

INSPECTION REPORT

St. Joseph's RC Junior School
Leyton

LEA area: 320 Waltham Forest

Unique Reference Number: 103086

Headteacher: Mr. P. Herrtage

Reporting inspector: Ms. Janet Dyson

Dates of inspection: 8 – 11 November 1999

Under OFSTED contract number: 706658

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline
Tel. 0171421 6567

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Voluntary Aided
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Vicarage Road Leyton London E10 5DX
Telephone number:	0181 539 5971
Fax number:	0181 556 9668
Appropriate authority:	Governing body
Name of chair of governors:	Mrs. M. Custance
Date of previous inspection:	February 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Janet Dyson, Registered Inspector	Science History Geography Music Equal opportunities	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Leadership and management
Glenda Spencer, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' development
Anne Osborne	English Design and technology Art	Curriculum and assessment Staffing, accommodation and learning resources Efficiency of the school
Tom Allen	Mathematics Information technology Physical education Special educational needs	Partnership with parents and the community

The inspection contractor was:

icp
360 Lee Valley Technopark
Ashley Road
London
N17 9LN

0207 880 4875

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 4
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school
Attainment and progress 5 - 12
Attitudes, behaviour and personal development 13 - 18
Attendance 19 - 20

Quality of education provided
Teaching 21 - 29
The curriculum and assessment 30 - 39
Pupils' spiritual, moral, social and cultural development 40 - 46
Support, guidance and pupils' welfare 47 - 52
Partnership with parents and the community 53 - 60

The management and efficiency of the school
Leadership and management 61 - 66
Staffing, accommodation and learning resources 67 - 76
The efficiency of the school 77 - 83

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science 84 - 111
Other subjects or courses 112 - 146

PART C: INSPECTION DATA

Summary of inspection evidence 147

Data and indicators

MAIN FINDINGS

What the school does well

- Teaching is good in over 60 per cent of lessons. It is consistently good in English, mathematics and science and effectively supports the high standards attained by the pupils and the good progress they make.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Support for pupils with special educational needs is very good and they make good progress.
- Pupils have excellent attitudes to learning, behaviour is very good and relationships are excellent.
- The headteacher provides extremely good leadership.

Where the school has weaknesses

- I. Planning does not always take account of the needs of higher attaining pupils.
- II. In music, standards are not high enough.
- III. Governors are not actively involved in monitoring the quality of the curriculum and its impact on attainment and progress.

The school now has significantly more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents and guardians of the pupils at the school.

How the school has improved since the last inspection

The school has improved significantly since the last Ofsted inspection in February 1995. There has been a sustained and steady improvement since the last HMI report in May 1997. The school has been successful in raising standards over the last three years, particularly in English, maths and information and communication technology, and has significantly improved pupils' attitudes to learning and standards of behaviour. From attainment which is in line with national averages on joining the school, pupils make sufficient progress in four years to be achieving above national standards by the end of Year 6. The quality of teaching has improved with a high proportion of lessons now having good features. Provision for pupils with special educational needs has also improved. It is now very good and they make good progress. The quality of provision for pupils' spiritual, moral, social and cultural development has improved and is now very good overall with some excellent aspects. Leadership and management are now good. The school is now providing good value for money.

The school is now well placed to consolidate its achievements and to sustain the improvements which have been made.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	A	A		

Mathematics	A	A	<i>below average</i>	D
Science	A*	A*	<i>well below average</i>	E

By the time they leave school at 11, pupils' overall attainment is above average. The 1999 National Curriculum tests show that pupils' overall performance is well above average when compared to all schools in England and in comparison to similar schools. This is a significant improvement since the previous inspection, in 1997, when standards were judged to be mainly in line with national expectations.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English			good
Mathematics			good
Science			good
Information technology			good
Other subjects			good

The quality of teaching is good, enabling pupils to make good progress as they move through the school. It is satisfactory or better in all lessons, with over 60 per cent of lessons having good or very good features. In English and science teaching is good overall. It is good with very good features in mathematics.

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	Behaviour is very good. It is a great strength of the school. Standards of behaviour and the attitudes to learning contribute strongly towards the high quality of learning in the school.
Attendance	Good. The attendance rate is 95.5 per cent with 0.5 per cent unauthorised absence.
Ethos*	The ethos is excellent. There is a consistent approach from all those involved in the work of the school. Pupils have excellent attitudes to learning. The quality of relationships is excellent.
Leadership and management	Good. The headteacher provides extremely good leadership. The school management team and co-ordinators monitor teaching and the curriculum very effectively. Governors are supportive but need to develop their understanding of the curriculum.
Curriculum	Good. The curriculum is well planned, supports teaching well and enables pupils to make progress. It includes thoughtful provision for pupils' personal development and is significantly enhanced by educational visits and after-school activities.
Pupils with special educational needs	Very good. Pupils with special educational needs receive very good support and make good progress.
Spiritual, moral, social and cultural development	Very good overall. There is excellent provision for pupils' spiritual and moral development which is strongly supported by the very good quality of assemblies.

Staffing, resources and accommodation
Value for money

Good overall. Resources are adequate; accommodation is adequate. It is attractive and well maintained. There are very good arrangements for the professional development of staff. The school is providing good value for money.

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

The parents' views of the school

What most parents like about the school

- IV. The school enables children to achieve a good standard of work.
- V. The school's values and attitudes have a positive effect on their children and the strong values are known and respected in the community.
- VI. The school achieves a very high standard of behaviour.
- VII. Their children enjoy going to school.
- VIII. The school encourages parents to play an active part in its life.

What some parents are not happy about

- IX. A very small minority of parents feel that
ad well.

The inspectors' judgements support the positive views expressed by parents. The headteacher and staff are available to discuss any concerns parents may have at a mutually convenient time and the majority of parents feel that any issues are dealt with appropriately.

· **KEY ISSUES FOR ACTION**

There are no key issues for the school to address but, in the context of its many strengths, the following points for further improvement should be considered as the basis for an action plan:

- X. share the expertise in teaching to ensure that good practice is disseminated and enable the sound teaching to be raised to the level of good (21,25,91,93);
 - XI. develop the role of the governing body so that governors are more actively involved in the curriculum and are better able to monitor the impact of their decisions and plan strategically (63);
 - XII. raise standards in music through developing schemes of work, appointing a co-ordinator and identifying the INSET needs of teachers (72,120,121,123);
 - XIII. ensure that planning takes greater account of the needs of higher attaining pupils (93,103).
-

INTRODUCTION

Characteristics of the school

1. The school is a two-form entry Voluntary Aided Roman Catholic Junior school in Leyton, Waltham Forest, East London. The children all come from Catholic homes and are from a range of ethnic backgrounds. The school draws its pupils from a much wider area than the immediate neighbourhood. Most of the pupils come from within the parish boundary of St Joseph's Church and most have attended St Joseph's Infant school approximately $\frac{3}{4}$ mile away. There are currently 229 pupils on roll, 118 of which are boys and 111 are girls.

2. The number of adults with higher educational qualifications in the Leyton Ward is 9.2 per cent compared with the national figure of 13.5 per cent. The number of children in high social class households is 14.1 per cent compared with the national figure of 31 per cent. The number of children in overcrowded households is 29.8 per cent in comparison with the national figure of 10.5 per cent. However, the pupils come from a wider area than the Leyton Ward so these statistics are not generally applicable. Fifty-seven point six per cent of pupils belong to minority ethnic groups. The percentage of pupils for whom English is an additional language is 29.8 per cent which is very high. The percentage of pupils eligible for free school meals was 17 per cent in the summer term rising to 22 per cent in the autumn term per cent which is close to the national average of 19.9 per cent.

3. The percentage of pupils identified as having special needs is 27.7 per cent which is above the national average of 18.3 per cent. The percentage of pupils with statements of special educational needs is 1.3 per cent, which is broadly in line with the national average.

4. The school was last inspected by Ofsted in February 1995 when it was placed in special measures. Since then HMI have visited the school regularly to review progress. The last HMI report was in May 1997 when the school was judged to have made sufficient improvement to be taken out of special measures.

4. **Key indicators**

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	29	26	55

4. National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils	Boys	26	24	26
At NC Level 4 or above	Girls	26	23	25
	Total	52	47	51
Percentage at NC Level 4 or above	School	93	84	91
	National	65	59	69
4. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	20	24	25
At NC Level 4 or above	Girls	23	23	25
	Total	43	47	50
Percentage at NC Level 4 or above	School	77	84	89
	National	65	65	72

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

4. **Attendance**

Percentage of half days (sessions) missed			%
Through absence for the latest complete	Authorised	School	4.1
Reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.5
	Absence	National comparative data	0.5

4.

4. **Exclusions**

Number of exclusions of pupils (of statutory school age) during			Number
The previous year:			
	Fixed period		0
	Permanent		0

4. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	100
	Less than satisfactory	0

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

1. By the time they leave school at 11, pupils' overall attainment is above average. The 1999 National Curriculum tests show that pupils' overall performance is well above average when compared to all schools in England and in comparison to similar schools. This is a significant improvement since the previous inspection when standards were judged to be mainly in line with national expectations.

2. The performance of boys in both 1998 and 1999 was above the national average in all three core subjects. The performance of girls was well above the national average in all three core subjects. There is no significant variation in the attainment or progress of pupils from different ethnic minority groups.

3. In English in 1998, where comparative data are available, pupil attainment by the end of the key stage was well above both the national average and the average for schools of a similar nature. The performance of boys was above the national average and girls' performance was well above. Results for 1999 show a similar pattern of achievement. In the previous inspection standards were found to be mainly in line with national averages and the school has, therefore, been successful in raising pupil attainment in English with more pupils reaching Level 4 and Level 5 by the end of the key stage.

4. The 1998 National test results show that at the end of the key stage attainment in mathematics was well above the national average when 84 per cent of pupils achieved the expected Level 4 and above and 39 per cent achieved the higher Level 5. Pupils' performance was very high in comparison with schools with pupils from similar backgrounds. The performance of girls at the equivalent of 0.42 levels above the national average was somewhat higher than that of boys at 0.27 levels above the national average. The 1999 test results show a similar trend when over 89 per cent achieved the expected Level 4, 37 per cent achieved the higher level 5 and two per cent achieved Level 6. Taking the three years 1996 to 1998 altogether the performance in mathematics was well above the national average.

5. Attainment in science is very high. In the 1999 Key Stage 2 tests 100 per cent of pupils gained Level 4 or above and 66 per cent of pupils gained Level 5 or above. This is well above the national average and well above the average for similar schools. The average points score in these tests was also well above the average for all and for similar schools. There were no significant differences between the performance of boys and girls. Pupils are developing the skills of systematic enquiry very well as they move through the school and these skills are now well developed for pupils in Year 6. This is an area of improvement since the last inspection.

6. Pupils' attainment in information technology is now above national expectations. This is a very significant improvement since the last inspection. The regular inclusion of information technology in teachers' plans for the foundation subjects now provides better opportunities for pupils to acquire the necessary practice and skill and this has had a positive impact on their attainment.

7. Pupils with special educational needs attain standards below national standards but in line with expectations for their ability as identified in their individual education plans. In some subjects, for example art, they achieve standards similar to that of the rest of the class. They make good progress due to the very effective support given to them by the class teacher, the SENCO, and

the special needs assistants, both in class and in withdrawal groups.

8.Evidence from the lessons observed, a survey of pupils' work across all year groups and discussions with pupils about their work shows that the rate of progress made by most pupils is good overall. It is good in the core subjects of English, mathematics and science and in information technology. It is at least satisfactory and frequently good in the foundation subjects. Pupils make particularly good progress in physical education. This is because the good teaching enables pupils to make good progress as they move through the school.

12.

12. **Attitudes, behaviour and personal development**

9.Pupils' attitudes to learning are excellent. The Catholic faith is central to the life of the school and underpins the caring and conscientious attitudes which the school encourages. Pupils show a great deal of interest in their work and are able to sustain concentration over lengthy periods of time. They work well on individual tasks and in groups, and written work is often completed at a good pace.

10.Children make a happy and confident start to the school. They establish effective relationships with adults and each other and work well as part of the group. All are keen to participate and do so with the minimum of fuss. They co-operate well with each other, take turns and are willing to share equipment. They carry out instructions and behave well. They appear confident and are happy to talk about their tasks.

11.Pupils move around the school in an exemplary fashion. They know and follow rules for safety in and around the school. In assemblies pupils respond well. The calm and tranquil atmosphere allows for reflection and sets the tone for the day. Lunchtime in the dining hall is calm and pupils eat in peace. Pupils play together sociably at break and lunchtimes. The racial harmony in the school is very good. Pupils show very good standards of courtesy to adults and to each other and there are no signs of vandalism or graffiti around the school. Children know the rules and abide by them. The systems for rewards and sanctions are used consistently by all staff. The school celebrates good behaviour and works in partnership with parents on any behavioural problems. They also telephone parents to praise a child for excellent behaviour. Behaviour is very good. It is a great strength of the school. Standards of behaviour and the attitudes to learning contribute strongly towards the high quality of learning in the school. There have been no fixed term exclusions.

12.Pupils have excellent relationships with each other and with adults. When given the opportunity, pupils work co-operatively together, they share resources willingly and benefit from the experience. They respond very well to the example of tolerance and fairness shown by the staff. Pupils enjoy discussing new ideas; for example, they are curious to find out more about how things work in science. During lessons they listen well, both to their class teachers and to each other, and take account of the views of others.

13.Pupils make the most of opportunities to take some responsibility in the smooth running of their school. They carry out a variety of responsibilities very sensibly in maintaining the quality of life in school, for example, setting up experiments during science lessons and taking responsibility for equipment during lessons.

14.Pupils with special educational needs have good attitudes to learning. They show interest in their lessons, especially when practical activities are involved as in physical education, dance and games when working in groups or on a one to one basis and when using the computer to enhance their work. They behave well and those with specific behavioural problems respond well to intervention and attend regular sessions with the special educational needs co-ordinator to review progress and set targets for the week. Their personal development is aided by taking

responsibility for different aspects of their work such as homework targets and assessing their own improvements. They have equality of access to all areas of the curriculum including extra-curricular activities.

18. Attendance

15. The attendance figures are broadly in line with the national average and have remained steady since the last inspection. The attendance rate for the school is good at 95.5 per cent with 0.5 per cent unauthorised absence. Notes are required from parents to authorise absence and the class teachers and the headteacher follow up unexplained absences rigorously. Children arriving late report to the office where they have to sign the late book and give reasons why they are late. Any persistent lateness is followed up by a letter from the headteacher. Systems to record children leaving the school during lessons, for appointments, or due to illnesses are very good.

16. Registers are appropriately marked at the beginning of both morning and afternoon sessions, in accordance with current requirements, and are returned to the office after each session. The prompt, regular attendance of pupils has a positive effect on their attainment and progress.

20. QUALITY OF EDUCATION PROVIDED

20. Teaching

17. The quality of teaching is good, enabling pupils to make good progress as they move through the school. It was satisfactory or better in all lessons, with over 60 per cent of lessons having good or very good features. In English and science teaching is good overall. It is good with very good features in mathematics.

18. Good planning is a feature of the best lessons, demonstrating that teachers are clear about what they want pupils to learn in each lesson. Teachers set high expectations of the pupils. They often share the lesson objectives with pupils which leads to good understanding of what is required and effectively supports pupils' progress.

19. Teaching methods and classroom organisation are good. In the most successful lessons whole-class teaching is interactive and an appropriate pace maintains pupils' interest and involvement. In science and geography, for example, teachers keep the pace going well by involving pupils in a range of carefully timed activities. Questions are often well framed to enable teachers to check pupils' understanding. Plenary time is used effectively in both English and mathematics, to reinforce what is learnt or discovered in the lesson. Occasionally pupils are inactive for too long during whole-class sessions.

20. Most teachers are confident in their subject knowledge. They use targeted and challenging questions effectively and give pupils time to consider their responses. In science, for example, questioning is well focused on enabling pupils to evaluate their work and to decide whether there has been a fair test.

21. Teachers manage pupils very well. They have a good knowledge of their pupils' learning needs and, as a result, tasks are generally well matched to the abilities of all pupils. On occasions there was insufficient challenge for the most able pupils. Teaching assistants are effectively deployed and support pupil progress well, particularly in English.

22. Teachers monitor pupils' progress effectively. Ongoing teacher assessment is good, with well-timed interventions. Some teachers demonstrated good examples of reflective practice. In a Year 3 geography lesson, for example, they monitored pupils' progress very effectively and intervening appropriately to modify the lesson in response to difficulties which the pupils were experiencing in using grid references. In science teachers effectively encourage pupils to develop their enquiry skills of observing, questioning, recording and communicating their ideas. Teachers make good use of time and resources.

23. Some lessons, though satisfactory, did not match the good teaching in the rest of the school. Occasionally there is lack of clarity of objectives which results in teachers and pupils not being clear about what they are doing and why. Some questions are not appropriately framed, making it difficult for pupils to respond.

24. Pupils with special educational needs are taught in their classes, with the help of teaching assistants or the SENCO, or withdrawn appropriately. They are given work to suit their ability.

28.

29. Homework is appropriate and effectively supports work covered in the classroom, contributing to pupils' progress.

29. **The curriculum and assessment**

25. The school provides a broad and relevant curriculum for its pupils. Care has been taken to ensure that a balanced curriculum is planned throughout the school with appropriate time allocations for all subjects and effective use of the 20 per cent discretionary curriculum time. Teaching time is used to the full during the school day. Both the National Numeracy Strategy and the National Literacy Strategy are being effectively implemented and supporting pupil progress and standards of attainment in mathematics and English. The school has a comprehensive and thoughtful policy of Education for Personal Relationships. The school's health education programme addresses substance abuse, and outside agencies are appropriately involved in this area of pupils' personal development.

26. The school's curriculum planning arrangements are sound. Detailed schemes of work guide teaching in most subjects and support the progressive development of pupils' knowledge, skills and understanding. At present, there is insufficient detailed guidance for music. Medium-term plans set out what pupils are to learn, indicate appropriate time allocations for each subject and include assessment opportunities. The previous inspection was critical of teachers' short-term plans which were judged to be of variable quality. These now indicate clearly the learning objectives linked to the scheme of work, differentiation, where the teacher focus is to be and assessment opportunities, where appropriate. Curriculum consistency across year groups is supported by joint planning which also enables teachers to share expertise, workload and resources. This is particularly effective when planning for the literacy and numeracy strategies.

27. Overall, the school's planning systems support effective teaching and progressive pupil learning.

28. The school's curriculum is significantly enhanced by educational visits and visitors to the school. All pupils have the opportunity to attend Gilwell camp and this experience is carefully developed from Year 3's extended day trip to Year 6's residential visit. During the week of the inspection, the Year 6 visit to Suntrap Field Study Centre made a positive and significant contribution to pupils' standards and progress in a range of curriculum areas and particularly supported pupils' personal and social development. A range of extra-curricular club activities is

provided, including sporting activities, French, sailing, a Millennium club and a computer club.

29. The school has worked particularly hard to make appropriate connections between subjects, thereby avoiding a fragmented curriculum. For example, a study of Macbeth has coincided with the pupils' historical study of the Tudors and pupils' observational drawing skills support scientific study.

30. All pupils with special educational needs have equal access to all areas of the curriculum. Special needs support takes the form of in class help by a special needs assistant and withdrawal teaching by the SENCO, which sometimes includes the use of published language schemes or the Derbyshire Language Scheme. The school's assessment procedures include the use of NFER reading and mathematics tests and Year 4 and 5 standardised tests. Where appropriate the SENCO carries out assessments using classroom observations and other materials such as the Aston Index.

31. The school uses a range of standardised tests to monitor regularly pupil progress in English and mathematics and to set future targets. Results are analysed to identify any issues relating to gender, ethnicity and summer-born pupils, and also used to modify teaching programmes where necessary. An assessment policy clearly outlines the school's procedures and the criticism in the last inspection, that assessment was not always linked to planning, has now been addressed. Teachers' ongoing assessment of children's needs is generally good, with planned lessons amended where necessary.

32. The school's marking policy emphasises the need for comprehensive and constructive feedback to pupils, and there are examples of very thorough and developmental marking, effectively related to the key learning objectives of the task. This practice is not consistent across the school, however. At times it is not clear how pupils have improved their work as a consequence of the teacher's marking and, in a few instances, some work is inaccurately marked. An effective session, where the teacher marked work with a group of pupils, encouraging them to evaluate and improve their writing according to the key purpose of the lesson, was observed during a literacy hour. Pupils have individual targets for English and maths and, in a Year 6 class, pupils are developing a good understanding of National Curriculum levels by marking work according to National Curriculum criteria. Consequently, they know what they need to work on to reach the next level.

33. The previous inspection's criticism relating to the inconsistency of recording pupils' personal and academic progress has largely been addressed. The school's record-keeping procedures are thorough and, when completed, give a clear picture of pupil progress, particularly in the core subjects. The school is now in a good position to review what it is useful to record in the foundation subjects to enable teachers to make informed judgements about pupil progress and identify areas for further development.

34. Reports to parents are clear and informative about the progress their child has made and what has been achieved. They comment on pupils' attitudes to work and helpfully identify further areas for development. Follow-up discussions with teachers are arranged and the majority of parents indicated that they felt well informed about their child's progress.

39. Pupils' spiritual, moral, social and cultural development

35. The school's provision for pupils' spiritual, moral, social and cultural development was judged to be satisfactory in the previous inspection. It is now very good overall.

36. There is excellent provision for pupils' spiritual development. The school is successfully

meeting its aims for the promotion of pupils' spiritual and moral development through Christian beliefs and values and it is clear from assemblies, displays and talking to and observing pupils, in class and outside, that these values are an integral part of the life of the school. Children are taught to value each other and that they are unique and special. They have a well-developed capacity for mature reflection, for example they are very good at interpreting and explaining the symbolic language of hymns and poems.

37. The quality of assemblies is very good. An appropriate atmosphere for worship is created, for example by lighting candles and through the use of music. Extracts from the Planet Suite by Holst were played in an assembly on the theme of Remembrance Day. Year 6 pupils prepared and presented a moving and thought provoking assembly on the theme of signs and symbols which included a humorous performance of 'The Bare Necessities' and a class reading of the poem 'In Flanders Field the Poppies Grow', after which pupils laid large red poppies on the assembly table.

38. Provision for moral development is very good. Pupils are taught the difference between right and wrong and have a very good understanding of what is expected of them. The adults in the school provide very good role models.

39. There is excellent provision for pupils' social development. There are many planned opportunities in lessons for pupils to co-operate, delegate and to take on responsibilities. Year 6 pupils take part in activities at Suntrap Field Study Centre, such as building shelters out of natural materials. Such activities are very effective in developing their social skills, particularly the skills of co-operation and collaborative working within a group. Pupils listen to others attentively and with respect. They take on responsibilities in their classes and in the school including organising and presenting assemblies. Their social skills are well developed and they relate well to adults. They have a well developed sense of social responsibility and raise money for a range of charities. Harvest gifts raised money for Shelter, and a speaker from Shelter spoke during an assembly. Pupils also support Brentwood Children's Society and CAFOD.

40. Provision for cultural development is very good. This is an area of improvement since the last inspection. Multi-cultural awareness is high. The school values and celebrates diversity. Displays for black history month include information about famous black men and women and a display of very good colour photographs of aspects of life in Africa and the Caribbean. In history and geography pupils have explored the cultural backgrounds of the members of their class. World maps in classrooms show where everyone, including teachers, originates and identifies their culture. A multi-cultural story teller visits the school and a local performer has given a presentation on the issue of racism. An assembly focused on the voyage of the Windrush, the ship which brought West Indian workers to Britain in the 1950s. The school kitchen regularly cooks food from different cultures. Art and music do not make a sufficiently strong contribution to this aspect of pupils' development.

41. There is a good range of extra-curricular activities including netball, football, French and a Millennium Club. Pupils value these and many are involved in them. There is an outdoor activity week during the summer term for Years 4-6, which includes a wide range of activities such as camping, sailing at Lea Valley, cycling and video making.

46. Support, guidance and pupils' welfare

42. The school's arrangements for the support, guidance and well-being of pupils are very good. The school takes excellent care of its pupils and does all it can to provide a secure and safe environment. Parents are very positive about the work of the school in this area.

43. The headteacher and staff know the pupils and their families well. The values of a Catholic community are central to the school's ethos. Contact is made with parents by the teaching staff and the headteacher, not just to talk about things that are not going well, but also to give praise for effort and good behaviour. Children who are unwell are taken good care of. Health and safety procedures are very good. Regular checks are made of the grounds, building and equipment by the conscientious Site Manager.

44. There are careful procedures for the monitoring of pupils' personal development. Staff make extensive and rigorous notes on pupils' development. The monitoring arrangements for pupils with special educational needs are good, however, this does not always include the more able children.

45. There are good procedures in place to promote good behaviour. Staff use encouragement and rewards very effectively. The school is highly effective in establishing good behaviour throughout. The school handles the few cases of poor behaviour sensitively and positively, and liaises effectively with parents. Pupils are well supervised at playtimes and during lunchtimes. The behaviour policy was developed to give guidance to both staff and parents. Pupils are eager to receive praise, stickers and commendation for good behaviour. All staff, including midday supervisors, have responsibility for the implementation of good behaviour.

46. Attendance is well monitored and promoted. Routines are well established. Parents are well informed about the importance of good attendance and punctuality. The small percentage of unauthorised absences is due to parents taking children on holidays during term time.

47. The school has good procedures for child protection. The headteacher is the named person for child protection. The headteacher and school management team have all been appropriately trained in this aspect. The governors have a very positive child protection policy in place. There are good, comprehensive health and safety procedures in place. The recording of incidents and treatments is very good.

52. Partnership with parents and the community

48. The school has been successful in promoting an effective partnership with parents and the wider community. Ninety-three per cent of responses from the parents' questionnaire expressed the belief that the school encourages parents to play an active part in the life of the school and gives a clear picture of what is taught. Most parents feel that the school keeps them well informed about their child's progress and enables the children to achieve good standards of work. The majority of parents are satisfied with the homework set and feel that the school encourages pupils to get involved in more than just their daily lessons. A small minority of parents feel that complaints are not dealt with satisfactorily but the inspection found that the headteacher and staff are available to discuss any concerns which parents may have and that the majority of parents feel that any issues are resolved successfully.

49. The quality of information for parents is good. The prospectus contains all the required information about the school. The annual report of the governing body meets statutory requirements in most respects except for the inclusion of the national test results to enable comparisons with the national picture, and a statement of inclusion relating to disability. Parents at the pre-inspection meeting reported that they receive regular newsletters which keep them well informed. Letters sent home to parents are clear and precise. Weekly newsletters contain curriculum information, Friends Association news and parish news. Parents interviewed said that they find the newsletters informative and valuable. There is a detailed home and parents agreement which clearly outlines the responsibilities of parents to work in partnership with the school to improve their child's attainment and ensure progress.

50. At the start of each year there are year group meetings where the staff outline the programme of study for the year and discuss any relevant issues. There are three open evenings, one each term, when parents are invited to meet the teachers individually to discuss their child's progress. The headteacher and staff are available for discussions with parents at any time which is mutually convenient. Parents discuss their child's annual report individually with the class teacher at the end of the year. The reports contain details of pupils' attainment and progress and areas for improvements. Parents at the pre-inspection meeting expressed satisfaction with the quality of the pupils' annual reports.

51. Areas of development for pupils at stage 2 of assessment and above are recorded in the pupil's individual education plan. Parents are actively involved in writing the individual education plans which are kept and monitored by the SENCO. Parents attend regular review meetings to discuss their children's progress with the SENCO. They make appointments to see the SENCO whenever they wish to discuss any matter concerning their child. When pupils transfer to another school the SENCO liaises with the appropriate person in the new school and exchange visits take place. Useful links have been established with the the Social Services and the Whitefield GM Special School and Centre.

57. A number of parents provides regular and dedicated help to the school. Most parents share reading activities with their children and encourage the completion of homework. They accompany pupils on educational visits and on the journey to the swimming pool. A good number of parents attends class assemblies. Several parents attend the weekly coffee morning sessions and the Friends Association provides significant financial support for the school. They arrange the Christmas bazaar, the May Fair, organise quiz evenings and attend the annual sports day in the summer.

52. The school promotes good links with the community. A local supermarket provides prizes for school competitions and has agreed to sell the school uniform from January 2000. A local artist visits the school weekly to work with the pupils on art projects and some of this work is displayed around the school. Visits from local services include the police, the fire services, the road safety office, the librarian and the Shades Drug Company Theatre Group. There are sporting links with Leyton Orient Football Club and the Essex County Cricket Club which provide coaching in their respective games. Visits to the Suntrap Field Study Centre and the residential field trip to Gilwell enhance several aspects of the pupils' education and make a positive contribution to their social development

53. There is good liaison with the feeder infant school and the secondary schools to which pupils transfer. Year 6 teachers discuss arrangements for transfer with teachers of Year 7 and visit each other's school. Pupils have a day in their new school during the summer before entry. The special educational needs co-ordinator makes similar arrangements with both sectors to facilitate a smooth transfer.

60. The school does all it can to involve parents in the running of the school and in contributing to the education of their children. At the pre-inspection meeting parents reported that the opportunities are always there but parents do not always take them.

60. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

60. Leadership and management

54. The management, governance and leadership of the school were judged to be sound in the previous inspection. Since then there has been steady progress and the quality of leadership overall is good. The headteacher provides extremely good leadership. He has maintained a clear vision for the school and a clear sense of direction which has enabled staff to work successfully together to make the improvements necessary to bring the school out of special measures.

55. A school development plan was being produced at the time of the last inspection. Success criteria were judged to be 'not clearly linked to the school's analysis of test results', and not providing clear targets for achievement. The quality of development planning is now very good. The current school development plan has been developed taking account of the HMI comments. It has clear objectives, timescales and lines of responsibility. The success criteria include a focus on raising standards and improving the quality of teaching. These developments are a significant improvement since the previous inspection.

56. The monitoring of teaching and the curriculum carried out by the school management team is very effective. The monitoring of the SDP is planned to focus on pupil achievement, with a clearly stated focus on raising standards throughout the school. Monitoring includes observations in classrooms and outside, reviewing pupils' work, discussions in staff, management and governing body meetings, the use of a range of assessment data and feedback from LEA officers and advisors. Subject co-ordinators have a clearly identified role in the monitoring process. This is well understood by all staff who have this role, although some are more experienced in implementing it than others. The SENCO, who is a member of the school management team, is very effective in managing, co-ordinating and monitoring all aspects of special educational needs provision.

57. The governing body is very supportive of the school. However, governors rely on the school to keep them informed about the curriculum. This is done mainly through the headteacher's report to the governors and, sometimes, through input from staff at governing body meetings. Governors have a good understanding of finance and premises issues but their first hand knowledge and understanding of the curriculum is limited. There is a development plan for each of the Governing Body sub-committees which clearly identifies the role to be played by governors in the development and monitoring of the work of the school. However, there is still some way to go in implementing the points in the development plans, particularly in carrying out their responsibilities in relation to the curriculum. A planned programme of visits would enable governors to become more familiar with how the curriculum works in practice and to monitor the impact of their spending decisions on the curriculum and on standards achieved by pupils.

58. The school has clear aims, values and policies which are reflected in all its work. There is a very consistent approach from all involved in the work of the school. The ethos is excellent. The quality of relationships at all levels is excellent. Parents at the parents' meeting commented that the school has strong values which are known and respected in the community.

66. Statutory requirements are met with the exception of the inclusion of national test results to enable comparisons, and a statement on disability in the Annual Report to parents.

66.

66. Staffing, accommodation and learning resources

59. The school is staffed by appropriately qualified and conscientious teachers who are committed to the children in their care. All staff take on subject responsibilities after their first year of teaching and, in some instances, co-ordinators are matched to their initial training specialisms. The responsibilities of co-ordinators are clearly defined and in-service training supports staff who

are newly appointed to this role. Support staff have a clear understanding of their role and contribute positively to classroom management and pupil achievement. Specialist staffing contributes to pupil attainment in art and to the progress made by pupils for whom English is an additional language. The school secretary contributes to the smooth and efficient running of the school. The site service officer works hard to provide a pleasant working environment for children and staff.

60. Arrangements for the professional development of teachers and support staff are well planned and reflect the needs of the school and the areas of responsibility of individual teachers. Detailed professional development interviews identify individual strengths and weaknesses and identify the support necessary to address individual needs. They constitute a good basis for a teacher appraisal scheme. In-service training days are well used and focus on appropriate aspects of the school's curriculum and organisation. School-based INSET makes use of in-house expertise and external advisory staff as appropriate. Before attending external courses staff identify their expectations; they then evaluate how they have been met and consider the impact that the training will have on their practice. The school is effectively working towards Investors in People, supported by a clear and pertinent action plan.

61. The area of special needs is effectively managed by a full-time qualified teacher with additional qualifications in teaching of the hearing impaired, and other qualified teachers. Professional development has been undertaken through training in various aspects of special educational needs. Work is being piloted on site in conjunction with the Health Authority to improve provision for speech and communication.

62. The induction programme for the newly qualified teacher meets national requirements and offers effective, well-targeted support. It is a credit to the positive ethos of the school, and to the effectiveness of the systems in place, that the school continues to work effectively this term despite significant staffing changes.

63. Overall, indoor accommodation is adequate for the delivery of the curriculum and the improvements made since the previous inspection have had a positive impact on teaching and learning. For example, the creation of the information and communication technology suite has significantly enhanced pupil progress and raised standards. As finances are insufficient to support planned improvements, parental contributions are used to enhance accommodation. The recent decoration of the hall and many classrooms in the lower school was undertaken by some teachers and parents and funded by the Friends Association.

64. Although outdoor space is limited it is used responsibly by pupils, and the further development of the garden area will offer more opportunities for quiet activities during playtime. Local community facilities are used for games as the school has no grassed pitch areas.

65. All accommodation is very well maintained and well cared for by staff and pupils. There is no litter or damage to the fabric of the building. Carefully presented displays of pupil work enhance the learning environment.

66. Learning resources are adequate in most subjects and used effectively to support pupils' learning. Information and communication technology and religious education are particularly well resourced and resources for maths and science are good. In English some good quality new resources support work in the literacy hour and the school library has a range of non-fiction and a stock of well-used fiction. Some useful resource boxes support some topic work. Additional resources to support work in design and technology, and knowledge and understanding of art and music are required.

67. Good use is made of educational visits and visitors to extend pupils' curricular experiences and their personal and social development. The school's budget is well managed with respect to learning resources and the school development plan identifies resource funding for each subject and for special educational needs.

68. There is a full-time non-class based special needs co-ordinator who spends 80 per cent of the time on teaching and the rest on administration, a full-time specialist teaching assistant based in Years 3 and 4 implementing the Additional Literacy Scheme and a literacy assistant three mornings per week based in Year 6. In addition there is voluntary help from a Borough scheme for two mornings each week to give support to English as an additional language pupils in Year 5.

76. The efficiency of the school

69. The school has effective working practices to plan, manage and monitor its finances. The governors' finance committee monitors expenditure regularly and the governing body is developing strategies to enable them to measure the success of their spending and to judge value for money. The headteacher carefully considers cost effectiveness and the budget is used to the full to support learning for all pupils. The limited funds allocated to special educational needs are used well to support pupil progress and full access to the curriculum. The last local education authority audit was in April 1996.

70. Overall, financial planning is sound. Budget setting is linked to school development planning and reflects the school's educational priorities. At present spending plans are set for the year and longer term financial planning is not indicated on the plan. The school has a clear code of practice for financial management and day to day financial control is good. The school administration effectively supports the work of the school, enabling teaching time to be used to the full.

71. Additional voluntary sources of income are used effectively to support opportunities for all pupils. For example, funds from the Friends Association subsidise the annual Gilwell trip for all pupils and financed the redecoration of the school hall.

72. Overall, effective use is made of staff, accommodation and learning resources. Staff are well deployed and good use is made of teaching assistants and voluntary helpers to support pupil progress. Pupils for whom English is an additional language are effectively supported within the limits of the financial allocation, and the support given to pupils with special educational needs ensures that they make good progress in their individual targets. All adults in the school work well together and their concern for the academic and social development of their pupils is apparent.

73. The governors are fully committed to carrying out their responsibilities and they support the school special educational needs policy through the allocation of resources, in-service training and the involvement of the governor responsible for special needs. Meetings with the special educational needs governor are held half termly to report on provision and progress. The special educational needs budget is used effectively for the requirements of special needs.

74. Accommodation is used well and recent refurbishments have supported pupils' learning. Existing learning resources are used effectively to support teaching and pupil achievement. Financial management is sound and the budget is spent fully and wisely for the benefit of all pupils.

75. The school has been successful in raising standards over the last three years, particularly in English, mathematics and information and communication technology, and has significantly

improved pupils' attitudes to learning and standards of behaviour. From attainments in line with national averages on joining the school, pupils make sufficient progress in four years to be achieving above national standards by the end of Year 6. Consequently, the school is providing good value for money.

83. **PART B: CURRICULUM AREAS AND SUBJECTS**

83. **ENGLISH, MATHEMATICS AND SCIENCE**

83. **English**

76. On entry to school pupils' attainment overall is in line with national averages. Standards in reading and spelling are above standards in writing. During their time in the school pupils make good progress so that by the end of the key stage their attainment in English overall is above the national average. Pupils with special educational needs and pupils for whom English is an additional language make good progress due to well targeted teaching within a supportive and encouraging atmosphere.

77. In 1998, where comparative data are available, pupil attainment by the end of the key stage was well above both the national average and in comparison with schools of a similar nature. The performance of boys was above the national average and girls' performance was well above. Results for 1999 show a similar pattern of achievement. In the previous inspection standards were found to be mainly in line with national averages and the school has, therefore, been successful in raising pupil attainment in English with more pupils reaching Level 4 and Level 5 by the end of the key stage.

78. Pupils' speaking and listening skills are good across the school. Pupils listen attentively and courteously to their teachers and to each other, are anxious to answer questions and to contribute to class discussions. They develop the confidence to share experiences, express opinions and present work to an audience. Speaking and listening skills are often promoted effectively across the curriculum. For example, during the inspection, Year 5 pupils presented their work on cloud formations knowledgeably and expressively to the whole class and Year 6 pupils confidently led a whole-school assembly. In some classes the plenary session of the literacy hour was used well to promote pupils' presentational skills and to develop their abilities as critical listeners, although this practice was not consistent across the school.

79. Pupils' reading standards are regularly assessed and results show that the majority of pupils are making good progress. Reading skills are systematically developed throughout the school. Pupils' decoding skills, including a sound knowledge of phonics, enable them to work out unknown words, and they use context and dictionaries effectively to elicit meaning. They can retell stories, describe characters and predict future events. Pupils enjoy reading and the older pupils can discuss favourite authors and stories, identify different types of stories and explain their preferences. In group reading during the literacy hour they read with accuracy and understanding, and, by the end of the key stage, most pupils are mature and fluent readers. Reading skills are systematically taught during the literacy hour and pupils also have opportunities to enjoy books during timetabled reading sessions. These sessions are sometimes too short, however, for pupils to really get engrossed in their books. Class story reading times, with well-chosen texts, give pupils valuable opportunities to enjoy literature.

80. Pupils' reading research skills are consistently developed and support their learning in other subjects. They can find information by using contents and index pages, are able to scan text and identify key words and ideas, and then express the information succinctly in their own words. Their understanding of alphabetical order enables them to use dictionaries efficiently.

81. Pupils' attainment in writing was variable at the time of the last inspection with some work marred by grammar and spelling errors. Spelling is now systematically taught across the school, supported by regular homework, and pupils make good progress. Their knowledge of phonics

and ability to recognise word patterns supports their spelling accuracy.

82. Grammar is regularly taught within the literacy hour and pupils' understanding and use of correct grammar in their own writing is developing well. The previous inspection found few examples of creative writing and, through analysis of assessment data, the school itself has identified writing as an area for development. Consequently teaching programmes have been planned to develop pupils' writing skills and are proving to be effective. Across the school pupils are writing for a variety of purposes and in different styles. Year 3 pupils have written well-structured letters of complaint in history and pupils in Year 4 have used their study of Macbeth to write diary entries from the point of view of Lady Macbeth. Year 5 pupils have effectively summarised text by identifying key words and features, and there are examples of very sensitive and personal extended writing to a high standard in Year 6. Year 6 pupils are also able to write maturely from a range of differing viewpoints, selecting an appropriate format and using the relevant style of writing and a wide vocabulary. Overall, the school's focus on raising standards in writing is successful and pupils are making good progress.

83. The school's expectation of handwriting standards is clearly outlined in the policy and supported by regular lessons. Pupils write with increasing accuracy and fluency and, by the end of the key stage, most have developed a legible, cursive script. On occasions, the use of biro does not support pupils' letter formation and good standards of presentation and, at times, the teacher's own handwriting is not a good role model for pupils. Generally, however, there is a consistent approach to careful presentation of work across the school, supported by the guidelines in the Presentation policy.

84. Pupils' attitudes to English are very good. They listen attentively, are keen to answer questions and take part in class discussions and are confident in expressing ideas. They settle to tasks very well, concentrate and maintain a good work rate. They are able to work independently at their group activities and maintain the focus without teacher intervention. When required, they work well together, helping each other and valuing others' points of view.

85. The quality of teaching is predominantly good. In those lessons observed teaching was at least satisfactory and was good in two thirds. Work is carefully planned and the majority of teachers are clear about what they want pupils to learn in each lesson and share objectives with their pupils. Classroom management is good and teachers are able to focus on the target teaching group. On a few occasions the teacher was unaware that some pupils in the independent groups were finding the tasks difficult and were making too little progress.

86. In the most successful lessons whole-class teaching is interactive and an appropriate pace maintains pupils' interest and involvement. Teachers are confident in their subject knowledge, use targeted and challenging questions effectively and give pupils time to consider their responses. Tasks are well matched to the abilities of all pupils, including the most able. Teaching assistants are effectively deployed and support pupil progress well. The plenary session is used effectively to revisit teaching points, encourage pupils to evaluate their own work and that of their peers, and share new learning.

87. In some lessons that were satisfactory overall, pupils were inactive for too long during the whole-class session, teachers' questioning was confused and pupils were unclear about the purpose of the task they had been set. On occasions there was insufficient challenge for the most able pupils.

88. In all classes teachers use a range of literature to extend pupils' reading horizons and make effective links with work in other subjects. Regular homework contributes to pupils' progress.

89.English is well organised and well managed. The school is successfully implementing the National Literacy Strategy, sensibly modifying as necessary. Teachers' planning is detailed and the strategy is having a positive impact on supporting pupil progress and raising standards. The English co-ordinator has been trained in classroom observation by working alongside the LEA advisor and is now supporting and monitoring English throughout the school, identifying strengths and areas for development. A literacy action plan outlines how areas for development are to be addressed and how improvements will be measured.

90.Pupils' progress is regularly assessed using a range of standardised tests. Results are analysed and used to inform future teaching programmes.

91.Resources have been increased to support the National Literacy Strategy and the school library has a reasonable stock of non-fiction and a well-used supply of fiction. Although not extensive, the fiction stock features the works of respected and popular children's authors and includes stories from a range of cultures. Visitors to the school enhance children's literary experiences and, by using the film of Macbeth, pupils are developing an understanding and appreciation of Shakespeare.

92.Overall, English is well planned across the school and pupils are making good progress.

100. **Mathematics**

93.The 1998 National test results show that at the end of the key stage attainment in mathematics was well above the national average when 84 per cent of pupils achieved the expected Level 4 and above and 39 per cent achieved the higher Level 5. Pupils' performance was very high in comparison with school with pupils from similar backgrounds. The performance of girls at the equivalent of 0.42 levels above the national average was somewhat higher than that of boys at 0.27 levels above the national average. The 1999 test results show a similar trend when over 89 per cent achieved the expected Level 4, 37 per cent achieved the higher Level 5 and two per cent achieved Level 6. Taking the three years 1996 to 1998 together the performance in mathematics was well above the national average.

94.By the end of the key stage pupils have acquired well-developed skills using the four rules when solving complex problems mentally. They explain different strategies for multiplying three digit numbers by nine and the conversion of metric scales from one unit to another. They accurately double figures starting from any base to five figure numbers and explain why certain figures cannot be correct by making valid comparisons with other numbers. They use six figure grid references competently to locate objects on a grid estimating closely the decimal place of the third and sixth figure. In the lower school pupils calculate lengths using standard and non-standard units of measurements. They measure small objects accurately in centimetres and use a trundle wheel to measure distances in the playground. They understand how to calculate the perimeter of regular and irregular shapes using different strategies such as doubling for two sides which are equal. They know the names, number of edges, faces and vertices of common two- and three-dimensional figures and explain the number of lines of symmetry for each figure. As they progress through the school they develop competence in rounding up to the nearest thousand and converting vulgar fractions to decimals and to lowest common terms using their knowledge of factors and products.

95.Progress through the school is good because of the well-organised teaching throughout which ensures that the pupils receive a good grounding in basic mathematical skills. The implementation of the National Numeracy Strategy is having a positive impact on pupils' progress. Teachers' long-term planning makes good provision so that pupils' learning is built upon year on year to ensure continuity and progression. Regular recall of basic number facts through learning

tables, number bonds and number manipulations enables pupils to make good progress in their knowledge and understanding of mathematics

96. Pupils' attitude to the subject is good. In general conversation with pupils outside the classroom several say that mathematics is their favourite subject. They enjoy their lessons and show enthusiasm when answering questions. They show a high level of interest and concentrate when doing individual work. They ask questions when necessary and are confident in explaining how they arrive at answers. Their behaviour is very good. They show consideration for others by listening attentively and being sensitive if someone makes a mistake. Relationships between pupils and between pupils and staff are good. They respond positively to firm but kind discipline. They all have a high regard for their teachers.

97. Teaching of mathematics is good overall with none less than satisfactory. Nearly 70 per cent of lessons observed were good or better. Where teaching is good or better it is characterised by very clear objectives of what is to be achieved in the lesson, very good strategies to maintain pupils' attention and concentration, good questioning to assess their level of understanding and to decide the appropriate time for moving on to the next stage. The adoption of the Numeracy Strategy has had a positive impact on the quality of planning and delivery of the curriculum. Teachers give focused attention to groups in rotation and this ensures clear understanding and contributes positively to attainment and progress. Good class management insists on having full class attention during whole-class sessions and plenary time is used to reinforce what is learnt or discovered in the lesson. An area for improvement is in the shortage of planned opportunities to challenge the higher attaining pupils.

98. The subject is managed by two co-ordinators: upper and lower school, who work closely together in planning and monitoring the subject. Procedures are in place for monitoring of teaching with records of lesson observations and feedback to the staff. Resources including equipment for practical work are adequate for teaching the subject. Mathematical skills are employed to enhance other areas of the curriculum for example the use of coordinates in geography and the emphasis on mathematical vocabulary seen in a Year 5 class dealing with the many different ways of communicating the process of addition. Pupils' literacy skills are developed as they explain their reasoning and alternative ways of solving problems. The subject is aided to a considerable extent by the use of information technology to reinforce and extend their knowledge and understanding of mathematics.

106.

106. **Science**

99. Attainment in science is very good. In the 1999 Key Stage 2 tests 100 per cent of pupils gained Level 4 or above and 66 per cent of pupils gained Level 5 or above. This is well above the national average of per cent and well above the average for similar schools. This puts the school in the top 5 per cent of schools nationally for science. The average points score in these tests was also well above the average for all and for similar schools. Inspection findings confirm that pupils are making good progress as they move through the school and are on track to attain at higher than average levels by the end of the key stage. Pupils have a good knowledge of the content of the programmes of study for science. Year 3 pupils are able to predict what they think will happen when a range of substances such as flour, sugar and oil are added to water. They are still developing their ability to follow instructions and to work successfully in groups but, overall they are making satisfactory progress. They can report their findings well, using technical language with growing confidence, explaining that 'dissolve' means 'disappeared', 'becomes invisible'.

100. By the end of the key stage pupils have successfully completed a wide range of work to

appropriate levels, including the development of the skills of systematic enquiry. By Year 6 pupils have developed a systematic approach to their investigations as was seen in a lesson where pupils carried out a series of investigations into how sounds are made and how pitch and loudness can be altered. They discuss and record their findings, use a range of appropriate texts for research and present their findings well, using technical vocabulary. The progressive development of systematic enquiry skills was observed in all year groups and is an area of improvement since the last inspection.

101. Year 6 pupils are able to explain the earth's passage in the solar system and how and why seasonal changes occur when the earth changes its position. They understand that these changes happen because the earth moves round the sun, completing a circle in one year. Year 6 pupils also carried out a study of invertebrates at the Suntrap Field Study Centre, Epping Forest. This work was of a very high quality and the provision at the centre contributed significantly to the high standards attained by pupils. Pupils collected a variety of invertebrates from the nearby woodland, observed them through microscopes and were taught how to do a close observational, annotated drawing

102. Pupils have very positive attitudes to their work in science. They are frequently very interested, curious and keen to find out. By Year 6 they have a very mature and sensible approach to their work. They work very successfully in groups, dialogue is productive, they use evidence well and share their ideas. They sustain concentration for long periods.

103. Teaching is at least satisfactory and most frequently good. Good features include good planning and organisation and good questioning with a focus on getting pupils to evaluate their work, for example, evaluating whether there has been a fair test. Teachers' expectations are clearly established, the pace in lessons is often brisk, keeping pupils engaged and involved in their investigations. There is good monitoring of progress. Ongoing teacher assessment is good, with interventions well timed.

111.

OTHER SUBJECTS OR COURSES

111. **Art**

104. Standards in art are generally in line with national expectations. Pupils experience a range of art, craft and design activities across the school and are developing their skills, knowledge and understanding of art and of artists.

105. The youngest pupils have studied the work of Van Gogh and used a range of media in their own sunflower studies. They are now studying techniques used by Turner and applying them in their own work. Their colour wash backgrounds demonstrate an understanding of colour mixing and tone. In Year 4 pupils are developing a good understanding of perspective and can explain why the size of features in their landscape collages changes according to their placement in the foreground or background. Year 5 pupils are developing modelling skills through mask making, using initial designs effectively. Year 6 pupils have produced some striking plant paintings and collages using shades of green and are developing their knowledge of the characteristics of art from different cultures. They have used colour boldly to produce striking designs and have applied the techniques of artists to their own work. Across the school pupils' observational skills are developing well. The youngest pupils have drawn some detailed historical pictures and accurately modelled three-dimensional animals. The drawings made by the Year 6 pupils during their Suntrap visit demonstrate effective use of shading, an understanding of texture and

considerable attention to detail.

106. Overall, pupils' progress in art is satisfactory and supported by a well-designed scheme of work. Pupils have positive attitudes towards the subject. They work with enjoyment and concentration and use the limited time available to the full. They are keen to produce work of quality and are usually successful in doing so. They work well together, offering each other support and encouragement.

107. The quality of teaching observed was sound overall with some good features. In the better lessons techniques are demonstrated and good class management enables teachers to work with pupils to extend their skills and understanding. Pupils are able to explore and experiment, choosing from a range of materials, and are encouraged to evaluate and improve their work and to discuss constructively the work of their peers. Good links are made between investigating and making, and knowledge and understanding.

108. In some instances there are examples of pupils working effectively from initial sketches but, at times, pupils are unclear as to how to use these sketches to refine and improve their work. Across the school good links are made between art and other subjects, supported by the scheme of work.

109. A good scheme of work effectively enables teachers to plan an art curriculum that develops pupils' knowledge, skills and understanding of art consistently across the school. All classes have a weekly art lesson and the school also benefits from some specialist art teaching which supports staff as well as pupils' development in the subject. Resources to support investigating and making are adequate but there is a need to increase materials to support pupils' knowledge and understanding of art.

110. All teachers recognise the importance of creating a stimulating learning environment and celebrate pupils' achievements by presenting their work attractively in classrooms and public areas.

Design and technology

111. No design and technology lessons were observed during the inspection, although a focus of the successful visit to Suntrap was to continue the Year 6 technology work on building shelters. Consequently, it is not possible to judge the overall progress pupils make in design and technology but there is evidence, in curriculum planning and in work on display, of regular provision in the subject.

112. In Year 3 pupils have designed and made packages from card, taking into account who they are designed for and using their maths skills to support construction. Using fabric, dye and sewing skills they have also designed and made very effective flower collages. In Year 4 pupils have considered how containers are used for different purposes and for different users. They have made detailed designs, shown an understanding of the properties of different fabrics and an awareness of the most effective methods of joining materials. Year 5 pupils are designing and making masks with some use of labelled sketches to show design details, and food technology is planned for later in the term. In year 6 pupils have used measuring skills with precision to make pop-up cards, and their technology topic of shelters was successfully developed during their Suntrap visit where they were given a group task of constructing a waterproof and windproof structure for two people, using materials around them in the forest.

113. The previous inspection report found that pupils had insufficient skills in joining materials to complete tasks successfully. From evidence available during the current inspection this area is

being addressed. As teachers become more confident in working from the nationally recommended scheme of work, pupils' skills will be more systematically developed and their progress enhanced. There are some good resources for design and technology, for example the class toolkits, although their use was not evident during the inspection. The co-ordinator, who is recently appointed, recognises the need to audit resources in line with the new scheme of work.

121. Music

114. Only a small amount of music was being taught during the inspection. Most of the music is taught by a peripatetic teacher who teaches Years 5 and 6 for half a term and then Years 3 and 4 for the next half term. The standards attained by the pupils in Years 5 and 6 are below the national expectation. They can compose short sound patterns as a 'signature' sound, teach them to their partner and then identify their partner's pattern when they hear it played. There is little evidence of other planned activities which would enable them to develop their knowledge, understanding and skills in performing and composing and listening and appraising music, progressively.

115. Progress was satisfactory in the lessons seen but progress over time is limited by the way the curriculum is organised. Pupils do not have planned and regular opportunities to develop and refine their skills of performing and composing, listening to and appraising music. There is a need for a structured scheme of work to ensure that they develop these skills and the knowledge and understanding required by the National Curriculum in a progressive manner.

116. Pupils respond positively in music lessons. Year 5 and 6 pupils were attentive, and co-operative. They approached their tasks very sensibly and worked well in pairs to teach their partner the sound pattern they had composed.

117. The quality of teaching is satisfactory, although sometimes pace is slow. There are no schemes of work for music and, currently, no co-ordinator. Resources are inadequate. There is a limited range of classroom instruments. There is little music for pupils to listen to except in assemblies, where it is used effectively. There are few opportunities for pupils to perform except in assemblies when they sing, which they do well. The school should work to raise standards in music by appointing a co-ordinator and developing schemes of work which identify learning objectives and learning outcomes and enable pupils to make systematic progress as they move through the key stage.

125. Geography

118. Attainment is in line with national expectations. Year 6 pupils are able to describe journeys 'as the crow' flies and as if driven. They are able to use a range of different types of maps with confidence, including Ordnance Survey maps and an A-Z. They are competent in using maps of different scales to plan journeys and measure distance accurately. They can explain the concept of scale. Year 5 pupils are able to select relevant information from a variety of sources, synthesise and summarise, and present their findings to an audience in an interesting way. They demonstrate their knowledge of clouds and cloud formations through this process. They know the main cloud formations and how they can be recognised. They are able to give accurate definitions of some technical terms such as 'cloud cover'.

119. Year 3 pupils are developing their understanding of how coordinates work on maps and plans. Higher attaining pupils are able to work well from a map of Europe, identifying for example, the coordinates that are covered by Russia.

120. Pupils make satisfactory and often good progress as they move through the school. Year 5 developed their skills of summarising the findings of their research and putting it into an appropriate form for a presentation. Year 6 pupils improved their map skills during a lesson seen, developing their sense of place and their general enquiry skills well.

121. Pupils' skills in speaking and listening are effectively developed through some geography lessons, through making a presentation to an audience, for example. The teacher required them to look at their audience, and to speak clearly and the pupils made their presentations with confidence. Geography also contributes well to the development of pupils' social skills through paired and group working which was taking place in all the lessons seen. Pupils make good progress in developing their skills of researching information from a range of sources in geography.

122. Pupils' attitudes are positive. They are interested and well motivated. They listen well, show respect, respond to questions, discuss their tasks well in groups, and collaborate well.

123. Teaching is at least satisfactory and lessons often have good and very good features, particularly in Years 5 and 6. Lessons are very well planned and managed, and well structured. Teachers keep the pace going well by involving pupils in a range of carefully timed activities. Questions are often well framed to enable teachers to check pupils' understanding. Teachers have good subject knowledge and provide good explanations and instructions. There are good examples of reflective practice when teachers intervene appropriately and adjust tasks where things are not working well. Teachers effectively encourage pupils to develop their enquiry skills of observing, questioning, recording and communicating their ideas.

124. Geography contributes very well to pupils' social and cultural development. There is good use of a world map in classrooms to show where families originate, valuing diversity of background and culture. A display on Black History shows that Year 4 have done some comparative studies of life in Africa and the Caribbean with life in the United Kingdom.

History

125. Only a very small amount of history was seen during the inspection. Evidence from recorded work, displays and discussions with pupils shows that pupils are making satisfactory progress.

126. Year 5 pupils are researching the reasons people have come to live in Waltham Forest and constructing their own family trees. They are able to suggest a range of reasons why people move to another county and classify their responses as social, political and economic. Year 4 work on Tudors provided some good examples of pupils having worked with different sources of evidence, such as pictures and written sources, and evaluated them. Year 3 pupils have some knowledge of famous people of the Victorian period, including artists such as Turner and William Morris, and the writers Lewis Carroll and Charles Dickens. They are developing their awareness of chronology and are able to place people and events within a chronological framework. They are also developing skills of historical inquiry, and have a good understanding of how to find out about the period they are studying from a range of sources.

Information technology.

127. The previous inspection report stated that work in information technology (IT) is not sufficiently developed across the school and this reduces pupils' skill and competence. The

regular inclusion of information technology in teachers' plans for the foundation subjects now provides better opportunities for pupils to acquire the necessary practice and skill. The school has addressed this issue. There has been a very significant improvement in provision for the subject and attainment is now above national expectations.

128. In the lower school, pupils log on using the correct password and select the right icon for set up, operate the mouse competently to select choices, combine text and graphics and save their own work. They explore simulations and options, make choices and operate the system effectively. By the time they leave school they have the ability to re-organise text, change font, alter the size of print and change the pattern of presentation. Pupils demonstrate good understanding of the use of word processing and art programs for text and pictures. They import and export images and cut and paste material to create a satisfactory end product. They record and analyse information on data bases, for example, in mathematics and science. Pupils used the Alien Adventure package to consolidate their skills in number work and searched the Grassroots data base to find out further information on birds of prey to support their science work on predators. Pupils load and save files and use a colour printer. They develop research skills using CD-ROM to find information on topics being studied. They have a good understanding of the social implications of advances of information technology and its revolutionary impact. They send and receive e-mail and use the internet to obtain information from web sites. They show interest in the creation of the school web site and use a digital camera to create their personal file containing their photograph and information about themselves.

129. Progress is good particularly when pupils are able to use information technology to advance their study in other subjects. They are highly motivated when using the computer especially if there is an element of gaming or competing against themselves to achieve a high score. In this way learning is accelerated. Regular practice on the computer reinforces the skills they learn and enables them to proceed to the next stage because they concentrate for a longer period than during less practical activities. They improve their mouse and keyboard skills when dragging and attaching shapes. Pupils show pride in creating their own file which includes a photograph of themselves and other information which they update periodically. Pupils also make progress because of the knowledge gained in the well-attended after-school club run by the information technology co-ordinator.

130. Attitudes to learning are very good. Pupils are interested in the subject and are eager to use the equipment. They concentrate well when working individually in the classroom or in pairs in the computer suite. They help each other and share the operations fairly. They show respect for property by taking care in the way they handle the computers. They work independently and have confidence to learn from their mistakes by correcting them. Pupils are generally well behaved, they listen attentively during lessons. They have good relationships with other pupils, helping one another and this contributes positively to attainment and progress.

131. Teaching is good throughout the school due to the positive attitude of the teaching staff and the provision made for their professional development in the subject. Work is well planned and pupils are given clear instructions in order to achieve the lesson objectives.

132. The subject is efficiently managed by the co-ordinator who is enthusiastic about the subject and runs weekly in-service training for colleagues. Professional development includes the certificate in Managing ICT in Schools. There is a clear policy and a detailed scheme of work based on the QCA model. Computers are used effectively to support all other subjects of the curriculum. The provision of resources is very good. The new suite contains enough computers to support a class of 32 pupils working in pairs, printers (laser and colour) Alpha Smarts, Roamers, Lego Dacta units for control devices and a digital camera for use across all year groups. There is a generous supply of software such as Mission Control 2 for control modelling,

Arc Egyptian for history, map detectives for geography and Text Ease for literacy. Every subject of the curriculum has software listed in both alphabetical and subject order to facilitate easy access.

133. Sufficient time is allocated to each class for the teaching of the subject, an hour for the teaching of skills and a separate lesson for support of other areas of the curriculum. Each classroom has a computer which is used by pupils during lesson time. In-service training for the teaching staff, run over four terms, is also provided by Mpower Net of Anglia University. This increases the confidence and expertise of the staff which has a positive impact on standards of attainment and progress.

141. **Physical education**

134. Pupils' achievement in physical education is above the standard expected for their age and ability at the end of the key stage. The school covers all areas of the physical education curriculum at different times of the year. Pupils use space sensibly, control their body movements and vary form, speed and expression. They exercise control and awareness of space when engaged in warming up exercises, through the use of simple games which demand change of pace, assuming different postures and using all the space at their disposal. They practise games skills and catching and throwing using bean bags, and balls of varying types and sizes depending on the lesson objectives. They develop skills of throwing through a hoop and from the shoulder in order to improve their performance in netball games. They learn to work with partners and in groups, effectively developing team spirit. Pupils in Year 5 practise passing the ball accurately to a partner by kicking with the inside of the foot. They then engage in a competitive game of rounders, applying their skill of kicking instead of batting. In dance they move to the rhythm of the music, identify the number of beats to a bar, clap to the beat and produce varied and imaginative combinations of movements which satisfy the high expectations of their teacher. All pupils in Year 5 have swimming lessons in the summer term. By the time pupils leave school about 40 per cent are able to swim a minimum of 25 metres. Only a few achieve higher competence, mainly as a result of regular swimming outside school time. Pupils understand the effect of exercise on the body and appreciate the importance to the body of warming up and cooling down activities.

135. Pupils make good progress from a low starting base to well co-ordinated movements by the end of the key stage, when they make sensible use of the space available and demonstrate good quality performance to the rest of the class. As they move through Key Stage 2 progress is particularly good when pupils are given challenging tasks to perform. In games they make progress in understanding the importance of sportsmanship as seen in a Year 5 lesson when the class teacher was very firm but sensitive when dealing with pupils on the losing side who began to show signs of dissatisfaction. Pupils with special educational needs also make good progress and participate fully in all activities.

136. Attitudes to physical education are good. Pupils enjoy the subject and take part with enthusiasm. They particularly enjoy their dance and games lessons and work hard to make improvements. Behaviour is good and pupils work co-operatively together. They respond readily to their teacher and always move sensibly. Pupils generally have their kit, dress correctly for activities and handle equipment safely. They follow established routines, are keen to help with the apparatus and follow their teacher's instructions carefully.

137. The quality of teaching is never less than satisfactory and sometimes good. Teachers have secure knowledge of the subject and have high expectations of their pupils. They use praise appropriately and provide opportunities for pupils to improve their performance. They manage the pupils well using a variety of strategies to keep them on task. Demonstrations by pupils are

often used to improve the quality of performance and to give other pupils ideas for their own activities.

138. There is at present no co-ordinator for the subject but the headteacher assumes responsibility until the newly qualified teacher takes responsibility on completion of the probationary year. Resources are plentiful and of good quality for delivery of the curriculum and the subject benefits from the availability of a spacious hall. There is a clear scheme of work for physical education. A number of extra curricular activities enhances the subject. These include inter-schools' competitions such as the Catholic Schools cross country and the Waltham Forest Swimming Gala. Pupils are given the opportunity to learn sailing at the Lea Valley Sailing Club. Football coaching is provided by Leyton Orient Football Club and cricket coaching by the Essex County Cricket Club. There is a weekly netball club through which a number of pupils has represented the school. These extra-curricular activities have a positive impact on pupils' attainment through high expectations and the desire to improve standards of performance.

146. **PART C: INSPECTION DATA**

146. **SUMMARY OF INSPECTION EVIDENCE**

139. The inspection team consisted of four inspectors, one of whom was a lay inspector. The team spent a combined total of 15 days altogether gathering evidence, and during the inspection 49 lessons, or parts of lessons, were seen. The total time spent in observing lessons, sampling pupils' work and talking to pupils had taken nearly 45 hours. A number of registrations and assemblies were also observed. 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. 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 meeting was held for parents to express their views about the school before the inspection to which 45 parents attended.

147. **DATA AND INDICATORS**

147. **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
Y3 – Y6	229	3	43	22
Nursery Unit/School				

147. **Teachers and classes**

147. **Qualified teachers (Y3 – Y6)**

Total number of qualified teachers (full-time equivalent):	11.5
Number of pupils per qualified teacher:	20.09

147. **Education support staff (Y3 – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	63
Average class size:	28.63

147. Financial data

Financial year:	1999
	£
Total Income	115,312.00
Total Expenditure	446,933.00
Expenditure per pupil	1,901.00
Balance brought forward from previous year	5,698.00
Balance carried forward to next year	4,077.00

147. PARENTAL SURVEY

Number of questionnaires sent out: 229
 Number of questionnaires returned: 60

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	48	45	2	0	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	53	0	0	2
The school handles complaints from parents well	17	47	20	2	2
The school gives me a clear understanding of what is taught	35	58	5	0	0
The school keeps me well informed about my child(ren)'s progress	43	42	10	3	0
The school enables my child(ren) to achieve a good standard of work	57	37	2	3	0
The school encourages children to get involved in more than just their daily lessons	43	47	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	58	3	0	0
The school's values and attitudes have a positive effect on my child(ren)	57	42	0	0	0
The school achieves high standards of good behaviour	60	33	2	2	0
My child(ren) like(s) school	70	23	0	3	0