

# INSPECTION REPORT

**Davies Infants School**  
Leytonstone

LEA area : 320

Unique Reference Number : 103042

Headteacher : Mr. Mike Teahan

Reporting inspector : Mrs. Mary Summers  
25455

Dates of inspection : 8-12 February 1999

Under OFSTED contract number: 704108

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	County
Age range of pupils:	3-7 years
Gender of pupils:	Mixed
School address:	Davies Lane Leytonstone London E11 3DR
Telephone number:	0181 539 2466
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Tim Prail
Date of previous inspection:	December 1994

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mary Summers	English	Attainment and progress
	Design and technology	Leadership and management
	Art	Efficiency of the school
	Equal opportunities	
Fran Luke		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Josephine Mahaffey	Mathematics	Teaching
	History	Pupils' spiritual, moral, social and cultural development
	Geography	
	Religious education	
	Under fives	
Edmond Morris	Science	Curriculum and assessment
	Information technology	Staffing, accommodation and learning resources
	Music	
	Physical education	
	Special educational needs	

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## MAIN FINDINGS

### What the school does well

The quality of teaching in mathematics and science is good and pupils make good progress in these subjects.

- Pupils in the nursery make good progress in their personal and social development.
- The school makes good provision to ensure that all pupils have equal access and opportunity to all aspects of school life.
- Provision for pupils' cultural development is good.
- There is clear planning for the school's development in the future.
- Financial control and school administration are efficient.

### Where the school has weaknesses

Attainment in English is below national averages and pupils make unsatisfactory progress.

- I. There are weaknesses in planning in the nursery and adults are not being used efficiently to promote the good progress of pupils.
- II. The school is not monitoring and promoting discipline, good behaviour, good attendance and punctuality well enough.
- III. Provision for pupils' moral and social development is weak.
- IV. A significant minority of pupils are badly behaved, often arrive late to school in the mornings and show unsatisfactory attitudes to learning.
- V. Pupils' progress is not assessed well enough and the results used to inform future planning.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

### How the school has improved since the last inspection

The school has made satisfactory improvement since its last inspection in 1994. Standards have been raised in mathematics and science, and high standards were attained in last year's national tests and assessments in English, although current standards are below national averages. Schemes of work have been put in place but assessment systems, which have been developed alongside these, are not fully effective in tracking pupils' progress clearly through the school. The quality of teaching has been improved but there are still weaknesses in the teaching of English, where many teachers are not yet planning well enough to meet pupils' individual needs. A clear school development plan has been drafted involving governors, staff and parents and is a useful tool in enabling governors to judge the effectiveness of their spending decisions. Clear systems are in place to monitor the core curriculum subjects of English, mathematics and science and the quality of teaching across the school. However, no time has been allocated for co-ordinators of other subjects, for example history and geography, to monitor provision in their subjects. The school's management system has been reviewed recently and the roles of some co-ordinators extended.



## Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
Reading	C	B	<i>well above average</i>	A
Writing	B	A	<i>above average</i>	B
Mathematics	B	A	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

The findings of the inspection indicate that standards this year are lower than in 1998. Currently standards in reading and writing are below national expectations and standards in mathematics and science are in line with the national average. This is due partly to the significantly higher number of pupils in the current Year 2, for whom English is an additional language or who have special educational needs.

The current Year 2 pupils are attaining average standards in information technology, art, design and technology, geography, history and physical education. Standards in music are below average for the pupils' age. Standards in religious education meet the requirements of the local education authority's agreed syllabus.

Children aged under five are attaining high standards in their personal and social development and average standards in their language, creative and physical development and knowledge and understanding of the world. However, their attainments in literacy and mathematical understanding are below average standards for their age.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Unsatisfactory	unsatisfactory	
Mathematics	Unsatisfactory	good	
Science		good	
Information technology		satisfactory	
Religious education		satisfactory	
Other subjects	Satisfactory	satisfactory	

Overall, the quality of teaching is satisfactory. During the inspection 59 lessons were observed. Of these lessons, two were very good, 17 were good, 32 were satisfactory and eight were unsatisfactory

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

## Other aspects of the school

Aspect	Comment
Behaviour	Unsatisfactory. The behaviour of a significant minority of pupils in class and in the playground is unsatisfactory.
Attendance	Satisfactory overall, although there is a higher than average number of authorised absences. A significant number of pupils arrives late for school in the mornings and this affects rates of progress.
Ethos*	Just satisfactory. The quality of relationships is generally sound but a significant minority of pupils shows consistently negative attitudes to work and does not listen to teachers. The school shows a commitment towards high standards in the recognition it gives to pupils through the provision of certificates and awards in class and assemblies.
Leadership and management	Satisfactory. The school is planning well for its development and governors make a significant contribution towards the school's management.
Curriculum	Satisfactory overall. The curriculum is broad and schemes of work are in place but assessment procedures are not yet good enough to track pupils' progress clearly throughout the school. Planning in the nursery lacks detail. Insufficient use is being made of assessment to plan work to meet the individual needs of pupils.
Pupils with special educational needs	Provision is satisfactory. Pupils make sound progress towards achieving the targets identified on their individual education plans which are of good quality.
Spiritual, moral, social & cultural development	Cultural provision is good and spiritual provision is sound. Provision for moral and social development is weak; adults do not always encourage pupils to reflect on the consequences of their actions upon others and opportunities are missed to teach positive social behaviour both in class and in the playground.
Staffing, resources and accommodation	Satisfactory. Accommodation and learning resources are adequate. The nursery is staffed generously. Not all adults in the school are trained well enough in behaviour management or are using it consistently.
Value for money	Unsatisfactory.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
VI. Parents are encouraged to take an active part in school life. VII. The school deals promptly with any suggestions or complaints. VIII. The school promotes good attitudes and values. IX. The standards of work which their children attain.	X. The lack of music taught in the school. XI. The quality of annual reports. XII. The lack of notice given to parents  XIII. The poor behaviour of a minority

The findings of the inspection agree with parents' views in most cases. However, there are weaknesses in how the school monitors and encourages good attitudes and behaviour and in the standards of work attained in English.

## KEY ISSUES FOR ACTION

The governors, headteacher and staff should now:

**XIV. raise standards in English by:**

- XV. improving teachers' short-term planning to meet pupils' individual needs;
- XVI. ensuring that pupils have sufficient opportunities to practise their reading skills;
- XVII. teaching handwriting more effectively, with particular attention to correct letter formation;  
(Paragraphs 4.1.4, 5.1.5, 8.1)

**XVIII. raise standards of behaviour and improve pupils' attitudes to their learning by:**

- XIX. improving the moral and social education it offers to pupils;
- XX. monitoring and promoting good behaviour more effectively;
- XXI. ensuring that all adults are trained adequately in behaviour management techniques and implement these effectively;
- XXII. providing more opportunities for pupils to share their feelings and understand the effects of their behaviour on others;  
(Paragraphs 4.2.2-4.2.5, 5.2.1, 5.3.2, 5.3.3, 6.2..1)

**XXIII. develop provision for children aged under five by:**

- XXIV. improving teachers' short-term planning to identify clear learning outcomes;
- XXV. ensuring that all adults are deployed and used effectively to have a positive effect upon children's progress;
- XXVI. using the accommodation more efficiently;
- XXVII. developing liaison between parents and staff to promote positive support from parents;
- XXVIII. providing more opportunities for children to develop their literacy skills and mathematical understanding;  
(Paragraphs 4.1.5, 5.5.3, 6.3.3, 7.1, 7.2, 7.4, 7.5)

**XXIX. implement assessment procedures which track pupils' progress clearly throughout the nursery and the main school, and use these assessments to inform future planning.**  
(Paragraph 5.2.5)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 4.3.2, 5.4.2-5.4.4, 5.4.6, 5.4.7, 5.5.4, 6.1.4, 6.2.3, 9.2.2, 9.6

## INTRODUCTION

### Characteristics of the school

3.1.1 Davies Infants is an inner city school in the London Borough of Waltham Forest. It is situated on the same site as the junior school and the two schools share the same governing body. There are 6 classes in the main school, providing for 179 full-time pupils, 94 boys and 85 girls. The nursery caters for 55 part-time pupils and 12 full-time pupils, 34 boys and 33 girls. In total, there are 38 pupils identified as having special educational needs including three pupils who have statements of special educational needs. This is broadly in line with the national average. Sixty-two per cent of the pupils come from ethnic minority backgrounds and, of these, 41 per cent come from homes where English is not the first language. These are very high proportions compared with schools nationally. The area is mainly residential with some commercial properties nearby and families live in a mixture of rented, council and temporary accommodation. Forty per cent of pupils have free school meals and this is above the national average.

3.1.2 The school has 74 pupils aged under five on roll at present, 67 in the nursery and seven in the reception classes. Pupils are admitted to the nursery usually when they are three years old, but factors such as nearness to the school and the individual needs of children are also taken into account when awarding places. The numbers of pupils in the nursery are not enough to fulfil the school's annual admission number, so pupils are taken from a wide area with diverse pre-school experiences. Induction procedures include a preliminary visit before the child starts. Pupils generally enter the school with below average levels of attainment for their age.

3.1.3 Significant changes to the school since the last OFSTED inspection include the election of a new chair of governors and the appointment of a new deputy headteacher. Currently one teacher is absent on long-term sick leave. At the time of the last inspection, pupils were admitted mainly from the immediate area surrounding the school. Now, however, due to the shortage of school places generally in the borough, pupils attend the school from a wide geographical area. Many pupils have a long journey each day and this has affects punctuality. Parents often move their children to schools closer to their homes once a place becomes available and the significant number of refugee families and families housed in temporary accommodation contributes to the high rate of turnover. Currently 42 per cent of pupils on roll have been admitted since September 1998 but these figures also include pupils enrolling in the nursery.

3.1.4 The school's aims include the provision of the best possible education appropriate to each pupil's needs, high standards of literacy and numeracy, equality of opportunity and strong support for the school rules. The school development plan gives a clear view of the developments planned for a three year period. Its priorities include the development of a total quality management system, achievement of the Basic Skills Agency Quality Mark, improvements in school performance in National tests and assessments, a balanced budget, improvements to equipment and the learning environment, implementation of the National Literacy Strategy and the development of further curriculum links with the junior school. The plan is related to the school's aims, recognises successful developments, defines appropriate priorities, gives a time schedule for development and specifies outcomes.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1998	42	26	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	37	35	39
	Girls	23	23	24
	Total	60	58	63
Percentage at NC Level 2 or above	School	90	87	94
	National	80	81	85

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	37	39	39
	Girls	23	24	24
	Total	60	63	63
Percentage at NC Level 2 or above	School	90	94	94
	National	81	85	86

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1

Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised absence	School	8.8
	National comparative data	5.7
Unauthorised absence	School	0.2
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	3
Satisfactory or better	86
Less than satisfactory	14

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

4.1.1 Analysis of the end of Key Stage 1 tests and assessments by teachers for 1998 shows that standards in reading at Level 2 and above were in line with the national average but were below the national average at Level 3 and above. In writing, standards at Level 2 and above exceeded the national average and were close to the national average at Level 3 and above in the tests. In the assessments made by teachers, standards in writing were close to national averages at Level 2 and above and at higher levels. In mathematics, standards were above the national average. When the averages of the school's test data are compared with those of all schools, they show that standards were average in reading and above average in writing and mathematics. When the averages of the school's data are compared with those of similar schools, they show that standards were above average in reading and well above average in writing and mathematics.

4.1.2 When the end of Key Stage 1 results for 1998 are compared with the previous two years, they show that standards have remained broadly similar compared with national averages, although there was a dip in 1997 and a rise in 1998. The cohort of pupils taking the tests in 1998 had enjoyed a more stable experience at school and attained higher standards. Over the past three years, the performance of boys and girls has been broadly similar in reading, but boys performed less well than girls in writing and better than girls in mathematics. The inspection findings indicate no current significant variations in attainment for pupils of differing gender. Analysis of the national end of Key Stage 1 assessments by teachers for 1998 shows that standards in science were above national averages.

4.1.3 Inspection findings show that, by the end of Key Stage 1, standards are likely to be in line with national expectations in mathematics and science but below national expectations in English. Standards are average for pupils' ages in information technology, design and technology, geography, history and physical education and meet the requirements of the local education authority's agreed syllabus in religious education. Standards are below average in music. Pupils attain sound standards in numeracy but unsatisfactory standards in literacy. Standards in mathematics, science and art have improved since the last inspection but have fallen in music. The findings of this inspection do not agree with the school's end of key stage test results in 1998. This is because a different group of pupils is involved, including a large proportion for whom English is an additional language. There are also more pupils identified with special educational needs this year than in last year's cohort.



4.1.4 In English, by the age of seven, many pupils are unable to listen and respond well to the teacher's questions, using a satisfactory range of vocabulary. In reading, although a few higher attaining pupils are able to read a range of texts fluently, a significant number is unable to use phonic skills effectively to attempt new words. In writing, a few are able to write poems, reports and stories with appropriate attention to spelling and punctuation but most are still not writing well enough independently. In mathematics, pupils have a sound grasp of number facts to 10; they recognise odd and even numbers and work well with money. They understand simple fractions and can identify lines of reflective symmetry. They select and use equipment for different tasks and can present their work using simple mathematical symbols. By the age of seven, in science, pupils have an early understanding of fair tests and can record their experiment findings accurately in a variety of forms. They know about the digestive system in the human body and the need for a healthy diet. They show a good knowledge of scientific vocabulary when they describe how different musical sounds are produced. In information technology, pupils show appropriate keyboard skills and can edit, save, retrieve and print their work. In religious education, they know a range of Bible stories and understand the significance of the religious festivals of a range of faiths. Pupils show sound understanding of the influence of a range of artists and can use paint appropriately to represent "hot" and "cold" pictures. They design and make their own musical instruments and say how they could be improved. In geography, pupils make maps of the school playground and can locate places on a diagram of their classroom. In history, they compare clothes that people wore in the past with those that are worn today. In music, although pupils can sing with reasonable attention to pitch, their skills in composition, listening and appraising are unsatisfactory. Pupils use space well in gymnastics and can refine and develop their ideas for a performance to the rest of the class.

4.1.5 The attainment of children aged under five is below average for their ages when they enter the school. Most children make very good progress in developing their personal and social development and attain above average standards by the age of five. They make good progress in their physical development and in developing their speaking and listening skills and attain average standards by the time they are five years old. In their creative development and in their knowledge and understanding of the world, they make sound progress and reach satisfactory levels. However, the children's progress in developing literacy skills and mathematical understanding is unsatisfactory and they do not reach expected standards by the time they are five. This unsatisfactory progress is related to the weaknesses in provision made in the nursery for these areas of learning. By the age of five, children work and play together and take turns effectively; they speak and listen well, show interest in the world around them, move confidently and show sound manipulative skills when using tools or completing jigsaws. They mix colours for their paintings and use a variety of musical instruments confidently. However, many children are unable to write their own name by the time they are five, or recognise an appropriate range of letters or sounds. Their use of mathematical vocabulary is weak and only a few are confident in counting and working with numbers to 10.

4.1.6 Overall, pupils make sound progress at Key Stage 1. Good progress is made in mathematics and science and satisfactory progress is made in information technology, religious education, art, geography, history and physical education. Unsatisfactory progress is made in all aspects of English and in design and technology and music. The unsatisfactory progress in English, particularly in writing, is related to the lack of adequate short-term planning to meet the needs of all pupils within the literacy hour. Unsatisfactory progress is often related to weaknesses in pupils' behaviour and attitudes to learning. Limited progress is made in pupils' ability to speak fluently and confidently, using a range of appropriate vocabulary. Progress in reading is hampered by the lack of opportunity pupils have to practise their skills. There is a lack of formal teaching of letter formation and pupils make poor progress in this aspect. Good progress occurs in mathematics as the pupils progress from recognising numbers to working confidently with numbers to 10 and often beyond. Good progress in science is demonstrated as the pupils develop their skills in investigating and recording their experiments. In information technology, pupils gain an increasing understanding of keyboard commands and the editing functions of a word processor; in religious education, they develop their understanding of a range of different beliefs; in geography, they increase their map reading skills and in history, they show increasing understanding of how aspects of life have changed over the years. They make satisfactory progress in developing their co-ordination and refining their movements in physical education. Progress in design and technology is unsatisfactory because there is little difference between the work set for pupils in Years 1 and 2. Both age groups design and make musical instruments and there is no evidence of older pupils making their models at a higher level, using more advanced designs or evaluating them more extensively. There is little evidence to show that pupils are making enough progress in using a range of tools. In music, pupils are not being given sufficient opportunities to compose, listen or appraise pieces of music and this limits the progress made.

4.1.7 Pupils with special educational needs make appropriate progress through the school. Their individual education plans are relevant to their needs, set realistic targets and are reviewed regularly. Pupils make better progress when the support they receive is clearly focused and planned for by the teachers. This includes providing work at a suitable level and using special needs assistants effectively in lessons.

### **Attitudes, behaviour and personal development**

4.2.1 The inspection report in 1994 judged behaviour in the playground and dining hall to be good but more variable in the classroom. The report suggested that staff should implement the behaviour policy consistently and confidently.

4.2.2 Teachers were observed to implement the policy with reasonable consistency, but this was not the case with lunchtime support staff who confirmed that they do not use the rewards system to encourage good behaviour. There is little communication between lunchtime staff and the teaching staff and opportunities are therefore missed to exchange regular information about pupils and their behaviour. In the playground, pupils are often over-excited and exhibit boisterous behaviour, often running in an uncontrolled fashion and bumping into or pushing one another over. They rarely use the playground markings for games and play equipment was brought out only halfway through the inspection week to try to engage the pupils in more acceptable activities. Pupils' lack of control in the playground causes accidents; on examination of the school's accident book, it was clear that many minor injuries relate to playtime.

4.2.3 In lessons, many pupils show involvement and enjoyment and work satisfactorily both together and independently, sharing resources and helping one another. Many sustain concentration when working independently. However, a significant number has poor self-discipline and show a lack of concentration. This is particularly evident when pupils are required to listen to their teachers or to one another. They become restless and distract others by talking or pushing those sitting near to them. In some lessons, for example in literacy, the work is not matched well to the individual needs of pupils and they become unmotivated and noisy, wasting time and making generally unsatisfactory progress.

4.2.4 Many pupils show pride in their work. They try their best and are proud of the finished result. However, a significant number of pupils does not work hard; pupils waste time by wandering about in the classroom, often distracting others.

4.2.5 There is a significant minority of children whose behaviour in class is extremely challenging. In all classes, teachers have to spend a great deal of time maintaining effective discipline. The long lunchtime session has a detrimental effect on the beginning of the afternoon session as teachers have to spend a long time settling pupils down. Despite these levels of behaviour, there was no sign of any bullying during the inspection. Pupils who have identified behavioural problems are usually managed appropriately in class but at lunchtimes their behaviour is often poor because of lack of careful management by support staff.

4.2.6 The previous inspection found that relationships were good. This inspection found that relationships throughout the school are generally satisfactory amongst the vast majority of the school community. However, in a small number of cases, pupils show a lack of respect for one another and for lunchtime support staff. Many pupils have poor manners and rarely say 'please' or 'thank you.'

4.2.7 Some pupils were seen to work well together and support one another when upset. Very good co-operative work was seen in physical education and some lessons in the reception classes where pupils share equipment successfully and play word games together.

4.2.8 Generally pupils show respect for learning resources and staff confirm that they show respect for property; no graffiti or litter was seen. However, a few pupils show little respect for their own property with coats being left on the floor rather than being hung up on the pegs provided.

4.2.9 There are few opportunities for pupils to take on additional responsibility. Where opportunities are given, pupils respond well; for example, they put out chairs for assembly and take registers to the office in the morning.

4.2.10 There were no fixed period or permanent exclusions in the twelve months prior to the inspection, this remains static since the last inspection.

## **Attendance**

4.3.1 At the last inspection attendance for the school was considered to be good. Since then the attendance rate has fallen and is just satisfactory at 91.0 per cent with 8.9 per cent authorised absence. This is well above the national average. The fall in the level of attendance has been affected by the changing characteristics of the school detailed in paragraph 3.3 above.

4.3.2 Punctuality to school is unsatisfactory, with a significant number of pupils regularly arriving late to school in the morning and some at the beginning of the afternoon. This has a negative impact on the start to the school day and to the progress of these pupils, who often miss important lessons. A few pupils show reluctance to enter the class late and support staff often have to spend a great deal of time comforting and encouraging these children. However, most appear unconcerned about their lack of punctuality.

4.3.3 Registers are marked appropriately at the beginning of both the morning and afternoon sessions, in accordance with current requirements.

## **QUALITY OF EDUCATION PROVIDED**

### **• Teaching**

• 5.1.1 Overall, the quality of teaching is satisfactory. There is evidence of some good and occasionally some very good teaching but there is also evidence of some unsatisfactory teaching. This is an improvement from the findings of the school's last OFSTED inspection when the quality of teaching was identified as a key issue. Throughout the school, teaching is very good in one lesson in 30, good in one lesson in three, satisfactory in about half of lessons and unsatisfactory in one lesson in seven. Weaknesses in teaching tend to be subject specific and are found mainly in the teaching of English, music and design and technology.

5.1.2 Overall, the quality of teaching for children under five is unsatisfactory. Although it is satisfactory and occasionally good in some aspects, for example personal and social education, it is unsatisfactory in the important elements of reading, writing and mathematics. Long term planning is satisfactory but the quality of day-to-day planning is not rigorous enough and there are no clear learning intentions for the tasks children are given. Some members of staff do not make effective use of questioning and discussion to promote learning. Opportunities are missed to extend children's knowledge and understanding because of the poor quality of adult interaction especially when children are working in small groups on focused activities. Adults supervising these activities are sometimes unaware of the behaviour of unsupervised children in other areas of the nursery. The space in the nursery is not used to best effect and activities such as water based experiments, that could take place in the covered area outdoors, occupy and limit the use of valuable space inside the nursery. Provision for children's language, physical development, and personal and social development is good and satisfactory provision is made for their creative development and knowledge and understanding of the world.

5.1.3 The quality of teaching in mathematics and science is good throughout the school. It is satisfactory in art, geography, history, information technology, physical education and religious education. A strong feature of the good teaching in mathematics is the high expectations teachers have of their pupils and the good match of tasks set to the pupils' needs and abilities. The pace in these lessons is brisk; all pupils are encouraged to participate in the mental mathematics sessions and the teachers show enthusiasm for the subject which impacts upon pupils' attention and concentration.

5.1.4 Overall, teachers' knowledge and understanding of most of the subjects they teach are satisfactory and are good in mathematics and science. Teachers' knowledge and understanding are unsatisfactory in design and technology and this is shown in the lack of attention given to developing pupils' knowledge and skills at appropriate levels. In most subjects teachers have sufficient expertise to make pertinent teaching points and provide effective support for pupils' learning. In the best lessons there is lively and enthusiastic presentation with skilful use of open-ended questions to check understanding and

challenge pupils' thinking to help them make progress. Most teachers have useful plenary sessions at the end of lessons, including mathematics, to reinforce learning.

5.1.5 Planning of many lessons and subjects is satisfactory but it is unsatisfactory in English, music and design and technology. In English, teachers do not plan with clear learning objectives in mind for different ability groups of pupils and poor use is made of assessment to inform lesson planning. In design and technology, teachers' plans describe activities but do not identify learning objectives well enough to ensure that pupils make sufficient progress.

5.1.6 Most lessons are organised satisfactorily apart from music which is poorly organised. Teachers use a variety of methods to engage pupils' interest and focus their learning, but occasionally class lessons are too long and pupils lose concentration and their behaviour deteriorates.

5.1.7 Overall, teachers' management of their pupils is satisfactory. The challenging behaviour of a significant number of pupils means that teachers spend a large proportion of their time maintaining effective discipline and control. This detracts from the time they have available for teaching and ultimately has a negative impact upon pupils' progress. The management in science is good but management in a few lessons in music and English, is unsatisfactory. In these lessons, unstimulating tasks do not maintain pupils' interest and attention.

5.1.8 The quality of teaching for pupils with special educational needs is satisfactory. In some lessons, for example mathematics and science, these pupils are given work matched closely to their specific needs and this enables them to make good progress. However, this is not the case in all lessons and pupils sometimes struggle with inappropriate work. Special needs assistants are able to give good support when their role in the class is suitably defined and their intervention is planned. However, when teachers do not give clear instructions to support assistants and plan their input carefully, the impact of this support is more limited.

## **The curriculum and assessment**

5.2.1 Improving the curriculum was a key issue identified at the last inspection and the school has worked hard to address the weaknesses identified. It now provides a broad and mainly balanced curriculum for its pupils and meets the statutory requirements to teach the subjects of the National Curriculum, religious education and health and sex education. Pupils are prepared adequately for the next stage in their education. The curriculum does not, however, promote the personal and social development of pupils satisfactorily.

5.2.2 The school has schemes of work in place for all subjects and some of these, such as the schemes for science and physical education, are useful tools for teachers to use in planning suitable work. The reorganisation of classes this year from mixed age groups to single year classes has meant that, to avoid duplication of content in some subjects, teachers have had to adapt the schemes of work. This has led to pupils in Years 1 and 2 following the same programmes of study in subjects such as science and design and technology. Teachers have not always been able to match the work closely enough to their pupils' prior attainment and this has hindered progress. There are plans in place to replace some of the schemes of work later this year to improve continuity of learning and with work more closely matched to National Curriculum attainment targets and levels. Joint planning is undertaken by staff attached to each age group, together with the active support of subject co-ordinators. Planning for the literacy hour follows the National Literacy Strategy but teachers are not yet planning provision well enough in this area to meet pupils' individual needs successfully.

5.2.3 The curriculum provides good access and equal opportunities for all pupils. Pupils with special educational needs have well-constructed individual education plans which are precise, set realistic targets and are reviewed regularly. Classroom assistants often support them in their work and these pupils make appropriate progress when the support is well focused and the work provided is closely matched to their specific needs.

5.2.4 The curriculum is enhanced by a good range of educational visits to such places as the Science Museum, the local church and library and a recycling centre. There are also a number of visitors to the school which includes representatives of services such as the police and Fire Service as well as visiting musicians and theatre groups. The school has an annual sports day at a nearby youth centre and a roller disco in conjunction with another school. Each year parents and friends are invited to school concerts and productions which are of a good standard and thoroughly enjoyed by pupils and adults. There are no extra-curricular clubs for pupils to attend.

5.2.5 Although the school has made a number of improvements to its assessment procedures since the last inspection, this is still an area with some unsatisfactory aspects. Portfolios of moderated work in the core subjects of English, mathematics and science are now in place and have helped teachers to assess pupils' work at the correct National Curriculum levels at the end of the key stage. Samples of work by individual pupils are kept to show significant achievement and these are used to show progress in the core subjects and in some other subject areas such as information technology. However, these samples of pupils' work are not linked to National Curriculum levels and methods of recording attainment are not in place. This lack of formal recording procedures has a serious impact on planning work matched to pupils' prior attainment and impedes progress, particularly in English, but also in music and design and technology. Pupils with special educational needs are assessed accurately early in their school life and these assessments are used to provide work at a suitable level in many subjects but, again, not in English, music and design and technology. They are assessed at regular intervals and their individual education plans reviewed to provide guidance for future development. The school has no marking policy but this is to be incorporated into the new teaching and learning policy which is being drafted at present. Reports for parents are satisfactory in the core subjects but in other subjects they often only mention the curriculum content for the year and give little information about pupils' attainment. This confirms the views which some parents expressed at the meeting prior to the inspection.

### **Pupils' spiritual, moral, social and cultural development**

5.3.1 Pupils' spiritual awareness is fostered satisfactorily through religious education, stories and assemblies. This confirms the judgement made in the school's last OFSTED inspection. In addition to the daily assembly topics, there is an emphasis on care and thoughtfulness for each other; however, the time given for quiet reflection during assemblies is not used to best effect by a significant number of pupils. Similarities that exist in different religions are reinforced during assemblies; for example, Lent is compared with fasting during Ramadan. The pupils visit different places of worship, including a church, mosque and a synagogue and occasionally guest speakers from different religions host assemblies.

5.3.2 In the nursery pupils are taught effectively about what is acceptable and unacceptable behaviour. However, in the rest of the school, although most pupils know the difference between right and wrong, they are not encouraged enough to consider their misdemeanours or the effect they may have on others. Many opportunities are missed by teachers and other adults in the school to develop good moral values, both in lessons and in the playground. Insufficient provision is made for pupils to develop their understanding of honesty, fairness and justice either through well-chosen stories or when opportunities arise in class. There is a behaviour code in the school and accepted procedures for recognising good

behaviour or dealing with poor behaviour but these procedures are not given a high enough profile either within class or throughout the rest of the school. For example, arrangements whereby pupils spend “time out” are often poorly organised and ineffective, particularly in the classroom. Few opportunities are provided for pupils to talk about their values or feelings.

5.3.3 Relationships between staff provide sound role models for pupils, but good relationships between children are not highlighted and developed to encourage others to aspire to the same high standards. Many opportunities are provided for pupils to work co-operatively together, but again, positive behaviour, relationships and attitudes in these activities are not recognised and given a high enough profile by adults. There are a few opportunities for pupils to take on additional responsibility, including the carrying of registers to the school office in the morning as well as setting out the hall for use in assembly. Where pupils are given the opportunity they respond well. However, there are many opportunities missed within class and in the playground to encourage pupils to develop a good sense of responsibility further.

5.3.4 The provision for pupils’ cultural development is good. The school celebrates the richness of its cultural diversity in many aspects of its work, which supports pupils’ understanding of different cultures and traditions. This reflects the findings of the last inspection report. Evidence of the school’s good cultural provision is seen in work covered in lessons, the displays around the school and themes used in assembly. Pupils used a reference book on “Food and Festivals” during a literacy lesson in Year 2 and this contributed to pupils’ understanding of different festivals and celebrations. During the inspection, children in the nursery hosted an assembly on Chinese New Year. These children also made a display for the main hall which is linked to the festival. Other good displays include photographs and information on heroes and heroines, including Martin Luther King and Rosa Parks. There are numerous multi-cultural welcome signs around the school and class signs are written in more than one language. Studies of the work of famous artists, visits to museums and visits by theatre companies and guest speakers at assemblies all help to enhance pupils’ cultural development. Resources include books on different cultures and a good selection of multi-cultural musical instruments.

### **Support, guidance and pupils' welfare**

5.4.1 The previous inspection found that appropriate policies were in place and no concerns were raised. The findings of this inspection are that although support, guidance and pupils’ welfare are broadly satisfactory, there are some significant weaknesses in the school’s promotion of discipline and good behaviour and in monitoring and promoting good attendance and punctuality.

5.4.2 The headteacher relies too heavily on the monitoring undertaken by the administrative staff and the Educational Welfare Officer. Teachers know who is absent from school and who is late, but only a few are proactive in stressing the importance of these aspects on a daily basis to pupils. An attendance trophy is presented weekly but the importance of good attendance is not stressed in a way which is appropriate to young children. Letters to parents about attendance and punctuality are sent out to parents but the tone of these is not conducive towards enlisting their support.

5.4.3 Monitoring of personal development and progress is broadly satisfactory but is not reported upon in sufficient detail in the end of year reports to parents. The school has appropriate procedures in place to promote discipline and good behaviour, but not all staff make effective use of these. For example, lunchtime supervisors have limited contact with teachers and opportunities are missed for them to recognise and pass on examples of good behaviour in the playground. There are no formal monitoring arrangements, other than for pupils with behavioural problems. This means that there are inconsistencies in dealing with behaviour. This is particularly apparent during the lunch time sessions. Pupils with special

educational needs are identified early in their school life and teachers work closely with the special needs co-ordinator to produce good quality education plans.

5.4.4 The school does not yet have a policy on the use of force. School records indicate that there have been no recent instances where force has been used to restrain a child.

5.4.5 There are appropriate child protection procedures in place and there is effective liaison with the appropriate agencies. Members of staff are all aware of the procedures and the need to inform the headteacher if they have any concerns.

5.4.6 Health and safety procedures are satisfactory, but the school has only just begun to keep a record of fire drills and fire alarm tests. Evidence shows that a recent check has been made to the fire equipment. The fire officer visits regularly, but there are no records of his visits nor of any recommendations he has made. Although the headteacher ensures that staff are aware of procedures, some classrooms do not have clear notices regarding evacuation procedures in the event of fire. School equipment, buildings and grounds are checked regularly.

5.4.7 The school buildings are secure with an entry system requiring staff to allow people to enter. The playground is not secure; gates are kept unlocked throughout the day and members of the public are unchallenged when they make use of the playgrounds of both the junior and infant schools as a pathway.

### **Partnership with parents and the community**

5.5.1 At the last inspection, parental and community links were considered to be good. Inspection findings show that currently parental support for learning is satisfactory overall, with a small number of parents coming into class to help on a regular basis as well as helping on school trips. Many parents help their children's learning at home by listening to them practise their reading but there is a significant minority which finds it difficult to support their children's work because they themselves do not have a firm command of English. Those parents who attended the meeting prior to the inspection confirmed that they feel welcome and valued in the school.

5.5.2 Links with the wider community are satisfactory, with visits being made to local libraries, museums and other local places of interest but there is little evidence to show the impact of these links on pupils' learning across the curriculum.

5.5.3 During the inspection, there was little interaction observed between parents and teachers. The majority of parents address any concerns to the headteacher or administrative staff who deal with them efficiently. This lack of interaction was particularly evident in the nursery where, although parents and their children enter the classroom before school starts, members of staff remain in the staff room until the official start to the school day. Valuable opportunities to establish positive support from parents are therefore missed.

5.5.4 The quality of information provided for parents by the school is generally satisfactory. Newsletters are sent to parents, but few of these are kept on record. In general, those seen were informative, but occasionally had a rather negative tone. Parents at the meeting felt that insufficient time was allowed when sending out information regarding meetings but the lack of information kept on file made it difficult to form a judgement on this point. The Governors' Annual Report to Parents and School Prospectus omit several pieces of statutorily required information.

5.5.5 Parents at the meeting expressed some concerns about the content of annual reports of their children's progress and the findings of the inspection confirm this. Annual reports to parents meet



statutory requirements in relation to the core subjects of English, mathematics and science, but lack detail in assessing what pupils can do and understand in other subjects.

5.5.6 Pupils with special educational needs have individual education plans which are regularly reviewed and involve parents fully. The special educational needs co-ordinator is available at many times of the day to talk to parents who may have concerns. Parents unable to attend meetings are kept fully informed, sent copies of individual education plans and encouraged to comment on their child's work and progress.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

6.1.1 The quality of the school's leadership and management is satisfactory. There were many weaknesses identified in leadership and management in the school's last OFSTED inspection and these have been addressed successfully. The improvement made overall by the school is satisfactory. Standards of attainment in mathematics and science have improved, although pupils are still attaining unsatisfactory standards in English. Schemes of work have been developed and there are some assessment procedures in place. However these procedures are not yet good enough to track pupils' progress clearly throughout the school and they are not being used well enough to inform teachers' planning. The quality of teaching is now satisfactory overall, although there are still some weaknesses in the teaching of English, where tasks are often not matched closely enough to meet pupils' individual needs, and in the teaching of design and technology and music. The most significant improvement has been in the development of a useful school development plan. There are now clear systems in place to monitor standards, curriculum coverage and the quality of teaching. The school management system has been reviewed successfully and the roles of curriculum co-ordinators have been more closely defined.

6.1.2 The school development plan is a very useful tool which outlines priorities for the next three years and provides relevant detail which allows governors to monitor plans closely and judge the success of their spending decisions. Parents, staff and governors all contribute towards the identification of priorities for the school's development. These are listed under a number of headings, for example personnel, curriculum, special educational needs and community and time limits and responsible persons are identified. The plan is supported by specific subject action plans for literacy and mathematics. The plan is monitored formally by governors on the School Development Committee in conjunction with the headteacher. Their findings are reported to the full governing body at termly meetings.

6.1.3 Generally, the governing body makes a strong contribution to the school's leadership and management. Although not all governors are fully active in visiting the school in session on a regular basis, most governors attend meetings of the full governing body regularly and sit on governing body committees. Until recently, governors held weekly surgeries for parents, but these were poorly attended and plans are now in hand to use the time for governors to visit the school to observe and report back upon aspects of the school's work.

6.1.4 The headteacher provides satisfactory leadership. Occasionally, a lack of focus and impetus means that some developments do not happen as quickly as they should. For example, progress on the compilation of the school development plan has been slow; it is still in draft form and should have been firmly in place before now. The headteacher spends a large proportion of his time in classrooms and in the playground, which means he has a clear view of strengths and weaknesses in standards and provision. However, in many cases, weaknesses have not been addressed in a focused and systematic way. For

example, although weaknesses have been identified in nursery provision, they have not been fed back clearly enough to nursery staff and plans made to address them.

6.1.5 Subject co-ordinators in English, mathematics and science have had time allowed to monitor standards and provision across the school and are carrying out their roles successfully. However, the quality of monitoring in other subjects is informal; no time is allocated for co-ordinators in subjects such as history and geography to ascertain provision across the school. The special educational needs co-ordinator provides a very strong lead to the school's work in this area. The management of special educational needs is good despite the co-ordinator only working in the school for one day per week. She keeps all the records up-to-date and liaises effectively with the school staff, parents, the local education authority and the junior school. There is a designated special needs governor who receives regular information from the co-ordinator.

6.1.6 The school has a satisfactory ethos and the quality of relationships is generally sound, although occasionally, during the inspection, poor relationships were noted between pupils and support staff. School aims are clear and displayed prominently around the building and in most cases are met effectively. However, many pupils are not receiving appropriate work in English to meet their individual needs. This means that the school's commitment to providing the best possible education appropriate to each pupil's needs is not fully successful. All pupils have full equality of opportunity; the school achieves this aim well. Most of the school's policies are implemented effectively although some policies, for example the assessment policy, are new, and have not yet been fully implemented. A new policy for teaching and learning is in preparation and this will replace all curriculum policies soon. Targets for school performance have been set in English but these do not take account of the limitations of the present Year 2 cohort and are unrealistic. Statutory requirements are generally met effectively although the statutory information for parents lacks some details.

### **Staffing, accommodation and learning resources**

6.2.1 The school has sufficient experienced and qualified teachers to deliver the curriculum although not all staff are trained appropriately for the phase in which they are teaching. Staffing levels in the nursery are particularly favourable with one full-time and two part-time teachers. All teaching staff have had recent training in the implementation of the National Literacy Strategy and some have been on courses to improve their subject expertise and management skills. Systems for teacher appraisal are in place and meet statutory requirements. The induction procedures for newly qualified teachers are good and the school and local authority provide useful and relevant support. Lunchtime supervisory staff have limited contact with teachers and are not involved in the reward system for good behaviour. They provide satisfactory levels of supervision but are not taking a proactive role in managing behaviour; rather they are containing it. They have had no training in organising playground activities to keep pupils gainfully occupied during the long lunch break. Special needs assistants have had some training from the local educational authority and, when they are directed and involved effectively by class teachers, give appropriate support to pupils.

6.2.2 The previous inspection found the accommodation to be generally satisfactory and fit for purpose and this is still the case. The school buildings are currently well maintained and support the curriculum satisfactorily. The outside areas for the nursery are well maintained and the school playground has interesting markings for the children to play on, although these are not currently used well. There is also a pleasant green area and a quiet area. Most classrooms have stimulating and interesting displays. The arrangements for the school library are unsatisfactory. Some books from the school library are stored in the school hall and others in the Resources Room. Many of the books are inaccessible to young children.

6.2.3 Learning resources are adequate to deliver the full curriculum. There are no serious deficiencies in resources for any subject areas and the resources are sufficient in quantity and of suitable quality to support learning. The nursery has a good range of resources for outdoor and indoor activities including a large number of wheeled vehicles for children to use. Information technology is satisfactorily resourced with a mixture of old and new computers and some useful programs to enhance learning both in the subject itself and other curriculum areas. Many of the non-fiction books in classes and in the library areas are in a poor state of repair and are out of date. There are inappropriate collections of very old reading scheme books being used in some classes. The school has a useful collection of multicultural resources, both books and artefacts, as well as some dual text books for pupils with English as an additional language. There are also musical instruments from different lands. Such resources have a positive effect on pupils' understanding of the wider world and demonstrate the value the school places on other cultures and beliefs.

### **The efficiency of the school**

6.3.1 Overall, the management of the school's resources is satisfactory. The last inspection identified weaknesses in financial planning in terms of lack of co-ordination between the school development plan and the budget. These weaknesses have been addressed effectively. The quality of financial planning is good and governors have reduced the school's substantial overspend successfully by prudent planning and management over the last two years. The new school development plan is a useful document and includes outcomes against which governors can judge the success of their spending decisions. Curriculum co-ordinators manage their own budgets successfully.

6.3.2 Procedures for monitoring the school's spending are good. Members of the finance committee receive and check details of spending regularly and report back at full governing body meetings. The school was last audited in 1997 and the vast majority of the points made have been addressed. Those which have not yet been addressed, for example, ensuring that the school's private funds are audited, are in hand. Funding provided for staff training is used appropriately. Money allocated for pupils with special educational needs is spent appropriately and supports the sound provision made for these pupils and their satisfactory rates of progress.

6.3.3 There are some weaknesses in the use of staff, both teaching and non-teaching. In the nursery, for example, adults are not deployed well enough to support the needs of all children effectively. In some cases, teaching staff in the nursery assume a supervisory role and provide little teaching for the children. Neither teachers nor nursery officers are making an effective contribution towards planning and assessment. Staff in the nursery miss valuable opportunities to extend positive links with parents at the beginning of the school day, because they remain in their staff room whilst parents and children wait for them to arrive. Some other members of the support staff are not being used effectively, for example in the playground, to monitor and support pupils' behaviour. Occasionally in classes, special needs assistants are not deployed effectively during the literacy hour and in a few instances, show a lack of understanding of behaviour management in their interaction with pupils. Members of the administrative staff make a very good contribution to the smooth running of the school. They provide excellent support for pupils and parents and show initiative in their organisation of school uniform sales. The caretaking staff work hard to ensure the school is clean and tidy.

6.3.4 Some aspects of the accommodation are not being used effectively. For example, the playground has a good range of markings which pupils are rarely encouraged to use. The hall is under-used at lunch times, either to support clubs or to relieve the pressure on the small dining room. The reference library is badly situated and is seldom used by pupils. The nursery accommodation is not being used effectively. Generally, teachers make satisfactory use of the learning resources available and pupils use them well.

6.3.5 Overall, pupils enter the school at below average standards for their age, and they make sound progress in most subjects with the exception of English, design and technology and music. The school has a generally positive ethos, but there are weaknesses in its provision for pupils' moral and social development and their personal development. Procedures for monitoring and promoting good behaviour, attendance and punctuality are also unsatisfactory. However links with parents and the community are sound. The quality of education is satisfactory in the main school but less so in the nursery. Generally assessment procedures are weak throughout the school. Leadership and management are satisfactory, with governors providing a positive steer to the school's work. Financial planning and management are good. The school's expenditure per pupil is very high compared with schools in the locality and national figures. The last inspection report concluded that the school did not provide satisfactory value for money and this is still the case.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

7.1 In the previous inspection report there were no key issues for action dealing with provision for the under fives. Nearly all children were said to be achieving at the national age expectation or above and at appropriate levels or above for their capabilities across all the areas of learning experience. The quality of learning was said to be sound or better for the majority of children. The report mentioned the need for a greater focus on developmental writing skills, and the need for the nursery to increase efforts to ensure that all parents are fully informed of their children's achievements and progress in all areas of learning and recommended that they should consult with parents on how best to do this. The shortcomings on writing are noted again by this inspection's findings. Procedures at the start of each session are not conducive to encouraging parents to feel that they are working in partnership with the nursery staff. Other weaknesses identified during this inspection are the provision for reading and mathematics.

7.2 Children feel safe and secure in their classroom environment and this encourages them to learn and explore with confidence. They have good relationships with adults and show independence in selecting from the wide range of activities which is set out at the beginning of each session. Levels of staffing are very generous with two teachers and two nursery assistants covering each session catering for approximately 40 children. Children begin in the nursery with levels of attainment which are below those expected for their age and their overall when they enter the main school is still below average for their age, with specific weaknesses in reading, writing and mathematics. The quality of teaching in lessons observed during the inspection was satisfactory, but there are significant weaknesses in the teaching of literacy and numeracy which are reflected in pupils' progress in these areas. In contrast to teachers' expectations in all the other areas of learning, their expectations in these areas are too low and they do not structure lessons well enough to ensure that the needs of specific groups of pupils are met successfully. Assessment is weak and observation sheets completed by staff are frequently not dated and lack specific information on what the children can do and what they need to do next. The accommodation is purpose built but staff do not make good use of the space available.

#### **Personal and social development**

7.3 The personal and social development of children under five is good. They make very good progress in this aspect of their learning whilst in the nursery. All children can work and play as part of a large or small group or independently, take turns and ask for help when they need it. They are eager to explore new learning and make effective relationships with adults and other children. They are confident that they will be listened to and that their ideas will be respected. They showed maturity and enjoyment when they took part in a whole-school assembly linked to Chinese New Year. The children take a pride in their work and they can concentrate for sustained periods of time during whole-class activities. They take responsibility for their own learning, respond promptly to instructions, choose activities confidently and independently and tidy up at the end of the session.

#### **Language and literacy**

7.4 The majority of children attain expected standards by the time they are five in their use of spoken language but their reading and writing skills are below expected standards. Progress is sound in language development but unsatisfactory in literacy. Language skills are developed well through play and talk in all aspects of the curriculum. Speaking and listening skills are sound and children listen attentively to stories. Many older children can describe experiences with interesting detail. Early reading skills are less well developed and there are few occasions when children can look at and discuss books in small groups or

individually with an adult. Insufficient opportunities are provided for children to learn to recognise their own and other children's names and familiar words. Children make few attempts at writing or communicating meaning. They lack knowledge and understanding of the letter names and sounds. They practise tracing over their names but this activity is not monitored closely enough to ensure that letters are formed correctly.

## **Mathematics**

7.5 Attainment for children under five in some aspects of mathematics is below that expected for their age at five years old and progress in this area is generally unsatisfactory. There are insufficient opportunities for children to learn to write their numbers or to carry out activities using numbers. Adults do not ask questions to encourage pupils to solve simple problems involving addition and subtraction and use vocabulary linked to mathematics. Many opportunities to encourage effective learning in mathematics are missed as they are not planned carefully enough into the curriculum. Children can recognise and name basic two-dimensional shapes and their recognition of these shapes is developed through a daily focus on 'the shape of the week'. A few children are competent with ordinal number and can count confidently beyond 10.

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

7.6 In this area of learning and development, children's attainment and progress are generally satisfactory. Children show interest in features of living things, objects and events in the world around them. Resources, such as a small aquarium, support this area of learning. Children talk about the weather and notice some similarities, differences and changes during the week. They know the routine for the day and understand that there are different times for daily activities. The children explore their immediate environment through outdoor play and take care not to damage the spring bulbs that are growing in containers. They investigate floating and sinking with a collection of corks and experiment in trying to fill a selection of plastic bottles with water. They know that holes in the side of bottles allow the water to escape and make them impossible to fill. However, insufficient opportunities are provided for children to reflect on their activities and ask questions about why things happen and how things work.

### **Physical development**

7.7 Children make good progress in their physical development, considering their prior attainment and attain satisfactory standards for their age. Most children move confidently, climbing, balancing, running and jumping with control. Their large scale movement and muscular development are enhanced by the use of a good range of outdoor toys and equipment. They develop a good awareness of space. Their manipulative skills are also developed appropriately through the use of jigsaw puzzles and a range of tools.

### **Creative development**

7.8 In creative development, children are generally attaining satisfactory standards for their age and making sound progress. They have appropriate opportunities for imaginative play and a few children become absorbed in the roles they create for themselves in the role play area. They mix colours and paint pictures using brushes and other tools appropriately. Children enjoy listening to music and using a variety of instruments to experiment with composing and performing. During the inspection the children shared their musical skills and talents when they performed in a whole-school assembly.

## **ENGLISH, MATHEMATICS AND SCIENCE**

## English

8.1.1 Analysis of the end of Key Stage 1 tests and assessments by teachers for 1998 shows that standards in reading at Level 2 and above were in line with the national average but were below the national average at Level 3 and above. In writing, standards at Level 2 and above exceeded the national average and were close to the national average at Level 3 and above in the tests. In the assessments made by teachers, standards in writing were close to national averages at Level 2 and above and at Level 3 and above. Standards at Level 2 and above in speaking and listening were above the national average at Level 2 and above but below the national average at Level 3 and above. When the average of the school's test data is compared with that of all schools, it shows that standards were above average in reading and writing and average in speaking and listening. Compared with schools of a similar type, the school attained well above average standards in reading and writing and above average standards in reading. Analysis of data over the last three years show that standards have fluctuated, falling in 1997 and rising again in 1998. The test data from 1998 showed that girls were performing at a lower level than boys in writing but inspection findings suggest that there is no significant difference at the present time.

8.1.2 Standards of attainment found in English in this inspection are below national expectations. Standards in literacy are also below national expectations. These findings are similar to those of the last inspection in reading and writing, although standards in speaking and listening were judged to be above national expectations at that time. The findings of this inspection show a drop in the standards found in the last national key stage assessments in 1998. The difference is due largely to the difficulties the school is experiencing in implementing the National Literacy Strategy, but is also influenced by the significant numbers of pupils in the current Year 2 cohort who have special educational needs and those for whom English is an additional language.

8.1.3 Standards in speaking and listening are below national expectations at the end of Key Stage 1. Many pupils are unable to speak clearly and show an unsatisfactory range of vocabulary. Many pupils do not listen carefully enough to their teachers or to one another and this affects their progress in literacy generally. Few pupils show confidence in speaking in a formal situation. This was evident in a "good work" assembly when the majority of pupils found great difficulty in describing their work to the rest of the school. In addition, many pupils lack confidence and fluency when speaking in class to adults or their classmates. However, a small number of pupils showed confidence and fluency in a performance of their school concert last term. Video evidence shows that the pupils memorised large amounts of text which they performed clearly in front of their friends and families.

8.1.4 By the end of Key Stage 1, most pupils attain below average standards in reading. Although a few higher attaining pupils have a good range of skills which they use effectively to read simple texts, the majority of pupils are still not reading independently. Most pupils are still reliant upon word recognition; they are using picture cues successfully but are not using phonic or contextual strategies well enough to attempt new words. Most pupils can talk about their books, particularly those which they have been reading during literacy hour, but find difficulty in responding to unfamiliar texts. Pupils with special educational needs have very limited reading skills; they know a few letters and sounds and recognise a few words by sight but require a great deal of support to make any sort of response to their books.

8.1.5 Standards in writing are also below average at the end of the key stage. Most pupils are unable to write coherently with any degree of independence. A few higher attaining pupils are beginning to understand sentence structure and punctuation and are able to spell simple words accurately. A very small number show above average standards. However, many pupils show limited knowledge of simple spellings and a poor grasp of sentence structure and punctuation. Standards of handwriting are poor. Many pupils

form their letters incorrectly and show a lack of pencil control. Letters are often inconsistent in size and work is poorly presented.

8.1.6 Progress is generally unsatisfactory, although a few good lessons in literacy were observed, where pupils made good progress. Pupils do not reach standards expected for their age by the time they are five and teachers are not planning well enough to build on the skills and knowledge that pupils do have, for them to make satisfactory progress. In most classes, although teachers are providing opportunities for speaking and listening, often the response of pupils is unsatisfactory and limited progress is made. Pupils in a few classes make good progress in reading; this is related directly to the quality of teachers' planning and the activities which are provided to meet individual needs. For example in one reception class, pupils developed their knowledge of letter names and sounds very successfully during a class session where the teacher used a puppet to maintain their attention and concentration. The independent tasks were matched closely to pupils' needs and they continued to make good progress. However, in a lesson in a Year 2 class, unsatisfactory progress was made by most pupils because the teacher did not maintain pupils' concentration during the class teaching session; the pace of the lesson was too slow and the independent tasks were not structured well enough to challenge and motivate pupils. Progress in reading is limited because pupils are not practising the skills they have learned during class sessions enough either with classroom support staff or with their parents at home. Often, higher attaining pupils are not challenged sufficiently by well organised and stimulating tasks and this results in unsatisfactory progress being made. Pupils with special educational needs and those for whom English is an additional language also make unsatisfactory progress overall, because they are not involved enough in class sessions, work provided does not meet their needs and, in some cases, they are not supported well enough by special needs assistants. The progress made in writing by these pupils is very slow.

8.1.7 Pupils' attitudes to their English work are variable, but in many cases, they do not show enough concentration either during class sessions or independent work. In a few classes, where teachers plan very stimulating activities and there is a brisk pace to class sessions, with teachers using a range of strategies to maintain attention, pupils show good levels of concentration and interest in their work. However, overall, many pupils show poor levels of concentration and their behaviour is often unsatisfactory. Many examples were seen during the inspection of pupils distracting one another by their poor behaviour. Teachers spend a great deal of time maintaining discipline and time is lost on valuable teaching and learning activities. Pupils show poor levels of self-discipline. Without very close supervision, many pupils are unable to settle to their tasks and work hard.

8.1.8 The quality of teaching is unsatisfactory overall, although some good and very good lessons were observed during the inspection. Out of the 13 lessons observed, two were very good, three were good and four were satisfactory. However, in four lessons, the quality of teaching was unsatisfactory. In the unsatisfactory lessons and in those judged to be satisfactory overall, there were common weaknesses which affected the overall judgement. These involved teachers not planning with clear learning objectives in mind for different ability groups of pupils and poor use of assessment to inform lesson planning. These weaknesses affect the progress made by individual pupils over time. In the lessons judged to be unsatisfactory, sometimes teachers did not manage their pupils well enough to maintain their interest and attention, often the pace of lessons was slow and the independent tasks unstimulating. Where the quality of teaching was particularly good, the teachers maintained pupils' concentration well by asking well-focused questions which moved pupils on in their understanding; a good range of strategies was used to interest and stimulate pupils and teachers involved pupils of different attainment effectively in the class sessions. The independent tasks in these lessons were matched well to pupils' needs and special needs assistants supported pupils well in their independent tasks. In too many instances, however, special needs assistants were poorly deployed during class sessions. Although a few took an active part in monitoring and supporting pupils' behaviour and concentration, on many occasions they had little input and their time



was not used efficiently.

8.1.9 The school implemented the National Literacy Strategy last September but has not yet reconciled its previous teaching organisation to the new structure. Although individual targets are set for pupils and noted clearly in the back of their writing books, insufficient attention is paid to planning to meet these needs within the literacy hour. Half termly and termly assessments are being made in the different aspects of English, but these are not being used well enough to inform planning. Collections of pupils' work are made to show their progress throughout the school but these are not transferred into National Curriculum levels and used to set individual targets for pupils in terms of end of key stage achievement. The co-ordinator is relatively new to the post but has organised relevant training for staff to implement the National Literacy Strategy. She monitors the quality of teaching in classes regularly and there is clear evidence of useful feedback to teachers so that they can improve their performance. However, not all weaknesses in teaching have been addressed effectively. Standards across the school are not yet being monitored well enough to identify and address weaknesses.

8.1.10 The school has increased its resources to support class and group literacy sessions and has a useful range of books to support pupils' cultural development. However, many books in the reference library and those which pupils take home are old and in poor condition and do not stimulate positive attitudes towards reading. The reference library is poorly situated and many books are out of pupils' reach. It is not being used well enough to encourage pupils to develop research skills. The new literacy governor has not been in the post long enough to have developed effective links with the co-ordinator or to have a clear view of standards or provision. The local library is used well to stimulate pupils' interest, although close supervision on the journey between the school and library is required to ensure satisfactory levels of behaviour.

## **Mathematics**

8.2.1 Analysis of the national Key Stage 1 tests and assessments by teachers for 1998 shows that standards in mathematics are above the national average. When the average of the school's test data is compared with that of similar schools, it shows that standards are well above average. When the Key Stage 1 test results for 1998 are compared with 1997 and 1996, they show rising standards in 1998. The results for 1998 are better than the two previous years; there was a slight dip in standards in 1997.

8.2.2 The findings of the inspection are that most pupils attain standards at the level of national expectations at the end of Key Stage 1. This is a noticeable improvement since the previous inspection. Then, standards in mathematics were variable and, although some pupils achieved the national expectation, many achieved below it and a significant number of pupils was deemed to be underachieving.

8.2.3 Most pupils make good progress and pupils with special educational needs make satisfactory progress. As they move through the key stage, the pupils progress from recognising and counting objects, to addition and subtraction within 10 and then to reading and working with numbers up to 1000. The older pupils recognise sequences for odd and even numbers and choose appropriate methods for dealing with addition and subtraction problems. They know how many coins of the same denomination are needed to make £1 and can make given amounts of money in a variety of ways. Pupils' progress is enhanced by tasks that are differentiated appropriately to match their needs and abilities. In Year 2, below average pupils cut and fold shapes to find the line of symmetry, average pupils use a mirror to draw the other half of given shapes and above average pupils find the lines of symmetry in upper case letters and words. Pupils make good progress in using different ways to organise information. Methods range from block graphs recording types of weather in Year 1 to Venn and Carroll diagrams for sorting objects with one or two different criteria in Year 2. Higher attaining pupils in Year 2 use their mathematical knowledge and

understanding to good effect when they identify a relationship in the area covered by a set of hexagons as they increase in size.

8.2.4 Most pupils listen attentively, are keen to answer questions and share their knowledge and understanding. The pupils show a sustained interest in and enthusiasm for their work. They co-operate well and are good at sharing resources. However, a significant minority of pupils displays poor self discipline and has short spans of concentration during the mental maths sessions and in their independent tasks. Few opportunities are provided for pupils to take responsibility for organising their own activities or selecting appropriate equipment.

8.2.5 Overall, the quality of teaching is good. There is substantial evidence of good teaching in mathematics in all year groups with no unsatisfactory teaching observed during the inspection. This is a distinct improvement on standards of teaching seen at the last OFSTED inspection. Generally, the teachers give clear explanations and discuss the subject matter with the pupils in ways that demonstrate high expectations of most pupils and secure knowledge and enthusiasm for the subject. Pupils' misconceptions are identified and corrected promptly. The quality of teaching for pupils with special educational needs is enhanced by additional voluntary support, for example, a local senior citizen helps a group of Year 2 pupils on a regular basis and this has a good impact upon the learning of these pupils..

8.2.6 The teachers' management and control of the pupils are satisfactory. Limited opportunities exist for pupils to take responsibility or to record work in their own format as most classes use worksheets or occasionally workbooks from a published scheme.

8.2.7 The organisation of the subject meets the requirements of the National Curriculum. Teachers make effective use of assessment during mental mathematics sessions to direct their questions but there are no effective procedures in place for assessing pupils' attainment or keeping on-going records of their attainment against National Curriculum levels. There has been little improvement in formative assessment procedures since the last inspection.

8.2.8 The management of the subject is satisfactory. The permanent maths co-ordinator was not present during the inspection. Discussions with the temporary co-ordinator reveals the subject is monitored effectively through scrutiny of pupils' work and lesson observations. A useful portfolio with examples of moderated and assessed work helps with teachers' assessments at the end of the key stage. All classrooms are resourced appropriately and have useful displays to help pupils' understanding of number and shape. Other resources are stored centrally in labelled containers.

## **Science**

8.3.1 Attainment in science is in line with national standards. In 1998, the attainment at the end of Key Stage 1, based on teacher assessment, was above national standards, with 94 per cent of pupils attaining Level 2 or above and 28 per cent reaching Level 3. A scrutiny of the current work, lesson observations and discussions with pupils show that standards in all aspects of science are similar to those found nationally, with particular strengths in experimental and investigative science. Standards in Key Stage 1 science have improved since the last inspection. Progress is good throughout Key Stage 1.

8.3.2 At the end of Key Stage 1 pupils can record their observations accurately in a variety of forms, including diagrams, writing, charts and graphs. They use correct scientific vocabulary with increasing confidence and understanding as seen in a Year 2 experiment about sound, where pupils used the words pitch and vibration correctly to describe what they had seen. Through a variety of experiments with musical instruments, some made by the pupils themselves, they know how sounds can be produced. Pupils

can predict possible outcomes of investigations, interpret their results and draw sensible conclusions. They know about the digestive process in the human body and can understand the need for a healthy diet. Pupils classify materials accurately using a variety of criteria such as natural and man-made and can record their findings clearly. In investigations about heating and cooling pupils use a thermometer successfully to measure temperature in both Celsius and Fahrenheit scales.

8.3.3 Progress is good throughout the key stage. Pupils develop their investigative skills steadily, including knowing the importance of fair tests, and increase their knowledge of scientific language. They make good progress in all the attainment targets of the National Curriculum, especially in their development of investigative skills. This was evident in a Year 2 class where pupils were hypothesising about the reasons for the variations in pitch when metal bars of different lengths were struck with a beater and elastic bands of varying thickness were plucked. Pupils with special educational needs also make good progress in science when given appropriate support in class and provided with recording sheets matched to their ability.

8.3.4 Most pupils respond well to the subject and have a positive attitude to their work. They are interested and join in activities with enthusiasm, especially when the work involves an experiment and is pitched at the correct level for their ability. Pupils work well in pairs and in groups, sharing equipment fairly and handling it sensibly. Behaviour in lessons is satisfactory. Pupils are willing to talk about their investigations and share ideas with others. Most listen to their teachers and join in discussions, asking and answering questions sensibly.

8.3.5 The quality of teaching in science is usually good overall. Teachers have a sound knowledge and understanding of the subject and most lessons are well thought out with interesting and stimulating activities. Resources are used well to support learning and are always prepared carefully. In the best lessons, teachers make the objectives clear to pupils at the start, have good control and discipline and are enthusiastic about the subject. Teachers' planning is usually clear and includes opportunities to develop language as well as scientific knowledge and understanding. Health and safety matters are addressed by all teachers. There are good quality displays in some classrooms, including work by pupils, which raise the profile of science, encourage good presentation and show that pupils' efforts are valued.

8.3.6 The school has an appropriate scheme of work for science which is used successfully by teachers to plan effectively in year groups. The co-ordinator is enthusiastic and knowledgeable and gives good support to colleagues as well as monitoring the provision and standards throughout the school. Procedures for assessment are not fully developed and recording of individual pupil attainment does not include National Curriculum levels. Resources are of good quality and sufficient quantity to deliver the full curriculum. Statutory requirements are met fully.

## **OTHER SUBJECTS OR COURSES**

### **· Art**

9.1.1 Only one lesson in art was seen during the inspection and further evidence was drawn from scrutiny of pupils' work and teachers' planning and discussions with pupils. Indications are that pupils are attaining satisfactory standards for their age. This compares favourably with the findings of the last inspection where standards were judged to be average to below average in relation to national expectations. By the end of Key Stage 1, pupils select from a range of materials to make pictures of people in the costume of different periods in history. They use pencils, felt pens, crayons, pastels and paint appropriately. They show good colour mixing skills in their work on "hot" and "cold" colours in the style

of a range of famous artists and in their self-portraits.

9.1.2 Pupils, including those with special educational needs, make sound progress overall throughout the school. Pupils in the reception class experiment with different colours and learn to use paintbrushes successfully. They paint Chinese characters using a thin paintbrush, developing sound manipulative skills. They represent the work of Kandinsky effectively in collages. Skills in painting are developed further in Year 1 when pupils mix colours to paint pictures in the style of Monet. Evidence to support progress in three-dimensional work is more limited. Only in a reception class was there evidence to show pupils using clay to make scenes from the story of “The Three Bears.” Planning shows that pupils are introduced to different media and techniques in a systematic way as they move through the school.

9.1.3 In the one lesson seen in art, pupils listened and responded well to the teacher. They were eager to join in discussion about how clothes now differ from those worn by people long ago. They concentrated well on their drawings and paintings and a few showed good levels of perseverance. Many, however, required a great deal of teacher supervision and direction to maintain their concentration on the task in hand. Discussions with pupils reveal that they are proud of their work and keen to describe how they produced it.

9.1.4 The quality of teaching is generally sound. In the one lesson observed it was good, with effective pupil management, clear instructions and explanation and good levels of support for pupils. Generally, teachers’ planning shows a lack of attention towards developing skills using different media, although good attention is paid towards developing pupils’ understanding of the work of a range of artists.

9.1.5 The headteacher is the co-ordinator for art and has little time available to monitor standards or provision formally, although the high proportion of time he spends in the classrooms means that he has a reasonable view about the standards that pupils attain. The current policy is outdated though a new teaching and learning policy is being drafted at the moment which will replace all previous curriculum policies. The scheme of work is sound but there is little assessment of pupils’ attainment and progress. Annual reports to parents provide the only assessment and these often lack detail. The emphasis on the work of artists makes a good contribution towards pupils’ cultural development.

## • **Design and technology**

9.2.1 Only two lessons were observed in the subject during the inspection and further evidence was drawn from the scrutiny of pupils’ work and teachers’ planning and discussion with pupils. This evidence suggests that pupils are attaining satisfactory standards for their age at the end of the key stage. Pupils in Year 2 design their own musical instruments, providing diagrams to show how they will be constructed, as well as listing materials they will use. They select from a range of materials and join card and plastic together appropriately. They can reflect upon their models and say how they could improve them.

9.2.2 Progress of pupils, however, including those with special educational needs, is unsatisfactory. Pupils in Years 1 and 2 are covering the same work and teachers are not planning well enough to ensure that older pupils have the opportunities to develop their skills and knowledge at a higher level than younger pupils. Pupils in reception classes make satisfactory progress; they have sound opportunities to use construction kits to make models and develop their cutting and joining skills appropriately with the support of a classroom assistant.

9.2.3 Pupils’ response varies from good to unsatisfactory. Generally, they are interested in the practical activities but when they are involved in class discussions on evaluating their work, their concentration is poor and behaviour deteriorates. They often interrupt and do not listen effectively to their teacher or one

another. Many pupils describe their models enthusiastically and show pride in the finished result.

9.2.4 The evidence suggests that the quality of teaching is unsatisfactory. This is principally because of the lack of attention given to developing pupils' knowledge and skills at an appropriate level. Planning describes activities but does not identify learning objectives well enough to ensure that pupils make sufficient progress. There is insufficient attention paid to developing pupils' skills in using a range of tools. In a lesson in a reception class the teacher deployed the classroom assistant well and the group made sound progress in fulfilling simple designs for an aspect of Goldilocks house. Generally, teachers prepare their resources well but occasionally the pace of the lesson is slow; too much time is spent on class discussion and pupils lose interest and show unsatisfactory levels of behaviour; consequently, the teacher then has to spend time on re-establishing order and discipline.

9.2.5 The teaching of the subject is broad and balanced although the school plans to modify the content of the subject with changed National Curriculum requirements. The headteacher is the co-ordinator at present and has not had sufficient time to monitor standards or provision formally. Consequently, weaknesses have not been identified and addressed. There is a satisfactory range of resources available, including work stations containing a range of tools. However no examples were observed of pupils using these tools effectively.

## • **Geography**

9.3.1 Pupils' knowledge, understanding and skills in geography are average for their age. This is similar to the findings of the last report.

9.3.2 Pupils in reception classes learn about islands and use different colours to distinguish between land and sea when they make simple plans; they make collages of islands using fabric, paper and glue. Pupils in Year 1 are introduced to map making through the school playground and locating places on a diagram of their classroom. In Year 2, pupils study the effects of weathering on the school building; through an exercise where they identify aspects of the building, they develop their map reading skills effectively.

9.3.3 Progress is satisfactory for most pupils. The progress of some pupils with special educational needs in Year 2 is curtailed because their needs are not met effectively in lessons; for example, they are unable to match photographs with objects in the school building and there is insufficient support for them from adults. In Year 1, pupils are taught the incorrect order for grid references and most give the reading from the vertical scale before the horizontal scale.

9.3.4 Most pupils have positive attitudes and are interested in their geographical work. They enjoy learning about their own locality and use their observational skills well when they go on a local walk or study the school building and playground.

9.3.5 Overall, the quality of teaching in geography is satisfactory. Four lessons were observed during the inspection; one lesson was good, two were satisfactory and one was unsatisfactory. Where teaching is good, effective use is made of questions to check pupils' knowledge and understanding and extend their thinking. The resources are planned well and suited to tasks and additional adult support is enlisted from volunteer parents to help support low achievers. Unsatisfactory teaching is due to insecure subject knowledge and a mismatch between pupils' knowledge and understanding and the tasks given. Most pupils are assigned the same tasks and consequently the less able pupils require substantial additional adult support which they often do not receive.

9.3.6 The geography curriculum is taught in six half term topics and pupils are timetabled for either geography or history during each half term. There is no formal monitoring of the subject. No assessment records are kept and there are no periodic judgements of pupils' attainment.

9.3.7 Resources in the subject are satisfactory with a variety of books, atlases and political globes to support teaching and learning.

## • **History**

9.4.1 Only one history lesson was seen during the inspection. Additional judgements are based on the discussions with pupils and displays in classrooms and around the school. Indications are that pupils have satisfactory knowledge, skills and understanding in history for their ages. This matches the findings of the previous inspection report. Pupils in Year 2 draw pictures and write about clothes from different periods. They understand how certain things change over time, for example, the change in clothes and transport over the years. From a study of pictures, most pupils know the difference between statements of fact and statements of opinion. Some can use books to find out about the past. Pupils are keen and interested in the subject.

9.4.2 Overall, progress is satisfactory. Pupils make sound progress in comparing the past and the present and in understanding chronology. Above average pupils make good progress in knowing how time can be divided into distinct periods. Below average pupils make satisfactory progress in understanding a time line.

9.4.3 The quality of teaching is satisfactory. Some imaginative approaches are employed to help pupils understand chronology. There is a sound awareness of the key elements in the subject and these are incorporated well into lessons. The school has, in the past, made good use of local museums but these visits are not timetabled into the history curriculum on a regular basis.

9.4.4 History is taught through topic work and also as a discrete subject. There is no formal monitoring of the subject. No assessment records are kept and there are no periodic judgements of pupils' attainment which means it is difficult to plan work which ensures that pupils build effectively upon existing skills and knowledge.

9.4.5 There are good cross-curricular links between history and art for pupils in Year 2 who copy paintings of historical costumes by famous artists. History is used effectively to enhance pupils' cultural development in relation to historic events, for example, the impressive display on Martin Luther King and Rosa Parks in the entrance hall.

## **Information technology**

9.5.1 Attainment in information technology is in line with national expectations at the end of Key Stage 1. This is the same as the findings of the 1994 inspection. Pupils use the mouse confidently and are developing their keyboard skills satisfactorily. They know the function of the space bar and how to create capital letters. Pupils also know the importance of saving their work before turning the computer off. They use the computer for word processing and can edit, save, retrieve and print their work. Pupils can create a database about the weather or a pet survey, interrogate it and present the information as a block graph. They can accurately program a robot to follow a path using a variety of commands. A few pupils create simple graphics and can merge text and graphics by putting words into a speech bubble in a picture. Correct vocabulary is used when talking about computer work such as cursor, font, save, monitor and program. Older pupils can use a CD-ROM to find information to use in other subject areas. Tape

recorders are used confidently by the majority of pupils to record and play back work. Pupils understand the uses of information technology in the world around them with the more able pupils having some knowledge of the Internet and how it is accessed.

9.5.2 Progress in information technology is satisfactory throughout the school with pupils making steady gains in skills and knowledge. Pupils are introduced to the subject at an early age in the nursery where they play a number of word and matching games on the computer. Progress in word processing is also satisfactory through Key Stage 1 with pupils using computers to write labels for other curriculum work and more able pupils writing and printing extended stories. Pupils with special educational needs make satisfactory progress and are often given useful support by their classmates.

9.5.3 Pupils respond very enthusiastically to the opportunities provided for them in the subject. They handle the equipment with care and respect. Pupils talk with confidence about information technology and can explain in some detail the work they have completed using the computers. They are willing to share their skills and ideas with each other and work well in pairs. When working on a computer pupils concentrate well and show a pride in their achievements.

9.5.4 The quality of teaching is satisfactory overall, but varied from unsatisfactory to good in the small number of lessons seen during the inspection. Most teachers have a secure subject knowledge and monitor the time each pupil spends on the subject through check lists to ensure that all pupils have equal access. Some teachers plan whole-class lessons dedicated to teaching and improving their pupils' computer skills and, when such lessons are matched to the pupils' prior attainment, these have a positive impact on progress. Resources are used well and teachers direct and encourage pupils to use the computers regularly. Work is often linked to other curriculum areas such as science and geography. In some classes there are attractive displays of pupils' work to show attainment and share ideas.

9.5.5 The last inspection found that planning was weak as there was no scheme of work in place. This is no longer the case as the current scheme of work covers all the elements required by the National Curriculum and statutory requirements are met fully. Resources are satisfactory and have recently been improved by the acquisition of three new computers with CD-ROMs. The school has a useful and appropriate range of software to support the learning of skills in information technology and other subject areas. At present there are no formal procedures in place for assessing and recording the attainment and progress of individual pupils. Some samples of work are kept but these are not always linked to National Curriculum levels. The lack of assessment procedures makes it difficult for planning to take into account the prior achievements of pupils and thereby provide work at a suitable level and facilitate good progress.

## **Music**

9.6.1 The standards pupils achieve in music are below those expected for their age. At the meeting for parents before the inspection there were some concerns that pupils were not making sufficient progress in music. These concerns are supported by the inspection evidence. This is a worse situation than the last inspection in 1994 when standards were judged to be average. Pupils are able to sing reasonably confidently from memory and with fair control of pitch and dynamics but they do not have enough opportunities to compose music and play the many percussion instruments which are in the school. Pupils listen to music by different composers when they enter the hall for assembly but very few pupils can identify the piece or the composer. Pupils in Year 1 listen to some music by famous composers such as Tchaikovsky in class lessons but are only at the very early stages of being able to appraise the music and its mood. Through their work in science most pupils know how sounds are made in different ways and some pupils have made their own musical instruments. A few pupils know the names of orchestral instruments and can match them to their sound.

9.6.2 Overall, progress for all pupils is unsatisfactory. Progress in singing is satisfactory but in composing, listening and appraising it is less than satisfactory. The unsatisfactory progress in these areas is due mainly to the organisation of music lessons. Pupils in Year 2 have one music lesson each week and that is a whole-school session in the school hall with an emphasis on singing. Pupils of all abilities are given few opportunities to make appropriate progress in other areas, especially performing and composing their own music. Pupils in Year 1 have additional class lessons where they listen to music and make satisfactory progress in this area.

9.6.3 Pupils enjoy singing and talk animatedly about the Year 2 production last term which they performed, with obvious enjoyment, for parents and friends. In the Year 1 class lesson observed they were attentive, joined in with the activities to identify high and low sounds and answered questions thoughtfully and sensibly. The whole-school singing session was less effective; many pupils were restless and did not join in the singing. However, pupils paid very good attention to and showed great appreciation for the two visiting instrumentalists who played the oboe and the bassoon.

9.6.4 Very few lessons were observed but overall the quality of teaching was satisfactory. Teachers' plans include music but often only state the content of the weekly school music lesson in the hall. However, the teaching of such a large group is unsatisfactory as pupils have little opportunity to make meaningful contributions to the lesson and the teacher is unable to assess the attainment and progress of individuals.

9.6.5 The school has some useful resources with a good range of percussion instruments, many from different countries. The scheme of work covers all areas of the music curriculum and includes objectives, useful ideas for activities, resources and assessment but this scheme is not being used effectively at present. There are concerts for parents and friends to attend each year. At present there are no extra-curricular activities in music for pupils.

## **Physical education**

9.7.1 Standards achieved in physical education in Key Stage 1 are as expected for the age and ability of the pupils. This judgement is similar to the findings of the 1994 inspection. Pupils use space well in gymnastics, have reasonable control over their movements and can travel in a variety of ways using different speeds and levels. In Year 2, pupils participate with due regard for the rules and co-operate well with each other in following and mirroring games. Pupils in Year 1 can jump safely from the apparatus demonstrating a range of different jumps and devise their own individual sequences of movements based on a curling and stretching theme. They can refine and develop their ideas for a performance to the class. Some older pupils can make sensible evaluative comments about their own performance and that of others. No dance lessons were observed during the inspection.

9.7.2 Progress is satisfactory in all elements of the subject. Pupils with special educational needs make satisfactory progress and participate fully in all the lessons. Progress is particularly good when pupils are kept moving in gymnastics lessons and organisation is such that pupils do not have to waste time in a queue when working in groups on the apparatus.

9.7.3 Pupils enjoy the subject and join in lessons with enthusiasm. Behaviour is satisfactory and sometimes good. This was particularly evident in a Year 1 gymnastics lesson where pupils concentrated on their work, listened carefully to their teacher and worked hard on improving their own performance. Pupils dress correctly for activities and handle equipment and apparatus carefully, sensibly and safely. They work well independently and in pairs or small groups. Pupils take increasing responsibility for setting



up the large apparatus as they become older and take such responsibility very seriously.

9.7.4 The quality of teaching is satisfactory overall. Teachers generally have a secure subject knowledge. They manage their pupils well and usually maintain good discipline which is important for safety. In the best lessons teachers plan the activities carefully and ensure that the pupils are kept fully involved throughout and given sufficient time to develop their skills and understanding. Demonstrations by pupils are often used to improve the quality of performance and to give other pupils good ideas for their own work. Pupils are not always encouraged to evaluate their own work and that of others and sometimes there is insufficient time in the lessons for pupils to refine and develop their ideas.

9.7.5 There is a comprehensive scheme of work in place and the co-ordinator has written some very useful lesson plans for her colleagues to use. The co-ordinator works part time in the nursery and, although she has had no opportunity to monitor the delivery of the subject, has been able to monitor planning and gives good support when required. There is an annual sports day which is thoroughly enjoyed by pupils and visitors. Resources are adequate to deliver the full curriculum.

### • **Religious Education**

9.8.1 Only a limited amount of teaching of this subject was observed during the inspection. Additional judgements are based on the discussions with pupils and displays in classrooms and around the school. Indications are that the majority of pupils meet the requirements of the local education authority's agreed syllabus in their religious knowledge and understanding.

9.8.2 The school has a policy and scheme of work based on the Waltham Forest Locally Agreed Syllabus. The scheme of work reflects the multi-faith nature of the school and includes information on a range of religious festivals. A new syllabus has been published recently and, following whole school discussion, is planned to be implemented from September 1999.

9.8.3 The youngest pupils are able to identify and give examples of actions that demonstrate friendship. However, insufficient opportunities are provided in most classes for pupils to explore relationships and attitudes, and to discuss acceptable and unacceptable behaviour.

9.8.4 Pupils, including those with special educational needs, make satisfactory progress. Younger pupils have some knowledge of popular Bible stories including those about Christmas and Noah. They know why God sent the flood and the significance of the rainbow. Older pupils are able to make comparisons between Lent and fasting by other religious groups. They are aware of the many similarities that exist in different religions and can give examples.

9.8.5 The quality of teaching is generally sound. Teachers make use of first hand experience when planning work by arranging visits for the pupils or inviting speakers to the school. Planning is supported effectively by a satisfactory range of books and some artefacts. There is information on customs and traditions of different religions on display around the school. The school makes good provision to celebrate the multi-faith diversity reflected within the local community and the cultural diversity of the school community.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

10.1 The inspection team consisted of four inspectors, one of whom was a lay inspector. The team spent a combined total of 19 days gathering evidence, and during the inspection 59 lessons, or parts of lessons, were seen. The total time spent in observing lessons, sampling pupils' work and talking to pupils was approximately 48 hours. Discussions with pupils took place during lessons and at other times. Specific discussions with pupils representing different age and ability groups contributed to evidence of attainment, for instance in reading, information technology and art. Samples of pupils' work from each year group were examined separately and during the daily activities in the classroom. Other evidence was drawn from displays of work, records and reports. Discussions were held with governors and members of staff, both teaching and non-teaching. A wide range of documentation provided by the school was also inspected. The views of parents on aspects of school life were sought in a meeting and through a questionnaire.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	176	1	36	70
Nursery Unit/School	27.5	0	2	0

### Teachers and classes

#### Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent)	7.2
Number of pupils per qualified teacher	24.44

#### Education support staff (YR – Y2)

Total number of education support staff	6
Total aggregate hours worked each week	75.5

#### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	2.1
Number of pupils per qualified teacher	13.09

#### Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	65

Average class size:	29.3
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## Financial data

Financial year:

1998
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	£
Total Income	445,788.00
Total Expenditure	467,073.00
Expenditure per pupil	2,407.59
Balance brought forward from previous year	-4,252.00
Balance carried forward to next year	-11,285.00

**PARENTAL SURVEY**

Number of questionnaires sent out:

176
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Number of questionnaires returned:

17
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**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	71	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	41	6	0	0
The school handles complaints from parents well	18	53	18	6	0
The school gives me a clear understanding of what is taught	18	53	18	6	0
The school keeps me well informed about my child(ren)'s progress	24	65	12	0	0
The school enables my child(ren) to achieve a good standard of work	12	47	29	12	0
The school encourages children to get involved in more than just their daily lessons	18	59	18	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	29	24	12	0
The school's values and attitudes have a positive effect on my child(ren)	29	59	12	0	0
The school achieves high standards of good behaviour	18	59	18	0	6
My child(ren) like(s) school	53	41	0	6	0

**Other issues raised by parents**

The following issues were raised by more than one parent: concern about provision for music in the school; lack of notice given about meetings and holidays.