain a deeper understanding of life during the Blitz.
24. Teachers assess lessons very effectively, both to adjust the lesson and to alter planning for the next day's lessons, in response to pupils' learning. For instance, in a Year 4 numeracy lesson, the teacher had planned to revise written addition with 'carrying', before introducing subtraction using decomposition. However, the pupils showed some confusion over the 'carrying' operation, so the teacher took them back, step by step until all pupils demonstrated they had a secure understanding of the operation. She rightly did not attempt to introduce the new concept in order not to confuse them again. This good use of assessment was observed in many lessons and, overall, is a strength of the teaching which has a very positive effect on outcomes.
25. Homework is set consistently to support mathematics and English. Other tasks are set as appropriate, such as researching woodwind instruments in Year 2.

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

26. Since the previous inspection there has been a good improvement in the curriculum provided by the school. The quality and range of learning opportunities is now good overall and the curriculum meets statutory requirements. There are, however, few opportunities for pupils to take responsibility for their own learning and to develop independence in relation to their work.
27. Planning is generally good across the school. It is very good for literacy and numeracy because the learning is broken down into small steps. There are also very clear objectives which are well-matched to the pupils' levels of development. Planning for science, information and communications technology and physical education is good, and for all other subjects it is satisfactory. However, there are some weaknesses in the use of national schemes which occasionally do not promote the knowledge, skills and understanding of the particular subject sufficiently. For example, in a geography lesson which was based on national guidelines, pupils were learning about the eye. The lesson developed their scientific understanding, but did little to promote their geographical skills. Planning in the reception classes is good and has an appropriate emphasis on communication, language and literacy. Planning for the nursery covers all the required areas of learning, but there is insufficient detail and not all areas of learning are addressed sufficiently in all sessions to ensure that children make good progress.
28. The national strategies for literacy and numeracy are very well established and these have led to considerable improvements in the pupils' learning. The school has given careful consideration to ensure that the provision matches the needs of all pupils. For example, the setting arrangements mean that pupils with special educational needs receive literacy and numeracy teaching in small teaching groups. There is also effective use of teaching programmes such as Early Literacy Support, Springboard mathematics and booster classes to ensure that all pupils develop basic skills. There is particularly good provision for literacy development across the curriculum, for example, pupils in Year 6 wrote instructions in Religious Education to help them identify the preparation for a Sikh celebration.
29. The school has good provision to support the development of pupils' personal, social and health education. Time is allocated for sessions when pupils can talk about issues and reflect on their experiences. Sex and drugs education are covered in Year 6 and a health education scheme is in place. The learning mentor makes a strong contribution to pupils' personal development by working with pupils who are finding it hard to meet the demands of school life.
30. The school works hard to ensure that it is fully inclusive of all pupils and the impact of this is evident in all aspects of its work. For example, there is a very effective induction programme to support pupils with English as an additional language who are new to the school. The school ensures that there is equality of access for all pupils. Higher attaining pupils are challenged in lessons through the use of effective questioning and the high expectations of teachers. The Excellence in Cities project provides good opportunities for pupils who are identified as gifted and talented.
31. Provision for pupils with special educational needs is very good. The whole staff is committed to the support of all its pupils and care is taken to ensure that those with special educational needs are able to benefit from all curriculum and extra-curricular activities. The school pays due regard to the new Code of Practice; pupils are identified carefully and very good use is made of assessment data to identify those pupils in need of additional support.
32. There is very good provision of extra-curricular clubs for pupils, including guitar, netball, mathematics and ICT. Pupils have the opportunities to play competitive sport, learn to work with

others and understand fair play. These activities support pupils' personal development and extend the skills learnt in lessons and this is a marked improvement since the last inspection. The curriculum is also enhanced through educational visits, good use of the community, and the contribution that visitors bring to the school. For example, there are trips to Horton Kirby, Brighton and the Tate Gallery and visitors to the school have included a Muslim parent and poets.

33. Home visits prior to children starting the nursery, and close links between the nursery and reception classes help ensure a smooth start for the youngest children. There are appropriate links with local secondary schools to help pupils change schools smoothly.
34. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. It is very good for moral development, good for social and cultural development and satisfactory for spiritual development. The school has improved its provision for moral and cultural development since the previous inspection.
35. Assemblies teach the principles of right and wrong through the telling of stories from the Bible and other stories, and include a daily act of collective worship. Pupils are aware of how to behave in assembly and they sit quietly and listen attentively. At other times of the day they occasionally experience a sense of wonder at what they are learning, as for example in an art lesson when pupils reflected sensitively on the impact of the Vietnam War. Class discussion times provide valuable opportunities for pupils to explore their own and others' feelings verbally. There are also occasions when they are encouraged to express their feelings through creative writing. For example, in their work on the topic of pilgrimages, Year 6 pupils had written some sensitive prayers for peace in the Middle East.
36. Provision for moral development is very good and for social development it is good. The school has worked hard at ensuring school rules are known, agreed and understood by all pupils. The headteacher and staff provide very good role models for pupils in their relationships with one another and the care they show for their pupils. Pupils are given clear moral direction as teachers consistently encourage good behaviour and respect for others. From an early age pupils are encouraged to consider how they should behave and, by the time they reach Years 5 and 6, they have a very clear understanding of right and wrong. All staff deal skilfully with pupils who occasionally exhibit inappropriate behaviour, in a conciliatory and fair manner. Weekly celebration assemblies reinforce good behaviour and the efforts of individuals. Teachers provide effective opportunities for pupils to discuss important issues, such as helping others to resolve anxieties, and also wider moral issues such as the Vietnam War.
37. When they join the school pupils are helped to settle in and co-operate with others. In lessons, teachers encourage pupils to work together and this helps them to learn to value the opinions of others and exchange ideas. They have some opportunities for independent research in the ICT suite. The extensive range of extra-curricular activities and educational visits contribute positively to the development of pupils' wider social skills. School productions are a major feature of life at the school, providing opportunities for pupils to collaborate and perform together. There is, at present, no School Council, so pupils have no official voice in the day to day running of the school. Year 6 pupils are given a limited number of responsibilities such as acting as playground helpers.
38. Cultural development is good. The school takes its pupils from a wide variety of backgrounds, and values the richness and diversity of cultures. The very attractive displays, including one of a world map with photographs of pupils, entitled 'Where in the World do you come from?' help to develop pupils' awareness of different cultures. Pupils are provided with knowledge and insight into the values and beliefs of their own and other cultures through religious education lessons. Other

experiences have included visits of an African drummer group and a group of Chinese New Year dancers. In recent months pupils have visited a range of places including the Tate Modern, the Bethnal Green Toy Museum and the Blitz Experience.

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

39. The school takes very good steps to ensure pupils' welfare, health and safety. It provides a caring environment for its pupils in which they can feel valued and secure. Sound policies are carried forward into very good practices in the areas of safety and welfare. These practices are supported by a wealth of recorded information and by the very good knowledge staff have of pupils and their families. Great care and attention are given to the induction of pupils new to the school through a carefully planned induction programme, designed to reassure them and build up their self-confidence. The school has further improved its provision since the previous inspection.
40. Child protection arrangements are very good. The headteacher and deputy headteachers have undergone extensive training, and staff are aware of what to do if they have any concerns over particular children. There are good links with the external support agencies. Health and safety procedures are appropriate. There are termly site inspections by members of the governing body, and any concerns are followed up. Equipment is checked by professionals on a regular basis. The maintenance of the site is good, and it is effectively monitored by a very conscientious caretaker who keeps the building tidy and in good repair. The school is well supported by four fully qualified first-aiders. Staff have a good awareness of the children with specific medical needs so that they can respond if necessary. Pupils are well cared for at lunchtime. A breakfast club is available to pupils during the time of the national tests and the school plans to extend this over a longer period.
41. The school has focused on developing very good strategies for managing pupils' behaviour, promoting positive attitudes and raising pupils' self esteem. Teachers and support staff respond to pupils in a positive way which develops pupils' levels of confidence and self-esteem. They expect good standards of behaviour and politeness, and are consistent in their expectations of pupils' conduct. Strategies such as class discussion time and 'Golden Time' are employed effectively to promote appropriate behaviour. In cases where pupils misbehave, the school carefully monitors the situation and if necessary seeks the support of parents. The learning mentor and support staff give valuable support to individual pupils and groups of pupils with behaviour or learning problems, and this is achieving success. The school has effective links with outside agencies and specialist staff to support pupils and parents where there are behavioural and emotional difficulties.
42. The progress of pupils on the special educational needs register is monitored well and reviews are carried out correctly. Individual education plans are carefully written and shared with all those involved with each pupil, so that they receive appropriate support in all areas of the curriculum where they are likely to need it. Teaching support assistants give pupils with a statement of special educational needs excellent support. They are well trained and deployed very effectively.
43. The procedures for monitoring pupils' personal development are very good. Teachers know pupils well. Informal knowledge of pupils' circumstances is backed up by comprehensive records. The personal, social and health education programme ensures that pupils are aware of how to keep themselves safe and healthy.
44. The school puts a lot of effort into improving attendance rates. Attendance is recorded accurately and absences rigorously followed up. Parents and carers are regularly reminded of the importance of regular attendance and punctuality, and awards for good attendance and punctuality given

within school. Where there is a concern over an individual's attendance record, parents and carers are involved promptly. Absences are monitored to check if it affects particular groups. Despite the school's strenuous efforts, attendance remains low, while punctuality is improving little by little.

45. Overall the school's high quality of care for all pupils has a very positive impact on their self-esteem and learning, leading to high achievement.
46. Assessment in literacy and numeracy is very well developed. In literacy, termly assessment of writing and reading ensures that teachers know how well their pupils are making progress against National Curriculum levels while, in numeracy, assessments at the end of each unit help teachers to plan lessons that will meet the needs of their pupils. Teachers set clear and realistic targets for pupils in literacy and numeracy based on this good monitoring. Together with the daily lesson evaluations, these arrangements provide a highly effective system that makes a significant contribution to pupils' progress.
47. In the foundation subjects, there is an effective system of involving the younger pupils in their own assessment by means of a simple check of knowledge and understanding at the beginning and end of each unit of work. Across the school there are good assessment systems in most of the foundation subjects, where pupils' progress is measured against their achievement of key learning targets. This allows a simple and clear record of learning to be kept. In a few subjects, assessment systems are not as fully developed, though the assessment co-ordinator is working with subject leaders to address this.
48. Very good scrutiny of test data provides a clear strategic direction for the school in informing setting arrangements and focus teaching groups for the following year. Careful data analysis enables the school to recognise any groups of pupils that may not be making the expected progress. This makes a significant contribution to the school's commitment to inclusion, by ensuring that the needs of all groups of pupils are met. The day-to-day provision for statemented pupils is excellent. Very detailed analysis of their individual needs helps teachers and teaching assistants to support them very effectively.

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

49. The previous inspection reported some positive features in the school's relationships with parents. The school has worked hard to build on these and to establish very effective links with all the parents. Through the questionnaires and at the pre-inspection meeting, most parents expressed positive views of the school. Over 90 per cent of respondents feel that the school is well led and managed, the teaching is good and they would feel comfortable about approaching the school with any problems or concerns regarding their child. A small number of parents felt they were not well informed about their children's progress, but the inspection finds that this concern is not justified. Parents are kept well informed about the school's work through weekly newsletters, information sessions about aspects of the curriculum and termly curriculum information sent out by each class teacher. Those new to the school are effectively introduced to it through induction meetings and a 'welcome pack', and the school arranges for parents who speak the same language to be put in touch with each other. The prospectus and governors' annual reports are generally informative and readable, though the latter does not include the results of national tests as required. Pupils' annual reports are useful, with most giving a clear picture of pupils' achievements as well as an indication of their strengths and weaknesses. Most written communications issued by the school are in English, but there are plans underway to translate the prospectus into other languages.

Teachers are always available before school and at the end of each day, to enable parents to raise any queries or concerns as soon as they arise.

50. Parents of pupils with special educational needs have regular opportunities to meet with their child's teacher and/or the special needs co-ordinator. Pupils' Individual Education Plans are shared with parents and this is effective in making sure that they are kept informed of their child's progress and the school's provision for them.
51. Parents feel welcome at the school although relatively few play an active role in its day-to-day life. There is no parents' association and not many parents help regularly in the school. There are few opportunities for parents of nursery children to become involved in helping. However, many parents enjoy attending assemblies, assisting on school outings and supporting events such as the summer fair and school productions. Also, consultation meetings for parents are well supported. Teachers make alternative arrangements to see those who are unable to attend. Occasionally, individual parents give one-off talks on areas of expertise such as aspects of faith. Their expertise is also used for events such as the recent international food afternoon and for some extra-curricular clubs. Parents' views are valued; they were consulted about the recent playground improvements and are regularly invited into the school to observe lessons.
52. Through the school's strenuous efforts, parents are now beginning to become more involved in helping their child learn at home. There is a reasonable level of support for homework and listening to reading. Further signs of improvement in parents' involvement in their child's learning include the success of the weekly after school Reading Club, which has been well attended and appreciated by a significant number of parents. Overall parents' involvement in their child's education is satisfactory, though the home circumstances of some families make it difficult for them to give time and space for their child to work at home.

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

53. There is very good leadership and management of the school by the headteacher, strongly supported by the two deputy headteachers and other key staff. The headteacher has a clear direction for the school, based on raising standards, and all members of the school community are both aware of and support this. All staff have a clear commitment to the identified aims and values of the school with an emphasis on the promotion of good standards of behaviour by the pupils and the expectation that every pupil can do well, as stated in the school's mission statement. The headteacher's collegiate approach of involving all staff in the decision-making process, and of valuing all contributions, has led to successful developments taking place and a strong sense of team work established.
54. The school's aims and values are reflected very well in the good behaviour of the pupils and the quality of relationships throughout the school. The school's ethos is very good. Pupils are encouraged to work hard. They are made very aware of what is expected of them and they receive praise for their efforts as well as clear guidance about what they have to do to improve. There is a strong inclusive commitment to equal opportunities, regardless of background or ability. The school rightly places a high value on the cultural diversity of the pupils ensuring that there is tolerance and respect for pupils' values and beliefs. Adults and pupils respect each other and this creates an environment with a high degree of trust amongst staff and pupils.
55. Kelvin Grove is a large school and the clearly defined management structure helps the school work very effectively. Very good leadership is also seen through the role of the curriculum co-

ordinator and this is an improvement since the previous inspection. Although the school has difficulties in covering all subject areas at all times, the on-going training of co-ordinators is sufficiently well-established to ensure continuity is maintained. As part of the school's monitoring and evaluation system, co-ordinators are being trained in lesson observations and monitoring pupils' work, and information from this have been fed into their action plans which inform the overall school management plan. The senior management team and co-ordinators for English, mathematics and science are systematically monitoring the teaching of these subjects very well. This has helped to enhance the teaching standards and to ensure that agreed behaviour rewards and sanctions are consistently implemented.

56. Co-ordinators of other subjects monitor teachers' planning and pupils work to ensure all agreed developments are fully implemented and standards reached by pupils are at the expected level. They have not yet monitored teaching in their subjects, but this is a target for development. The co-ordinator for special educational needs offers very good leadership. She communicates well with teaching assistants, with outside agencies and with the governor with responsibility for special educational needs, so they are all well informed about the identified needs of the pupils. The co-ordinator for pupils from ethnic minority groups also provides very effective leadership. She has been instrumental in developing the inclusive approach in the school. She monitors pupils' on-going progress rigorously to ensure all groups are achieving as well as their peers, and sets up systems for addressing the needs of any who appear to do less well.
57. The school's strategy for appraisal and performance management is satisfactorily established. A good system is in place for the induction of new teachers and for the support of newly qualified teachers. More experienced teachers teach demonstration lessons when required, and work alongside new or less experienced members of staff to provide good support. Job descriptions are generic and outdated and could usefully be reviewed.
58. The headteacher analyses the results of pupils' attainment very carefully comparing these with school trends over time and with standards in other schools. Information is then used to produce the next set of school targets and effective action is taken to attain them.
59. The school plans very well for change with a useful one year development plan prepared, following an annual review of the school with the local education authority, discussions with teaching staff, and co-ordinators' action plans. Strengths and weaknesses are well identified and priorities agreed for the year's focus. This is an improvement since the previous report. The headteacher had identified that, as the current plan neither indicates possible costings for the year nor gives a broad outline indication of future priorities, that this is an area for further development.
60. Governors are supportive to the school and share with staff a commitment to raising standards. There have been a number of vacancies in the governing body and new members have been recruited recently. At present the role of governors in shaping the direction of the school and in formulating decisions is underdeveloped overall. The chair of governors knows the school and its strengths and weaknesses well. The committee structure that is in place operates irregularly with only brief minutes kept of meetings. The headteacher's reports to the Governing Body are brief and do not ensure that governors are fully knowledgeable about the school and its activities. Governors have links with some subjects and areas such as literacy, numeracy, ICT and special educational needs and, where these are well established, they provide useful support for the school.
61. Governors visit the school and spend time on informal visits to classrooms, so they are developing an awareness of what the pupils are achieving. Governors have not met fully the statutory

requirements for performance management targets to be set for the headteacher this year in consultation with an external adviser. They felt that the system was not particularly useful last year.

62. Specific funds for pupils with special educational needs and for children for whom English is an additional language are used extremely effectively. The support given to these pupils is very good and reflected in the good progress they make through the school. All other grants are used appropriately. The Excellence in Cities initiative has funded the recent appointment of a learning mentor who is providing good support for the pupils.
63. Financial planning by the headteacher, senior management team and bursar is good and the recommendations on the last auditors' report have been carried out. The finance committee of the governing body has been meeting irregularly. Now that a new chair of the finance committee has been appointed, there is an opportunity to meet more often, with detailed minutes, so that the governors can play a full role in considering the financial implications of the school's priorities, both in the short term and more strategically.
64. Financial administration is very efficient and responsive to the needs of the school. The administrative team makes a significant contribution to the orderly and smooth day-to-day running of the school. Effective use is made of new technology for financial administration, monitoring standards, and analysis of data. The school applies best value principles in respect of its financial administration and purchasing procedures. It also compares and challenges its own performance and standards, both in respect of national standards and of standards attained in similar schools. Consultations with parents have been held on matters such as school uniform and the development of the playground areas.
65. There is a good match of teachers to the demands of the curriculum, ably supported by a strong team of teaching assistants. Current vacancies for a two co-ordinators are being advertised. The accommodation and resources are good and well cared for. The teaching staff has utilised every available space well to create attractive teaching and learning areas for groups of pupils.
66. The school provides very good value for money which is an improvement on the previous inspection when it was found to be sound.

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

67. In order to further improve the work of the school, the governors and headteacher should:

(Each is followed by a reference to the paragraph(s) in which it is discussed).

- (1) Refine the curriculum in the nursery by:
  - taking account of the ‘stepping stones’ in each area of learning in the teachers’ daily planning;
  - matching activities to specific areas of learning, with clear learning objectives;
  - identifying regular opportunities for adult input both in directed activities and whilst children make their own choices, with clear learning objectives;
  - building assessment opportunities into the planning; and
  - using the outcomes of assessments to assist future planning.

(see paragraphs 27, 70, 73, 75-77, 84)

- (2) Evaluate teachers’ planning in foundation subjects, particularly aspects of art and design, design and technology, and geography, to ensure that each lesson develops pupils skills, knowledge and understanding that are specific and relevant to that subject.

(see paragraphs 27, 110, 117, 122)

- (3) Continue to seek ways of improving pupils’ attendance and punctuality.

(see paragraphs 15, 44)

- (4) Further develop the role of the governing body in monitoring the work of the school and helping to plan the school’s development.

(see paragraphs 60-61, 63)

In addition to the key issues, the following should be considered for inclusion in the action plan. (Each is followed by a reference to the paragraph(s) in which it is discussed.)

- (1) For the governing body to ensure that their annual report to parents meets statutory requirements; and

- (2) For the governing body to re-introduce Performance Management for the headteacher.

(see paragraphs 49, 61)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	35

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	18	33	24	3	0	0
Percentage	1.2	22.8	41.8	30.4	3.8	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	398
Number of full-time pupils eligible for free school meals	12	217

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	72

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	120

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	26

### *Attendance*

#### **Authorised absence**

	%
School data	5.6
National comparative data	4.2

#### **Unauthorised absence**

	%
School data	4.6
National comparative data	0.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	28	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	29
	Girls	22	22	25
	Total	46	46	54
Percentage of pupils at NC level 2 or above	School	79 (89)	79 (82)	93 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	30
	Girls	22	22	26
	Total	46	47	56
Percentage of pupils at NC level 2 or above	School	79 (88)	81 (93)	97 (95)
	National	85 (84)	89 (88)	89 (88)

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	35	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	22
	Girls	26	29	35
	Total	42	49	57
Percentage of pupils at NC level 4 or above	School	74 (91)	86 (94)	100 (100)
	National	75 (75)	74 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	19
	Girls	29	28	32
	Total	47	48	51
Percentage of pupils	School	84 (46)	86 (61)	91 (89)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	71
Black – African heritage	71
Black – other	72
Indian	1
Pakistani	0
Bangladeshi	3
Chinese	12
White	149
Any other minority ethnic group	19

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	5	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	21.2
Average class size	28.4

#### **Education support staff: YR– Y6**

Total number of education support staff	17
Total aggregate hours worked per week	361

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25
Total number of education support staff	3
Total aggregate hours worked per week	87
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	7

### ***Financial information***

Financial year	2000-2001
	£
Total income	1,383,350
Total expenditure	1,438,920
Expenditure per pupil	3,212
Balance brought forward from previous year	98,837
Balance carried forward to next year	43,267

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	470
Number of questionnaires returned	197

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	2	1	1
My child is making good progress in school.	76	21	2	1	0
Behaviour in the school is good.	54	38	4	2	2
My child gets the right amount of work to do at home.	47	38	9	3	3
The teaching is good.	68	27	2	2	1
I am kept well informed about how my child is getting on.	58	23	13	4	2
I would feel comfortable about approaching the school with questions or a problem.	71	22	3	2	2
The school expects my child to work hard and achieve his or her best.	73	22	2	1	2
The school works closely with parents.	51	37	6	2	4
The school is well led and managed.	58	34	3	1	4
The school is helping my child become mature and responsible.	61	33	3	1	2
The school provides an interesting range of activities outside lessons.	50	27	5	3	15

About 25 parents attended the pre-inspection meeting for parents. They were generally pleased with what the school offered. They felt standards in literacy, numeracy and ICT had risen. Home and school share the same values and pupils know what is expected. Parents are kept informed, but some

would like to know specifically if their child was reaching the expected standards. All were aware about the need for good attendance. Regular homework was set and felt to help their children's learning. Behaviour was managed well. Parents are encouraged to help when they can and the school takes note of their ideas. The school was certainly improving.

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

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

68. Provision in the nursery is satisfactory and in the reception classes it is good, making provision in the Foundation Stage satisfactory overall. In the previous report, provision in the nursery was judged to be good. Induction arrangements are satisfactory. The nursery staff undertake home visits, and children visit the nursery with their parents prior to admission. Visits to the reception classes are arranged before the children transfer. Consultations take place when the children leave in the nursery, though some parents would welcome more information during their child's time at the nursery. Formal meetings for parents are organised in the reception classes in the Autumn and Summer terms in line with the rest of the main school. However, there are many opportunities for informal discussions both in nursery and in the reception classes.
69. Attainment on entry to the nursery is well below the expectation for children of that age. Baseline assessment results on entry to the reception classes indicate that standards are still well below average overall, except in the area of physical development, where standards are similar to those expected nationally.
70. The quality of teaching in the nursery is satisfactory overall in all areas of learning, though all five sessions observed had unsatisfactory aspects. This is because teachers' planning lacks sufficient detail of which areas of the early learning goals are the focus for each adult or group of children. Opportunities for good adult intervention are sometimes missed, so that children's learning does not move on as quickly as it might, though some effective intervention was observed when children were outside. Planning does not indicate clearly enough which learning experiences are available for the full-time children to ensure they do not simply repeat their morning activities. Teaching was better where clearly directed activities enabled children to progress, such as when a teacher led a brief music session, encouraging the children to beat instruments in time to tunes such as Postman Pat. The skilled teaching by the reception teachers, well supported by the capable teaching assistants, enables children to achieve well in all six areas of learning. Although the children are still working at below average standards, good foundations are being laid from which they can progress in Year 1. Teachers' planning is very clear and detailed, particularly for communication, language and literacy, and for mathematical development. Learning objectives for the week are shared with the children and are frequently referred to, which ensures children achieve well. In the nursery classes, although assessments of individual children with a regard to particular areas of learning are diligently made, these are not yet used to help guide the next stages in planning. The assessment system in the reception classes is more clearly focussed and used to formulate group and individual targets. This is used particularly well in the areas of communication language and literacy, and in mathematical development.

71. There is an attractive environment for the nursery children with two good sized classrooms, and good outdoor provision. Although the outdoor provision for reception classes is shared with the rest of the school, children have frequent access to it. The use of this area is very well planned to meet the children's learning needs, with sufficient, well-organised resources.
72. Parental involvement on a day to day level is limited, though parents are interested and supportive. They help when there are particular outings, such as a visit to the Horniman Museum, and the annual coach outing to Broadstairs, which is a highlight of the children's time in the nursery classes.

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

73. Few of the children are on course to reach all of the expectations of the early learning goals in their personal, social and emotional development, by the time they have completed the Foundation Stage. However, the staff place appropriate emphasis on developing this area and children make good progress. In the nursery they are encouraged to be independent. For example, they are expected to fetch and put away their own aprons and to tidy up at various stages in each session. There is some encouragement to work together, but too few instances of co-operative play or work were seen during the week of the inspection. Children separate calmly from their parents or carers. The self-registration system, where children put their own picture card on a board, helps independence skills. A wide range of activities is available, but many children tend to flit from one activity to another. Where there is an adult led activity, however, their concentration is extended and children then sustain tasks for a reasonable period of time, such as when they pretended to be pop idols and took turns to sing on a little stage made from wooden blocks whilst encouraged by a teacher.
74. In the reception classes, the clear rules and routines promote children's ability to take turns, listen to each other's ideas and be sensitive to the needs of others. Activities are well planned to meet the needs of all children, which encourages them to stay on task. The children know the established routine and understand that they work with an adult for some tasks, whilst at others they work independently or choose. Children are given responsibility; for example, each has the opportunity, on a rota system, to take the register to the office. There is a calm working atmosphere, which encourages good attitudes to work and play. Children are encouraged to take turns in all areas of the curriculum, including the outdoor environment, and in the role-play areas, which at present are 'Rainbow Rooms' to link with the topic of colour. Adults provide good role models. Children are treated with courtesy and respect, and there are clear signals which are used when children do not behave as expected.

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

75. Children are unlikely to reach the national expectations in the early learning goals in communication, language and literature by the time they have completed the Foundation Stage. Children enter the nursery with poor literacy skills. Many speak English as an additional language and are unlikely to reach national expectations in this area by the end of reception year. Overall they make good progress throughout the Foundation Stage in speaking and listening. In the nursery the younger children use words and gestures and the older children are keen to communicate using simple statements with emerging confidence. Opportunities to develop children's language to help them articulate their thinking are missed through too little adult intervention. Little active role-play was seen in the indoor role-play areas in the nursery, but some useful intervention with children pretending to have telephone conversations extended their experience when they were playing outdoors. In the reception classes children are beginning to listen and recall stories well: for example, the 'Once upon a Time' story activity that focussed on a large book gave the children a

good opportunity to discuss the story and identify their favourite parts. Great excitement and enthusiasm for language is generated when the teachers dress up, for instance as the witch character, or Little Red Riding Hood.

76. In the nursery, children begin to recognise their names, and enjoy joining in familiar rhymes and singing songs. Few were observed choosing to use the reading area, but teachers set out books that match identified interests, such as dinosaurs. In reception, children know how to handle books and are aware that print carries meaning. Many know that print is read from left to right and are beginning to use pictures to discuss a story. Phonics are taught in a lively manner, which is promoting letter-sound recognition well and most children recognise some initial sounds. Higher achieving children have some basic word recognition and build consonant-vowel-consonant words using magnetic letters on a board. The good teaching of reading and the high expectations for achievement ensures that, though few of the children will reach the national expectations in this area by the end of reception year, they are nonetheless making good progress. The displays in the reception classes are of high quality with clear labelling, charts with high frequency words, words of the week and alphabet charts.
77. Opportunities to develop early writing skills in the nursery are too few at present, which limits progress. The materials to encourage writing are not well-enough prepared, engaging, or appropriate. The good opportunities in the reception classes for children to write and the high expectations, ensures that many of them make good progress, though few are likely to meet the standards expected nationally. Children use a variety of tools to write letters and make marks on paper, with emerging skills. There are good opportunities to make letters out of plasticine and copy letters of the week on white boards. Shared writing sessions promote the accurate construction of letters.

### **Mathematical development**

78. It is not likely that many of the children will reach the national expectations in the early learning goals for all the strands in mathematics by the time they have completed the Foundation Stage. Children enter nursery with very limited mathematical skills, but make steady progress. They enthusiastically join in number rhymes. For example, they play and sing about teddies bouncing on a bed, gaining practical experience of taking away. During an 'Elmer the Elephant' collage activity, children recognised squares and, with help, a rectangle. In a colour-matching game, children successfully selected and matched coloured counters. Children count up to five, some of them securely. They enjoy doing this in song or rhyme.
79. In the reception classes, a few children count to twenty forwards and backwards, whilst others count to ten with confidence. They enjoy the 'find the number' activity when the teacher gives clues such as, 'I am bigger than 3 but less than 5'. Teachers use very good strategies to gain the children's interest, such as wearing number hats, using pointers and glove puppets. Whilst some of the children count up and add on, most needed to use concrete objects to support the activity; and others are still learning to match and recognise numbers up to five. A good range of teacher focus and independent activities provide good support for the children, who make good progress in this area of learning. Careful reviews at the end of the lessons reinforces the children's learning.

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

80. It is unlikely that children will reach the national expectations in all of the strands of this area by the time they have completed the Foundation Stage. Their progress is often impeded by their lack of language, though good foundations are being established. The current topic of 'Colour' provides some good opportunities for the children to explore a reasonable range of activities in the nursery

from first hand experience. For example, when the children played with strips of coloured plastic acetate in the water tray, they were excited to discover that things looked a different colour when viewed through these. When filling containers with water some children knew and understood the terms 'full up' and 'empty'. Many opportunities are provided for the children to use a variety of constructive equipment. They enjoyed baking cakes, seeing how the raw ingredients changed after being cooked. Children use the computer more confidently when supported by an adult and a few are beginning to use the mouse with some control.

81. Children continue to make good progress in the reception classes. During an outdoor session, they excitedly discussed their experiences when they collected some minibeasts and looked at these through magnifying glasses. The creatures were treated with great respect and released carefully back into the garden at the end of the session. Good teaching in the ICT suite ensures that children are taught how to use specific programs, such as creating number stories in the Peter Rabbit game. Children are then given frequent opportunities to use the program independently on the class computer.

### **Physical development**

82. Children's achievement in this area is in line with standards expected nationally by the end of the Foundation Stage. Children make very good progress. The nursery children show a good developing awareness of space as they run around without bumping into one another. They ride wheeled vehicles, climb, balance and are encouraged to jump correctly, all of which supports their larger physical skills. Some of the nursery children use scissors with confidence, whilst others struggle when cutting greetings cards to stick on a piece of paper. There are creative opportunities for children to use malleable materials. They squeeze a variety of shapes and mould play-dough, using tools to roll and cutters to cut shapes. Sand and water play provides practice for pouring and filling.
83. Reception children show good control of the wheeled vehicles when the class teacher engages them in a road safety game. Fine co-ordination skills develop as they use scissors, the computer mouse and small construction equipment. Most reception children cut skilfully when cutting out numbers to match numerals to quantities on their activity sheet. The children manipulate plasticine carefully to make the letters or words for the week, and have good opportunities to thread beads, and use glue and sellotape independently.

### **Creative development**

84. When they enter the nursery children's creative skills are low and, although they do not meet the standards expected nationally, they make good progress in this area of learning by the time they leave the Foundation Stage. A sound range of activities is provided in this area. Nursery children paint, sing songs and engage in imaginative play. However at times the organisation does not sufficiently encourage children to paint or to make models. When encouraged to join in an collage activity using prepared coloured squares, the children discussed the colours of the rainbow and how to arrange them, thus making better progress. When two girls created a story around their building of a tower, they had difficulty expressing themselves due to their limited vocabulary. A lack of adult intervention limited their development of ideas. During outdoor sessions, children enjoy creating colourful patterns on both the large chalkboard and the whiteboard. They have access to musical instruments and experiment with making sounds. They know when they are playing loudly or softly and can maintain a steady, rhythmic beat.
85. Reception class children learn to mix colours carefully and discover that red and yellow make orange. During an outdoor session, children were excited to discover a box of percussion instruments and, with encouragement from the teacher, began to copy simple rhythmic patterns.

Good quality imaginative role play was observed in the outdoor sessions, such as when the children pretended to have a picnic. Children's work is carefully displayed, and teaching areas are stimulating with bright and exciting displays. Children are positive, have good attitudes to this area of learning and concentrate well.

## ENGLISH

86. Results of the 2001 national assessments for pupils at the end of Year 2 and Year 6 show an improvement since the last inspection, and there has been an upward trend over the last four years. Inspection evidence indicates that by Year 2, standards are below those expected nationally, and by Year 6, standards are now in line. The success is due to several factors. The introduction of the National Literacy Strategy has given a clearer structure to the teaching of literacy skills, and the overall quality of teaching has risen. Pupils are taught in smaller groups, based on their prior attainment, which has allowed teachers to match work to pupils' needs. Booster classes are run for pupils whose current attainment is below average and they make good progress in these sessions. Regular, good-quality support is offered for pupils who arrive with little or no English, so they can take a full part in the class lessons. The school has set challenging targets for future improvements in English and shows a determination to meet them through all aspects of its work.
87. Pupils start school with language skills that are weak compared to what is expected nationally. All pupils achieve well throughout the school and make good progress from this low starting point. The 2001 national assessment results reflect average levels of progress in comparison to schools with similar attainment at the end of Key Stage 2, but this comparison is unreliable because of the high levels of pupil mobility in the school. There are little differences in the attainment of boys and girls. Throughout the school, pupils with special educational needs make good progress because work is well matched to their level of development and there is well-targeted and very effective support from teaching assistants. Pupils with English as an additional language also make good progress because tasks and materials are adapted to their needs.
88. Speaking skills are below national expectations by both Year 2 and Year 6, but listening skills are at the expected level. Pupils generally listen attentively in whole class sessions and follow instructions well. However, in Year 2 pupils make few spoken contributions and their comments tend to be short and based on a limited vocabulary. By Year 6, pupils express their ideas when asked specific questions, but they sometimes lack the confidence to develop these contributions, express complex ideas or build on what other pupils have said. They have many opportunities to develop speaking skills, through class discussions and when talking about what they have learnt in lessons. School productions give pupils a chance to perform to an audience. However, there are not enough planned opportunities for all pupils to develop progressively the full range of speaking skills.
89. Pupils' reading skills are below the national average by Year 2. All pupils have a good phonic knowledge, but only higher attaining pupils use a wide range of strategies. Pupils are interested in books and enjoy reading at their level. They are aware of the features of different types of books such as playscripts and dictionaries. At the end of Year 6 pupils are reading in line with the national average. They read from a range of sources, for example, pupils in Year 4 read adverts to extract information. In Year 6, most pupils show fluency in their reading and readily correct themselves when they make a mistake. They understand the plot of complex stories, make inferences from what is written, have opinions about the characters and have preferences about the types of books they like to read. They have a sound knowledge of the features of non-fiction

books and use the contents page and index appropriately to find information. In Year 6 they skim and scan texts to draw out appropriate information. Lower attaining pupils read texts with unknown words, but lack fluency and do not understand hidden meanings. Higher attaining pupils have very good intonation and show their depth of understanding of the text by using pauses to create a particular atmosphere. They have also developed an interest in the work of particular authors.

90. Pupils' writing skills are below national expectations by Year 2. Most pupils write simple stories and use sentences. They are aware of story settings and characters, but the development of these is still limited. The teaching of handwriting is consistent and most pupils join their letters confidently. Pupils spell common words correctly and make plausible attempts at more complex words, using the spelling rules that they have learnt. Pupils are keen to write and are aware of the reasons of different types of writing. By Year 6, standards are in line with national expectations. Most pupils write confidently for a range of purposes, using different styles and choosing words to create a particular effect. Higher attaining pupils do this particularly well and create and sustain a distinct style in their writing. Handwriting continues to develop and pupils generally present their work well.
91. Overall, the teaching seen was good throughout the school, and this is an improvement since the last inspection. It was very good in seven of the eighteen lessons observed, good in six lessons, satisfactory in four lessons and unsatisfactory in one. Teachers have very good subject knowledge and therefore introduce concepts confidently, using appropriate subject terminology. Planning is very detailed and shows progression in the work covered and links between the work that is done during each week. For example, pupils in Year 4 wrote slogans which were to be turned into jingles during a subsequent lesson. Planning for pupils with special educational needs is generally good, though in a Year 2 lesson the time spent on spelling was far too long and pupils lost interest. Teaching assistants make a very good contribution to the pupils' learning, for example, through the Early Literacy Scheme in Year 1, which provides focused teaching and has a good impact on learning. Teachers generally make very good use of ongoing evaluation of lessons to match tasks closely to the pupils' needs. This means that they respond well and maintain interest. Marking is very good and provides detailed feedback to the pupils about their work. There is good use of individual and group targets to help pupils identify the progress in their learning.
92. Pupils have a very good opportunities to use and extend their literacy skills in other subjects, for example, in history they write letters and in geography they write from different points of view. However, there are few planned opportunities to enhance speaking skills in other subjects.
93. The subject is led very well by the co-ordinator. She models very good practice and provides effective training and guidance for colleagues. She has undertaken rigorous monitoring of teaching and pupil attainment and gives informative feedback to teachers. She has a very clear idea of the areas to be addressed to continue to raise attainment in the subject. Resources are good and classrooms have many effective displays to support the pupils' learning such as reminders about spelling rules.

## **MATHEMATICS**

94. Since the time of the last inspection report standards have shown a considerable improvement. At that time standards reached by Year 2 were at the expected level, but were below average by Year 6. Current standards are in line with those expected for both year groups. This reflects the most recent national test results, which showed standards to be average, when compared with all

schools, and well above average when compared with similar schools. Although there have been some fluctuations, there has been an overall improvement in standards since the time of the last report. There are several factors that have contributed to this; the introduction of the National Numeracy Strategy has given a clearer focus to lessons and the overall quality of teaching has risen. 'Setting', whereby pupils are taught in groups based on their prior attainment, has been introduced. This has allowed teachers to focus more effectively on pupils' individual needs. Booster classes are run for pupils whose current attainment is below average. Pupils make good progress in these sessions, benefiting from the smaller classes, and this is further aiding the improvement in standards.

95. Pupils enter the school with below average attainment and many have a limited command of English. Throughout the school pupils make good progress and, by Year 2 and Year 6, they reach the nationally expected levels for their age. Pupils with special educational needs and those with English as an additional language also progress well. These pupils are well supported by classroom assistants and class teachers are sensitive to the needs of the range of ability within their classes and plan accordingly
96. Pupils receive a well-balanced mathematics curriculum that provides coverage of all the required strands of the National Curriculum. An appropriate emphasis is placed on the development of numeracy, and opportunities are taken to consolidate knowledge through work in other subjects. In science, for example, Year 4 pupils measure and record the time taken for an ice cube to melt, and Year 6 pupils produce line graphs to record the results of their investigation of shadows.
97. Younger pupils learn to recognise numbers and to place them in the correct order. They read and write numbers correctly and count both forwards and backwards. They recognise repeating patterns and are beginning to understand place value. By the time they are seven almost all pupils have a sound understanding of number. They hold a good recall of addition and subtraction facts and are gaining confidence in working with number. Pupils name common two and three-dimensional shapes, and most describe their properties using correct mathematical terminology. Pupils present data accurately in the form of a block graph, for example, to show the results of a survey of favourite colours.
98. The standard of mental mathematics is good. The school places great emphasis on this and it forms an important part of every lesson. Standards in numeracy are improving because pupils are encouraged to think mathematically. Teachers encourage pupils to know number facts 'by heart', and pupils employ a range of appropriate strategies to solve problems. By the time they leave the school, pupils of average ability are confident with number. The good rate of progress is attributable to the consistency of the teaching, most of which is good, and to the planning of the curriculum, which ensures that knowledge is developed systematically. The school has successfully introduced the National Numeracy Strategy and this is increasing pupils' skills and confidence in working with number. Pupils have a good mathematical vocabulary, which they use well to describe what they are doing. They have a good understanding of place value and older pupils know their multiplication tables. Pupils learn to make sensible estimates and to check the reasonableness of their answer. They understand area and volume, and most calculate these accurately. Pupils create and interpret data in a variety of graphs.
99. Pupils' attitudes to learning are very good, which are a further factor in the good progress achieved. Pupils enjoy the subject and work with enthusiasm. The majority sustains concentration appropriate for their age, and older pupils demonstrate very high levels of perseverance and concentration. Pupils form very good relationships and work well co-operatively and

collaboratively. They treat equipment with care and share resources sensibly. The standard of presentation is very good and teachers set high standards in this area.

100. The quality of teaching in mathematics is good overall. Of the lessons observed, two were satisfactory, six were good, six were very good and one was excellent. Teachers have a good knowledge and understanding of both the subject and the requirements of the National Curriculum. They plan work that is well matched to the range of ability within their class, thus ensuring that knowledge builds on what pupils already know and understand. However, higher attaining pupils are not given many challenges to undertake investigative work. Good use is made of classroom assistants to support lower attaining pupils. Teachers explain clearly, question pupils effectively, set a brisk pace and encourage efficient thinking. They are skilful in introducing and reinforcing mathematical vocabulary, so that pupils use it with accuracy and understanding. Teachers' very good organisation and classroom management contribute to the effectiveness of the teaching. This was illustrated in a Year 2 lesson where, though the teacher was working with one group, she remained alert to the needs of others. Consequently, she was able to intervene appropriately when clarification was necessary. All lessons contain some good direct teaching, and teachers strike an appropriate balance between mental and written mathematics. Teachers mark work carefully, and most make it clear to pupils how their work could be improved. They make efficient use of resources, such as measuring equipment and number lines, and teach pupils to use them correctly and appropriately.
101. The mathematics co-ordinators are playing an important role in the continuing development of the subject. Priorities for development are identified and used to formulate an action plan. The effectiveness of teaching has been evaluated through lesson observations and an analysis of pupils' work, and teachers' planning is monitored on a regular basis. Overall, the school has made very good improvements since the time of the last inspection and is well placed to develop further.

## SCIENCE

102. In the previous inspection, standards in science for Year 2 pupils were judged to be in line with national expectations. Evidence from the inspection of pupils' work and in lessons show that the standards of pupils presently in Year 2 are overall above average. Pupils are achieving well, because the curriculum is better organised and the subject is taught regularly enabling pupils to gain sound knowledge and understanding across all aspects of the subject.
103. Since 1997, when results in the science national tests for eleven-year-olds were very low, and standards in the previous inspection were judged well below those expected, excellent improvements are evident. Results in science have been above the national average since 1999. Last year, all pupils attained the required standard and nearly half reached the higher level (Level 5). These high standards have been maintained, though fewer pupils are likely to reach Level 5 as there are not so many higher attaining pupils in the present Year 6. However, all groups of pupils achieve very well against their prior attainment and overall standards are well above those expected. Pupils from different backgrounds and those with English as an additional language also reach very good standards. An analysis of work in pupils' books shows good coverage of all strands of the subject, though investigation and experimental science is less well developed at present. However, there is evidence of this aspect being taught systematically throughout the school now.
104. By Year 6, pupils have a good understanding of the life processes of plants and animals. They study how animals and plants are suited to their environment, the importance of nutrition, activity

and health for humans, and discover that micro-organisms can be both beneficial and harmful. By observing a candle burning, and by freezing and boiling water, they understand the principles of reversible and irreversible changes in materials. They confidently construct an electrical circuit and investigate how changing the components can make bulbs brighter or dimmer. Pupils have an awareness of the principles of a 'fair test' and the higher attaining pupils form a hypothesis and can explain the reasons logically for their decision. They are not yet sufficiently secure in all the processes to design and conduct their own investigations independently. Planning indicates that this will be developed during the next term. ICT is used satisfactorily to support learning in science, such as pupils using the Internet for research and compiling graphs of the results of experiments.

105. Overall, the quality of teaching and learning is very good because of the high standards reached and very good achievement of all pupils over time. Only four lessons were observed. The quality of teaching was good in three and satisfactory in the other. In a good Year 4 lesson, pupils had the opportunity to conduct an independent investigation about insulators and conductors of electricity within a structured set of simple variables. All resources were ready, and the task clearly explained. Adult support was used effectively to ensure all pupils understood the purpose of the activity and the new vocabulary. The teacher's good questioning, and high expectation that pupils would analyse results and draw their own conclusions, moved pupils on well in their understanding. The practical nature of the task meant all pupils could take a full part and learn well. The pupils maintained interest throughout the lesson and worked hard. They co-operated happily in their groups, shared the resources and took turns with the tasks. In a good Year 2 lesson, the teacher used resources imaginatively to engage the pupils' interest. Photographs of each pupil were available for them to sort according to different criteria, in order to understand that humans have similarities and differences although they all belong to the same group. Due to a minority of pupils finding it difficult to take turns and listen to each other, learning overall was not as good as it could have been. However, the teacher maintained very good control and nearly all pupils achieved the learning objective. Teachers make learning fun for pupils too. For example, Year 5 pupils were encouraged to explore how they could use their facial muscles in different ways, which caused great amusement, but also heightened their observational skills and understanding of how this set of muscles work. Teachers marking is of very high quality. They use it to measure pupil's progress against the learning objectives, to identify strengths and weaknesses in pupils' learning and to address possible misunderstandings. Time is given at the beginning of lessons for pupils to read any comments and respond to questions set or remarks made. Even the youngest pupils complete such tasks consistently. This is a very strong feature of on-going assessment and an important element in helping pupils to achieve well.

106. Literacy skills are promoted well through science. A good emphasis is placed on discussing and sharing ideas. Pupils are taught how to record their work in the agreed structured way and to include well labelled diagrams and illustrations. Year 2 pupils kept a diary to record the results of their investigation into what plants need to grow and Year 5 pupils researched how seeds are dispersed. Pupils' work in their books is presented with great care and accuracy. Numeracy skills are also promoted well. For example, Year 1 pupils sort living and non-living things into sets. Year 3 investigate what their classmates' dogs like to eat and create a graph to display the results. Year 6 measure the distance of shadows accurately to the nearest tenth of a centimetre and measure the force of gravity in Newtons.

107. The co-ordinator offers very good leadership. Since she was appointed after the previous inspection, she has developed a detailed and very helpful scheme of work which is now well embedded throughout the school. She monitors pupils' work, planning and teaching and this has ensured teaching and learning has consistently improved. Pupils' work is assessed at the end of every unit as well as annual tests being analysed and used effectively to check progress, identify

weaknesses and to set targets. As a result of the monitoring procedures, the co-ordinator rightly has identified the need to further develop experimental and investigative science. The results of this focus can already be seen in the improved standards in this area amongst the younger pupils. Science is further promoted by the organisation of a Science Week each year involving outside professionals.

## **ART and DESIGN**

108. In the previous inspection, standards in art were judged in line with national expectations by Year 2 and by Year 6. The school has maintained these standards and work is at the expected level, but with some good standards seen in drawing and painting in Year 6. Pupils of all abilities and from different backgrounds achieve at least satisfactorily in art and design across the school.
109. Pupils have a satisfactory range of different experiences and learn specific skills and techniques. They develop good drawing skills through the regular use of sketch books. Year 1 learn to mix paints and they complete self-portraits using paint and textiles. All features are included, such as eyelashes and noses, many in good proportion for their age. Pupils create imaginative and well-constructed sculptures out of natural materials. By Year 3, pupils progress to using pastels to create pictures that portray 'relationships' with satisfactory results. Year 5 produce still life compositions and create depth effectively through the use of perspective and tone. Year 6 sketch from pictures of well-known personalities to capture movement. Good standards are evident in the high quality use of shading, proportion and form. Year 6 pupils also produce some attractive painted landscapes with good use of colour mixing to create perspective.
110. Only four lessons were observed. The quality of teaching was satisfactory in three and good in one. In a good Year 6 lesson, pupils were designing their own posters incorporating words or numbers, based on the work of Robert Indiana. The teacher taught explicit skills, such as how to create the serifs to join the letters seamlessly, and used effective examples from previous sketches to help pupils understand how they could improve their original ideas. She emphasised the importance of taking their work seriously and played gentle background music to aid concentration. As a result, pupils worked hard, made good progress and produced work of good quality. The other lessons were introducing new topics, so basic understanding was being established. The strong features were the effective use of teaching assistants to support groups of pupils, use of specialist vocabulary, and the clear explanations given. Some lessons had weak aspects such as the pupils being given thick card and ordinary scissors with which to cut out their print designs. As a result, many pupils opted to create a less complex shape. Another lesson, based on national guidelines, had a limited focus on the art and design element.
111. The co-ordinator has very good subject knowledge and offers good support to her colleagues. After re-writing the scheme of work to ensure an adequate breadth of experiences was offered to pupils, she compiled a very helpful set of resources for each unit being studied. As well as resource boxes, these include relevant examples of the work of men and women artists, those from different cultures, and from the past and present. This is a good improvement since the previous inspection. In order to aid the assessment of pupils' work and to monitor their progress, she is now compiling year group portfolios where work is matched to National Curriculum levels. Pupils' work is highly valued in the beautiful displays around the school.

## **DESIGN and TECHNOLOGY**

112. Inspection evidence from lessons and work seen indicates that, at the end of both Year 2 and Year 6, standards in design technology are in line with those expected nationally and pupils achieve at least satisfactorily against their prior attainment. There has been a good improvement since the last inspection, particularly by Year 6. This results from the good work that the school has done in developing structured, progressive plans that help teachers to know what they should teach.
113. Although little work in lessons was seen, that on display was of a consistently high quality and, both this and lesson evidence, indicates that design technology is a positive feature of the school's curriculum. In particular, pupils take a pride in their work so that, at its best, it is finished to a very high standard, as exemplified by the "take a seat" work done in Year 4 and the musical instruments in Year 5.
114. Pupils are taught skills of designing, making and evaluating from the time they enter the school so that they develop a good understanding of the process and are in a strong position to build on the skills they have learnt. For example, Year 2 pupils progressed from a design for a "coat of many colours", through an exploration of patterns in sticky paper, to finding out the best way to join fabrics. Good links are made with other subjects, such as in Year 1 when they wrote about a magic box and made the box from cardboard.
115. As they progress through the school, pupils work on tasks of increasing complexity and learn to make effective evaluations. The work seen indicates that care is given to the importance of design in the construction process. This is well supported by the 'process diaries', recently introduced by the co-ordinator, in which pupils carefully record each stage of their work. Work displayed in the school that is accompanied by these diaries underlines its importance to pupils. Pupils disassemble products to see how they are made, and apply what they learn from this process to their own work. For example, in Year 4, pupils investigated how packages were strengthened and, in Year 5, applied these principles to their own constructions. A good range of materials is used so that, by the time they leave the school, pupils' experiences include working with paper, cardboard, papier mache, fabric wood and food technology. Pupils' design technology books continue from year to year and so provide a useful record of their progress.
116. Only three lessons were observed. The quality of teaching was good in one and satisfactory in two. In the good Year 5 lesson, teachers introduced pupils to an interesting selection of breads for them to examine in detail, prior to designing and making their own. This prepared them well and gave them a good insight into how bread could have different textures, shapes and taste. Pupils were engaged by seeing breads from their own cultures included. The lesson was very well organised to maintain good pace and promote learning. In all the lessons, pupils had good attitudes to design technology. They enjoyed the subject and approached it enthusiastically.
117. Since the last inspection the school has established good medium term plans, which provide a clear and progressive framework for teachers' lessons. Very occasionally, though, the lesson focus does not always sufficiently promote the design technology aspect of the topic. Recent acquisition of design technology resources has ensured that all staff have access to the equipment they need.

## **GEOGRAPHY**

118. Pupils' attainment in geography is in line with national expectations by the end of Year 2 and Year 6. The achievement of the majority of pupils, including those with special educational needs

and for whom English is an additional language, is satisfactory in relation to their levels on entry to Year 1. This is a similar position to the findings of the previous inspection.

119. Pupils in Key Stage 1 know about the local area and begin to develop an understanding of the features of places far away. For example, pupils in Year 2 have identified the similarities and differences between the Isle of Struay and Sydenham. Pupils have an awareness of maps which is developed through Barnaby Bear displays, which link postcards and photos to a world map.
120. Pupils in Key Stage 2 gain a deeper understanding of the local area through writing directions. They use books and other sources to research the features of distant places such as India. Pupils in Year 6 know about rivers and the effects of erosion. They understand common map symbols and use grid references, but their understanding of scale is not well developed.
121. During the inspection, only three lessons were observed. The quality of teaching was good in one, satisfactory in another and unsatisfactory in the third. There is generally a specific focus for each lesson. This is shared with the pupils, which means they have a clear understanding about what they are learning and how it links with other work they have covered. However, the explanation of the activity in one lesson was not clear and meant that the majority of pupils could not complete the work successfully. Throughout Key Stage 2, there are well-planned activities to help pupils consolidate their writing skills whilst developing their geographical understanding. For example, Year 6 pupils wrote arguments for and against tourism in mountain landscapes. Good use is made of visits to extend pupils' fieldwork skills. For instance, Year 6 pupils visit Horton Kirby to study the features of rivers. Marking is generally thorough and gives good feedback to the pupils about the strengths and weaknesses of their work.
122. The geography curriculum is based on a national scheme of work and pupils in parallel classes cover similar topics. Overall, there is appropriate breadth of provision, though in a few lessons there is an insufficient focus on geography. For example, pupils in Year 2 learnt about the structure of the eye, and there was little geographical content. The co-ordinator is new to the role and there has not been a subject leader in post recently. She has a clear idea of the steps that need to be taken in order to improve the subject provision but has not yet had an opportunity to monitor the teaching or the pupils' work.

## **HISTORY**

123. Pupils' attainment by the end of Year 2 and Year 6 is in line with national expectations and the school has maintained the standards reported at the last inspection. The achievement of all pupils, including those with special educational needs and for whom English is an additional language, is satisfactory in relation to their levels of attainment on entry to Year 1.
124. Pupils in Year 1 develop an understanding of the past through identifying differences between old and new toys. In Year 2, pupils know about key events in the past, such as the Great Fire of London, and have some understanding of the sequence of historical events through the use of timelines. However, the low level of their speaking skills means that they do not always express their thoughts clearly.
125. Pupils in Key Stage 2 know about events in the recent past, such as the impact of The Beatles, as well as understanding aspects of life in more distant periods, such as the Tudors or the Vikings. Pupils use a range of sources, including books and pictures. For example, Year 3 pupils have studied pictures of Queen Elizabeth II to extract information and pupils in Year 4 have

researched different aspects of Viking lives. Pupils learn to understand the feelings of people in the past, such as when pupils in Year 5 wrote moving stories based on the work of Dr Barnado.

126. Only three lessons were observed. The quality of teaching was satisfactory in two and good in one. Teachers know the level of understanding of the pupils and provide work that is carefully matched to this. Planning is clearly structured and each lesson is part of a logical sequence. Pupils are clear about the learning and work with concentration to achieve the goals that are set. When the pace and variety of the lesson was good the pupils made good progress, because their interest and motivation were maintained. Teachers promote enquiry skills, for example, asking questions about how we know about the past and questioning the reliability of sources. Marking is very informative and identifies ways in which pupils can improve their work. Appropriate resources are used to support learning, for example, Year 3 pupils used photographs to develop their knowledge of Ancient Egypt. Opportunities are taken to introduce historical vocabulary and to develop literacy skills by writing for different purposes. For example, Year 6 pupils wrote interesting letters about the life of servants in Victorian Times

127. The school provides a broad history curriculum which is based on a national scheme of work. There has not been a subject leader in post for a period of time, but the new co-ordinator has identified appropriate priorities for development within the subject.

## **INFORMATION and COMMUNICATION TECHNOLOGY (ICT)**

128. Inspection evidence indicates that, by Year 2, standards in ICT are in line with national expectations and, by Year 6, they are above those expected nationally. Pupils achieve well in this subject. This is an improvement since the last inspection and results from the school's investment in resources, staff training and the very good support given by the subject leader.

129. Pupils learn to use ICT from their reception year, when the subject leader works with class teachers to introduce skills such as manipulating a mouse. In Year 1, pupils are confident in selecting, clicking and dragging, they know how to open and save their work and understand how to create a graph from information they have collected. By Year 2, pupils are confident in a wide range of computer skills, including using text, pictures and tables to present their work. By Year 6, pupils have reached a high degree of confidence and competence so that they create a multimedia presentation, generating slides, adding text and graphics and importing sound effects and video clips. They edit the animation of the slides and add action buttons to activate special effects or to move between slides.

130. Among the strengths of ICT in the school are that pupils experience the full range of activities, including data-logging and control technology and that they have opportunities to use ICT across the curriculum. For example, in a Year 4 science lesson pupils used ICT to record their findings onto a chart, while some Year 5 pupils used a computer programme to reinforce spelling work that they had done in English. Some very good use of a publishing program was seen in Year 6, where pupils had created high-quality newspaper reports, based on the Harry Potter stories. Year 6 pupils have access to an extra curricular ICT club where they have created a high quality newsletter "written by pupils for pupils", using a publishing program. At the time of the inspection technical problems prevented the use of the Internet and e-mail, though there is evidence that pupils have used both regularly in the past.

131. Only three lessons were observed, one of which was satisfactory, one good and one very good. Given the quality of the work seen and the good standards reached by pupils, the quality of

teaching and learning overall is good. Teachers' plan ICT lessons carefully, supported well by the subject leader. The use of ICT to extend learning in other subjects is a consistent feature of the lessons. For instance, Year 6, pupils were researching storms as part of their literacy work based on 'The wreck of the Zanzibar'. Year 3 were introduced to the electronic keyboard and then explored the sound of a range of instruments. In a very good Year 6 lesson on spreadsheets, the detailed planning ensured pupils received a structured and progressive input, which meant pupils learnt at a good pace, understood the processes involved and worked hard throughout. Very good questioning at the end helped pupils assess how well they had met the learning objective, or what else they needed to do in order to achieve it. The teaching assistants have received training from the subject leader, so they provide good support during lessons

132. Good systems are in place for the assessment of pupils' progress and, by the time they leave the school, pupils have a portfolio of their work stored on the computer. Recent training has raised the levels of staff skills and confidence and this has increased the quality of pupils' work. The school's ICT suite is a very good facility, to which all classes have access on two occasions per week. This good usage ensures pupils soon acquire familiarity and confidence with the software and equipment. The school has an impressive range of carefully chosen software that is available on the network, both in the ICT suite and in classrooms, which enables the full range of ICT to be taught across the curriculum. The school has a fully-costed plan to update and develop the ICT equipment.

## MUSIC

133. During the inspection only three lessons were observed in music. Evidence was too limited to make a judgement about the overall attainment of pupils.
134. The quality of teaching was satisfactory in two lessons, and good in one. Teachers plan and prepare lessons thoroughly. In a good Year 5 lesson, the teacher used an appropriate mix of listening and practical activities, based on the stimulus of space. Pupils listened to a brief excerpt of Mars from The Planets by Gustav Holst. The teacher then discussed the meaning of 'ostinato' as a persistent ground base to the music. Pupils were encouraged to imitate this type of rhythm and record it on a rhythm square. Good support by the class teacher and the teaching assistant, and the use of praise, encouraged all pupils to succeed in composing a rhythmic pattern.
135. Spiritual and moral development were well promoted in a Year 6 lesson when pupils responded well to two tracks of music written by John Lennon and Paul McCartney. They discussed how the music and lyrics were appropriate for contrasting moods. Some pupils said that the music and lyrics of "Yesterday" made them feel quiet, peaceful or sad, whilst "I feel fine" made them feel lively and happy.
136. ICT is used to support pupils' learning when pupils learn that an electric keyboard can be used to select and control sounds such as drums, triangles and guitars. Music is also used well to support other areas of the curriculum such as in a Year 5 class, when the sound of a drum inspired the writing of poetry. Plans indicate that Tudor music will be used to support history. The lunchtime guitar club provides a good opportunity for some pupils to extend their musical knowledge.
137. The new scheme of work is supportive to less confident teachers. Although it suggests assessment opportunities, as yet there is no finalised system in place, so pupils' progress is not monitored at present. Music is played as pupils come in and leave some assemblies, but the

opportunity to talk about the music is missed on occasions. The school has no music co-ordinator at the current time and is in the process of recruitment. A scrutiny of the previous co-ordinator's folder and planning indicates that the subject is well placed to develop once a suitable appointment is made.

## **PHYSICAL EDUCATION**

138. Standards in physical education are in line with national expectations by the end of Year 2 and Year 6, and pupils achieve satisfactorily. This represents an improvement since the time of the last inspection. At that time, standards by Year 6 were lower. Pupils follow a broad and balanced curriculum, which provides a suitable range of experience. In addition to work in gymnastics, pupils are taught games and dance skills. The lack of a field limits opportunities for team games. However, teachers make good use of playground space and the outside 'ball court'. Pupils are taught ball skills, such as throwing and catching, and basic games tactics, such as finding space to receive a pass. Good use is made of specialist coaching to develop skills in soccer and cricket. All pupils have the opportunity to learn to swim, and by the time they leave the school, most swim twenty-five metres.
139. Pupils in all year groups are developing their co-ordination and improving their skills in a range of gymnastic floor movements. In dance, pupils respond appropriately to music and move with increasing fluency. Through practice, they refine and improve their performance. Pupils of all abilities make satisfactory progress. They listen attentively and work with commitment and energy during their lessons. In a successful Year 4 games lesson, pupils' enthusiasm was a key factor in the good progress made. Standards are highest in games. Older pupils demonstrate good ball skills and a growing awareness of tactics. The opportunities to play sport against other schools greatly benefit the pupils and help to raise the profile of the school within the local community. Various clubs broaden pupils' experiences and help to raise attainment. These include soccer, rugby, netball and cricket.
140. The quality of teaching is satisfactory overall, but is only occasionally good, because pupils are not consistently taught the importance of planning and evaluating for themselves. Whilst teachers make use of pupils' demonstrations to illustrate good performance, they vary in how effectively they do this. In the best lessons, teachers' emphasise the features that made an activity particularly successful, which enables pupils to develop the skills of evaluation more effectively. In the best lessons, appropriate techniques are taught when pupils are unsure what they need to do next to improve their performance. Some imaginative teaching enthuses the pupils. In a Year 2 dance lesson, the activity was based on 'James and the Giant Peach'. Pupils were encouraged to perform movements appropriate to the creature they were trying to represent. The teacher successfully encouraged the pupils to modify and improve their sequence of movements. As a result, good progress was made in this lesson. Due attention is paid to safety issues, particularly in moving equipment and the safe use of available space. All lessons observed included appropriate activities for 'warming-up' at the start of the lesson and 'cooling down' at the end.

## **RELIGIOUS EDUCATION**

141. Pupils' attainment fully meets the expectations of the local education authority agreed syllabus for religious education by the end of Year 2 and by Year 6. Standards have been maintained since the time of the last inspection. The evidence of the inspection indicates that the quality of learning

is good throughout the school and pupils, including those for whom English is an additional language, achieve well.

142. Pupils study significant stories from various religions and gain insight into the significance of religious buildings in the life of a community. They study and produce work about major religious festivals such as Ramadan, Christmas, Diwali and Eid. Pupils develop an increasing appreciation of the importance that faith plays in many people's lives. They are helped in their studies by going on suitable visits, such as to a local church and mosque, and by visitors to the school who talk about their beliefs and customs. For example, a parent spoke to a Year 2 class about Islam. By the time they leave the school, pupils have a broad understanding of major world religions. They identify similarities between them, and say in what ways they differ. However, a few pupils are not completely secure in their knowledge and understanding, and confuse features of the various faiths they study. Religious education plays a significant part in pupils' spiritual and cultural development and prepares them well to live in a multicultural society. Pupils' personal development is fostered well through work in religious education. Assemblies sometimes provide a starting point for work that is followed up in the classroom. The Old Testament story of Ruth, for example, encouraged pupils to consider the nature of friendship.
143. The quality of teaching is good overall. Lessons are well planned and clear learning objectives are identified. However, there is some variation in the confidence with which teachers approach the subject. All teachers try to relate religious education to the pupils' own experiences and there is a suitable balance between 'learning from religion' and 'learning about religion'. The attitudes of most pupils are positive, which aids learning. They listen carefully to their teachers and to each other, and are keen to answer questions and contribute to discussions.
144. Literacy is promoted very well through religious education. In a Year 6 lesson on Sikhism, for example, pupils developed their 'note-taking' skills. A Year 1 lesson on 'Baptism' provided opportunities for pupils to design and make Baptism cards and certificates. The subject co-ordinator has a good understanding of the strengths and weaknesses in the subject, and has formulated a good action plan to develop the subject further.