

# INSPECTION REPORT

## **BERGER PRIMARY SCHOOL**

Hackney, London

LEA area: Hackney

Unique reference number: 100218

Headteacher: Karen Coulthard

Reporting inspector: Tony Painter  
21512

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> June 2001

Inspection number: 184361

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Anderson Road  
London

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Telephone number: 0208 985 6280

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Appropriate authority: Governing body

Name of chair of governors: Gillian Batemen

Date of previous inspection: 12<sup>th</sup> July 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tony Painter 21512	Registered inspector	Information and communication technology Design and technology Equal opportunities	What kind of school is it? The school's results and achievements. How well are pupils taught? What should the school do to improve further?
Geraldine Osment 9646	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Andrew Scott 27545	Team inspector	English Physical education	How well is the school led and managed?
Paddy Mahon 20060	Team inspector	Geography History Religious education	
Christine Canniff 18703	Team inspector	Mathematics Music Art and design	How good are the curricular and other opportunities offered to pupils?
Catherine Gordon-Smith 18598	Team inspector	The Foundation Stage Science Special educational needs	
Declan McCarthy 23886	Team inspector	English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average community primary school for pupils between three and eleven years. There are 397 full-time pupils on roll with slightly more girls than boys. In addition, 50 children attend the part-time nursery class. Most pupils come from the inner urban residential area around the school. This area has substantial social deprivation. The proportion of pupils in receipt of free school meals, at 57.9 per cent, is well above average. The attainment of children joining the school is very low. Pupils come from a wide range of backgrounds and around a half come from families where English is an additional language. These speak a number of languages but the most common are Turkish, Yoruba and French. A varying number of pupils, currently around 14 per cent, are refugee children. Over 35 per cent of the pupils are on the register of special educational needs, which is above average. Of these, five have statements of special educational need.

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

The school is satisfactory. Good management is helping the school to continue to make improvements. For example, effective monitoring has improved the quality of teaching. Satisfactory teaching, with much good teaching, is leading to improvements in standards. Although pupils' results are still well below the national expectations, they show improvement when compared with similar schools. The school is located in an area of intense socio-economic need and children's attainment on entry to the school is very low. It gives satisfactory value for money.

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

- Good management is giving the school a clear direction for improvement.
- The school encourages tolerance and respect for pupils from different backgrounds and cares for the pupils well.
- Effective behaviour strategies are improving pupils' behaviour.
- The curriculum is enhanced by good extra-curricular activities, links with the local area and provision for information and communication technology.
- Parents have good information about their children's progress.

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

- Insufficient attention is given to developing pupils' speaking and listening skills and this restricts pupils' attainment.
- Not enough use is made of assessments to identify pupils' strengths and weaknesses and match work more effectively to their needs.
- There is insufficient monitoring and evaluation of the effectiveness of teaching and the curriculum in subjects.

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

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

The school was removed from special measures when HMI inspected the school in July 1999. This report found that good progress had been made, but outlined a number of issues that needed to be addressed. Good management has helped the school to make satisfactory progress in all issues, in particular in improving the quality of teaching throughout the school. As a result, there are small improvements in standards, notably when compared with similar schools. The school makes greater analysis of assessment data and has established target setting and tracking of pupils. However, the information is not used systematically to match work to pupils' needs in lessons in all subjects. Foundation subjects are more effectively provided for and provision for information and communication technology is now good.

## STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	D	A
Mathematics	D	E	E	C
Science	E	E	E	C

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

The results in these tests have been well below average but the trend has been improving. Signs of improvement are clear in the comparisons with similar schools. For example, the 2000 results in English are below the national average but well above the average in similar schools. Recent attention to improving writing has been successful. However, pupils' speaking and listening skills are well below average and these bring down the overall quality of attainment. The school's assessments of their 2001 results at age eleven suggest further improvements, particularly in mathematics and science. The proportions of more able pupils at both key stages reaching the higher levels have improved. Pupils with special educational needs and those with English as an additional language are effectively supported to make progress with other pupils.

Eleven year olds achieve below average standards in the other subjects of the curriculum. Their attainment is often limited by their restricted language skills. However, children entering the school have very low attainment. Most have extremely poor skills, particularly in all aspects of language. They make sound progress in the nursery and reception classes but are still well below average when they begin the National Curriculum. Weak language skills continue to limit learning, particularly in the infants. Inspectors find improving standards through the school, particularly amongst younger pupils who have benefited at an early stage from the improvements in planning and teaching. The school's results in the tests for seven year olds have been low. The 2001 results, however, show signs of improvement, particularly in writing, science and mathematics, where standards are below rather than well below average. Pupils' overall achievement is satisfactory, given their very low start, although overall standards in the school could be higher. Improvements are the result of clearer planning of the curriculum and more consistent teaching. As a result, the trend of standards is now rising and should lead to improved results in the future. The school identifies suitable targets to raise attainment and evaluates these frequently to ensure that they are met and standards continue to improve.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy coming to school and have satisfactory attitudes.
Behaviour, in and out of classrooms	Behaviour is satisfactory, although some play is boisterous and noisy. A minority of pupils find it difficult to control their behaviour.
Personal development and relationships	Most pupils form good relationships with fellow pupils and adults and show good tolerance of the backgrounds, beliefs and values of others.
Attendance	Good monitoring procedures have improved attendance but it remains unsatisfactory.

In all year groups, except for Year 6, there are too few opportunities provided for pupils to take responsibility in the daily life of the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

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

Teaching has improved since the last inspection. The overall quality is satisfactory and this helps all pupils to learn soundly. Ninety-three per cent of lessons were satisfactory or better with five per cent very good or better. The seven per cent of unsatisfactory lessons were found throughout the school. Pupils with special educational needs are often supported well in their learning. Those pupils for whom English is an additional language receive good specialist support and quickly develop language skills. English and mathematics teaching is satisfactory and teachers make effective use of national guidance. Teachers give pupils increasing opportunities to improve their literacy skills in other subjects. Teachers ensure that pupils develop numeracy skills in subjects such as design and technology but do not pay enough attention to developing mathematical vocabulary when talking about their work. The pace of mental mathematics questioning is not brisk enough to speed pupils' responses. Learning of information and communication technology skills is linked well to other subjects, particularly in the computer suite.

Foundation Stage teaching is satisfactory and much good teaching develops children's personal and social skills well. Careful planning uses national guidance well and good teamwork enhances the learning opportunities for all children. Throughout the school, teachers use behaviour strategies effectively to manage lessons and help pupils to concentrate and learn. High expectations of behaviour and good routines give pace to learning, particularly in Key Stage 2. Lessons in the new computer suite extend pupils' speaking and listening skills and good questioning often promotes effective learning. In some lessons, teachers place insufficient emphasis on pupils learning and using new vocabulary and this restricts attainment. There are good examples of teachers observing how well pupils are getting on and supporting them effectively. Some lessons, however, make insufficient distinction between tasks for pupils of different levels of attainment and this slows learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It covers all subjects and is enriched by a good range of out-of-school activities and effective links with the wider community.
Provision for pupils with special educational needs	Pupils with special educational needs are effectively supported by learning assistants or given more focused help by class teachers.
Provision for pupils with English as an additional language	Pupils benefit from individual and small group support in lessons to develop literacy and communication skills.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school makes satisfactory provision for pupils' personal development. A clear moral code and an emphasis on tolerance help pupils to work and play together effectively. The wide range of cultural backgrounds of pupils is suitably reflected in the school's displays.
How well the school cares for its pupils	The school takes good steps to ensure pupils' welfare, health and safety. All staff work hard to maintain positive relationships.

The school has a satisfactory partnership with parents. Most parents and carers indicate that they have positive views of the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Management is good. The headteacher leads well and senior staff share her vision for improvement. Delegation of responsibilities has been effective but there is a need for greater monitoring and evaluating of subjects to consolidate improvements and identify needs.
How well the governors fulfil their responsibilities	The governing body makes a sound contribution and has supported the school well in recent years.
The school's evaluation of its performance	Monitoring by the headteacher and her deputy is extensive and helpful to teachers. It has improved the quality of teaching. Greater analysis of data including test results is giving a clearer view of what needs to be done. More extensive assessment systems have just been introduced to track the school's performance.
The strategic use of resources	Although spending is appropriate, the school has accumulated a substantial surplus and has no clear plans for its use. The school makes good use of specific grants and funds.

Despite the unspent surplus, the staffing, accommodation and resources are good. However, the building suffers from poor ventilation in hot weather. The school makes sound attempts to ensure that it gets best value for all its expenditure. The governing body makes good efforts to ensure that the school meets all statutory requirements but there are some omissions in the governors' annual report to parents and the school's prospectus. In addition, the school does not conform to the requirement for a daily act of worship.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Teachers expect children to work hard.</li> <li>• Good teaching helps children to become mature.</li> <li>• The school is managed well.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework that children are given.</li> <li>• The range of extra-curricular activities.</li> <li>• The amount of information they are given about how well their children are doing.</li> </ul>

The inspection team agrees with the positive points although teaching is satisfactory and teachers could do more to encourage pupils' independence and responsibility. It does not support the negative points raised by parents. Teachers set appropriate homework that is used effectively to help pupils to learn. The range of extra-curricular activities has improved and is now good. Reports on pupils' progress are detailed and informative and the school is welcoming to parents.

## **PART B: COMMENTARY**

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

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

1. Standards are well below the national average by the time pupils leave the school. There have been improvements from the results at the time of the last inspection, particularly in English. The school's National Curriculum assessment results in 2000 show attainment at the ages of seven and eleven that is well below the national averages. In Key Stage 1, attainment in mathematics was in the lowest five per cent nationally. When compared with the results of similar schools, the results were still below average, although mathematics was well below. In Key Stage 2, mathematics and science were well below the national averages. English was better but still below average. Improvements in standards can be seen in the school's improving position when results are compared with similar schools. The Key Stage 2 results in mathematics and science were average when compared to similar schools but the English results were well above. The school's analysis of its results for seven year olds in 2001 show that improvements have been made in all subjects, notably in writing, science and mathematics. Results for eleven year olds have not yet been published, but the school's assessments suggest that further improvements have been made, particularly in mathematics and science. The proportions of more able pupils at both key stages reaching the higher levels have improved.
2. Results have kept pace with the rising national trends and there are signs of improvement in pupils' standards in school now. For example, at age seven, more pupils are achieving the higher level 3 in writing and there is a general improvement of reading results. Mathematics standards are significantly improved. These improvements are the result of improved arrangements for the curriculum and more consistent teaching. The school is making more detailed and effective analysis of its results in order to focus developments in teaching and the curriculum. As a result of the analysis, the school is setting suitable achievable targets to improve pupils' attainment. These measures are beginning to show in the improving standards seen in the inspection. The school is using its improved analysis of results to identify differences in the attainment of pupils of different background or gender. These measures are too recent to have yet achieved significant results.
3. Children enter the nursery with attainment that is very low, shown in their very weak language and concentration skills. Sound attention is paid to developing their skills in all areas of learning. They make satisfactory progress but, by the time they begin Year 1, their attainment is still well below national expectations. This is particularly apparent in their weak language skills and these restrict their learning across the curriculum. Good teaching of personal and social development helps children to achieve relatively well in this area of development although standards are still below average. Their achievements in physical development are average.
4. The inspection finds standards in English that are well below those expected for their ages at seven and eleven. More consistent teaching and curriculum have made improvements in writing, particularly in Key Stage 1. Throughout the school, pupils have limited speaking and listening skills and these restrict their ability to reason and explain themselves in many subjects. Even Year 6 pupils have difficulties in expressing opinions, for example about the books they have read. Some attention is being paid to this issue in lessons but greater emphasis could be placed on systematically developing these skills. Effective teaching in the computer suite links problem solving and speaking skills well. Pupils' reading by age seven has improved but is below that expected. Pupils read slowly and have only limited expression and fluency. They have too few ways of working out words that they do not know. The reading of eleven year olds is well below that expected nationally and most lack confidence and expression. Many have limited concentration and do not yet have a sufficiently large

vocabulary of known words. Writing at age seven is well below national expectations with weak punctuation and spelling, even of simple words. Standards by age eleven have improved a little, as a result of the recent attention to the subject, but are still below average. Although pupils are given good opportunities to write in a range of styles, their limited vocabulary continues to restrict their expression.

5. The standards achieved by seven year olds in mathematics are below average but better than those achieved in last year's national tests. Most understand simple numbers but do not fully understand place value. They have improving mental arithmetic skills that they use when solving simple problems. They understand how to show data in graphs but are not always accurate in plotting points. Pupils' standards at the age of eleven are well below average. Many pupils have only weak knowledge of number facts and often make errors when setting out problems. Pupils have sound understanding of shape and draw graphs competently. However, teachers do not pay sufficient attention to the teaching and use of mathematical vocabulary. This affects pupils' ability to interpret written questions or explain how they carried out a calculation.
6. There have been some improvements in pupils' achievements in science but overall standards are still well below average at the ages of seven and eleven. Pupils learn the elements of a fair test and basic scientific methods. In Key Stage 1, for example, pupils plant seeds, measure growth and record their data. Pupils in Key Stage 2 begin to understand magnetism and electricity and relate what they learn to earlier learning about the properties of materials. However, in general, they have too few opportunities to devise solutions to practical problems or to carry out their own investigations. This limits their independence and the growth of their investigational skills.
7. Pupils' standards of work in information and communication technology are rising through the school although they are still below the national expectations for pupils aged seven and eleven. This is partly because most are still catching up with skills not securely acquired earlier. However, all pupils are making good progress and there are very effective links with other subjects of the curriculum. Infant pupils have increasing skills when entering information and controlling the computers. By the age of seven, they enter and amend short texts confidently. They add pictures and recognise how to change the style and size of their work. Junior pupils use computers effectively to develop their mathematical understanding. Through this work, they develop greater understanding of many computer applications such as spreadsheets and databases. By eleven, pupils have confidence in opening and using a good range of programs. They enter data and use it to create graphs, adding titles and keys as necessary. They design and make good quality business cards and leaflets as part of their design and technology projects.
8. Standards in religious education by the ages of seven and eleven are below the expectations of the locally agreed syllabus. By the age of seven, pupils are aware of events and festivals in the Christian calendar and that other faiths have special books and places of worship. By the time pupils leave the school they have some understanding of important beliefs of other religions, although this is rarely detailed. They know about ceremonies and festivals and have an awareness of prayer as being common to all faiths.
9. The standards achieved in all other subjects are below those expected at the ages of seven and eleven. In subjects such as art and design, history and music, weaknesses in planning mean that pupils' skills are not systematically developed through the school. This reduces the standards that they achieve. Some overlap between activities in art and design and in design and technology slow the pupils' learning. However, very effective use of a business enterprise project in Year 6 promotes effective learning and higher standards. In physical education, the school makes effective use of outside specialists but teachers do not make sufficient demands on pupils to achieve higher standards

10. Sound implementation of the National Literacy Strategy has improved the quality of teaching of literacy and pupils' standards. Teachers have a clearer structure for improving pupils' skills. Pupils have opportunities to write in subjects such as history and geography. Sometimes these are effective, such as when pupils write about the hardships of child labour in Victorian times. However, teachers do not give enough structured opportunities for pupils to improve their literacy skills. The implementation of the National Numeracy Strategy has improved teachers' approach to developing numeracy skills and pupils have better mental arithmetic skills. They use their skills soundly in subjects such as design and technology and science where they measure and record. There are good opportunities to develop numeracy and problem-solving skills in lessons in the computer suite. A good range of opportunities is used to promote information and communication technology skills through other subjects.
11. Pupils with English as an additional language are given support to play a full part in the life of the school. They make sound progress over time and achieve in line with their capabilities. They gain knowledge and understanding of new vocabulary in lessons. When given specific support, they learn quickly, for example when using words on flashcards to generate their own ideas for story writing.
12. Pupils with special educational needs make satisfactory progress with targeted support. They receive good levels of support in their classes from teaching and support staff. There is an emphasis on improving their literacy and numeracy skills through a wide range of activities.

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

13. The pupils come to school with satisfactory attitudes. This partly accounts for the satisfactory improvement in standards across the school since the inspection of July 1999. Ninety per cent of the parents who responded to the pre-inspection questionnaire stated that their children like school. The majority of the pupils enjoy coming to school; many of them settle quickly to set tasks and want to learn. There were lessons in every year group where this was so. For example, in a Year 4 extended writing lesson, the class had all completed an appropriate amount of work in the allocated time. However, there are other lessons when some pupils show less positive attitudes and this results in a slower pace of learning. This was observed in a Year 5 information and communication technology lesson when the pupils' unsatisfactory responses limited their achievement.
14. At both key stages, pupils with English as an additional language and those with special educational needs have sound attitudes to their learning. They enjoy lesson activities and show respect for each other and the staff. They listen and try hard, persist, concentrate well and take a pride in their work. Most pupils are well behaved in lessons and in assemblies.
15. Eighty-two per cent of parents who responded to the pre-inspection questionnaire, feel that behaviour in the school is good. However, a significant number of the parents who attended the pre-inspection meeting feel that no one listens to school rules. The inspection team does not support these parents. It judges behaviour to be satisfactory both in lessons and around the school and this has been maintained since the inspection in July 1999. When teaching is good and lessons are well planned to meet the needs of all, the majority of the pupils behave well in classrooms. This is particularly successful in numeracy lessons. All of the teachers work very hard to manage the pupils in their classrooms. However, there is a significant minority of pupils who find it very difficult to control their behaviour and this can have an adverse effect on the learning of others. For example in a Year 5 science lesson, the teacher had to repeat his instructions before the whole class would settle to work.
16. Play at both break and lunchtimes is very boisterous and very noisy on occasions but it is well supervised. Games have been introduced and these are having a positive impact on playtime behaviour. This confirms parents' comments from the pre-inspection meeting. No incidents of bullying or racial abuse were observed during the inspection. The school keeps the appropriate records and reports racial incidents to the local authority as required. There have

been eleven fixed period exclusions from the school in the current year since September 2000 and this is an increase over the previous year. The school works exhaustively to support all of the pupils. It will not tolerate physical violence, however, and this is the main reason for the increased number of exclusions.

17. The personal development of the pupils is satisfactory. The majority of the pupils form good relationships with fellow pupils and adults, built on tolerance for the work, ideas, beliefs and values of others. Parents are also happy that the school teaches respect for others regardless of background or culture. The staff are good role models for the pupils in the way that they conduct themselves. Most of the pupils work well as individuals and many are able to work in pairs or small groups. For example in a Year 6 design technology lesson, all of the pupils were totally focused on their group's contribution to the school fete through the business enterprise project. A number of pupils do not possess good social skills, finding it difficult to share resources and take turns, but this is not always the case. In a Year 4 physical education lesson, the pupils successfully worked in teams when practising for a tag rugby festival.
18. In all year groups, except for Year 6, there are too few opportunities provided for pupils to take responsibility in the daily life of the school. However, this has been recognised and a school council is to be set up in September. In Year 6, pupils assist in the dining halls at lunchtimes and look after the plants. The school is involved with various projects including science, art and Lindyhop dance which all help to motivate pupils and keep them interested in their education. A significant number of parents, who responded to the pre-inspection questionnaire, do not feel that the school provides an interesting range of activities outside lessons. The inspection team does not agree with this view as many pupils participate in the extra-curricular activities provided by the school. These include drama and sports clubs. They also visit museums and art galleries, and Year 5 pupils take part in an annual school trip to Kench Hill. There are good opportunities provided for the pupils to develop personal study skills through the use of computers in the Discovery Centre. All of these positive opportunities promote the pupils' personal development satisfactorily. Pupils enjoy experiments and investigations in mathematics and science lessons but there are still too few opportunities provided for them to select their own materials for investigations, as reported at the inspection in July 1999.
19. Due to the good procedures that the school has put in place to monitor attendance, the rate of attendance has improved from 92 to 93 per cent this year but it is still unsatisfactory. This is due to a number of factors. Parents do not always inform the school as to the reason for their child's absence, pupils are taken out of school by parents for extended holidays and a significant number of pupils arrive late in the mornings. Late arrivals disrupt the start of the day and staff are not always able to settle the class quickly and focus promptly on the planned activities. Parents are reminded of their responsibility for their children's punctuality and attendance in the prospectus and newsletters but do not always ensure that their children's learning is not interrupted by absence or lateness.

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

20. The overall quality of teaching is satisfactory with a high proportion of good teaching, particularly in the junior classes. Seven per cent of lessons were unsatisfactory or poor and these were found in all parts of the school. The quality of teaching has improved substantially since the last inspection, although the weakest teaching remains in the infant classes. The school's monitoring of teaching has been successful in improving the quality and consistency of teaching. It continues to identify areas for development and these have been effectively linked to staff training. For example, attention to developing writing is having a positive effect on pupils' standards. Teachers use the new computer suite effectively to enthuse pupils and promote speaking, listening and problem-solving skills.

21. The quality of teaching in the Foundation Stage is satisfactory in all areas of learning. In almost half the lessons, the teaching is good. Teachers plan lessons carefully, making good use of the national guidance for the curriculum. Classrooms are attractive and well organised. The staff make them bright with stimulating displays and effective use of good resources in all areas of the curriculum. Staff work together in a harmonious team and this enhances the learning opportunities for all the children. All staff work effectively when directly involved with groups of pupils but sometimes do not ensure that other groups are fully engaged in their tasks. This reduces the pace of learning in those groups.
22. Throughout the school, teachers make effective use of the school's behaviour strategies to keep control of classes. In the best lessons, this includes thoughtful use of praise and positive comments that boost pupils' self-esteem. Pupils show enthusiasm and most apply themselves willingly to their tasks and learn well. Most teachers have high expectations of behaviour and state these clearly so pupils are in no doubt of what is expected of them. It is a significant strength of many lessons in the junior classes. Classroom routines are well established and this reduces the time lost when changing activities. However, when teachers do not ensure that all pupils are paying attention to the lesson, the pace of learning begins to slip. If this is not checked sufficiently, many pupils begin to lose interest and little effective learning takes place. In a small number of cases, the teacher has to work very hard to regain the pupils' attention, particularly when a number of pupils respond badly to the strategies being used.
23. Teachers effectively use their good relationships with pupils to create good atmospheres for learning. Many teachers are enthusiastic and project this well to pupils, encouraging them to join in. This is particularly apparent in lessons in the new computer suite. Here the range of exciting activities generally fires pupils' interest and they listen carefully to the teachers. Practical activities make pupils want to learn. These lessons usually have a strong element of speaking and listening that promotes pupils' skills well. For example, pupils are given frequent, short moments to discuss before answering questions. Most pupils respond well to these opportunities and feel more confident when offering to answer. Teachers in these lessons are very clear about the specialist vocabulary that they want pupils to learn and use. They point out how effectively pupils use the words in answers and this consolidates learning for all. These opportunities are being used more widely in lessons throughout the school to develop pupils' necessary speaking and listening skills. For example, in a Year 1 science lesson, the teacher carefully introduces and uses a range of new vocabulary to be developed. Year 4 pupils have good opportunities to talk about a story and identify different ways of writing. However, some lessons have too few opportunities for pupils to speak and teachers are not sufficiently clear of the vocabulary to be learned. Pupils' limited language skills represent a substantial problem to the school. In those lessons where opportunities to develop skills are missed, pupils' learning is restricted.
24. Many lessons include effective questioning by teachers. In some, this adds significantly to the pace of lessons, keeping pupils' attention and allowing the teacher to check learning. For example, in a Year 6 mathematics lesson, the teacher expects all pupils to respond to questions and this improves their recall of number facts. In a Year 3 English lesson, pupils think carefully about what objects they would like to have if stranded on a desert island. In some lessons, the questioning effectively boosts pupils' learning, for example, in a Year 4 English lesson where the teacher's questioning probes pupils' thinking and demands more detailed answers. Effective questioning improves the pace of many lessons in the junior classes and this enhances learning. For example, teachers make effective use of discussions at the end of the lessons to examine what pupils have learned.
25. Teachers' planning often makes good use of national guidance and this has helped to improve the teaching of literacy and numeracy. Throughout the school, many lessons in English and mathematics are good and they give a sound programme for developing pupils' skills. Pupils have increasing effective opportunities to read and write in subjects such as history and geography. This widens their experience of a range of different types of writing.

Teachers ensure that pupils use their developing numeracy skills in subjects such as design and technology. In other subjects, the teachers' use of national guidance is giving better structure to lessons and is improving the quality of teaching. Teachers' effective planning includes the provision and use of resources and this enables lessons to proceed with better pace. Support teachers and assistants know what their roles are and teachers use them effectively to help pupils to succeed. This is particularly apparent in groups containing pupils with special educational needs and pupils with English as an additional language.

26. In many cases, teachers' planning clearly identifies what they want pupils to learn. In some lessons, these intentions are shared effectively with pupils to ensure they are aware of what they are learning. This helps teachers and pupils to evaluate the success of the lesson. Not all lessons include this feature and this misses an important opportunity to help pupils to gain independence in their learning. Many lessons, particularly in English and mathematics, include work that has been planned for pupils of different ability levels. Sometimes these tasks are clearly based on teachers' evaluations of what learning pupils have already made. However, some of these tasks are not firmly rooted in accurate assessments of pupils' prior attainment and this limits pupils' progress. For example, in a Year 2 English lesson, pupils worked in groups but their tasks were not closely matched to their prior attainment. Some pupils, therefore, repeated the type of work that they had previously done successfully. In a top set Year 6 mathematics lesson, some pupils become confused when working out the problems that have been set for the whole group. In a Year 1 mathematics lesson, the teacher missed opportunities to extend the learning of higher attaining pupils who were working independently. However, there are examples of teachers responding well to their observations of how well pupils are doing to make changes in activities and improve learning. For example, a Year 1 teacher realised that a group of pupils were struggling with the set task, so gathered them together for more clarification that enabled them to complete the activity.
27. Most teachers evaluate their lessons and this is helping to identify where teaching is successful. However, teachers do not always use these systematically to plan further. Some evaluations are not focused enough on what went well and what could be improved. For example, evaluations such as 'they really enjoyed learning about authors' are not helpful in planning to address weaknesses in learning. In other classes, teachers collect information on how well pupils perform but do not use this directly to plan activities.
28. The quality of teaching for pupils with special educational needs is good. Teachers plan lessons well, based on a clear knowledge and understanding of the pupils' needs. They are often clear on what is needed to support literacy development. Teachers and learning support assistants choose teaching materials well to match the ability of each pupil and to present a good challenge. They teach basic skills well with particularly high expectations for language comprehension. Pupils are given good support to take part in lessons and to have access to all that is on offer. Where pupils are withdrawn for group work, their lesson usually covers the same topic as that in the class lesson. Teaching in focused groups such as 'Reading Recovery' is very effective. Detailed observations and notes of pupils' progress help teachers to check learning and support problems well.
29. Pupils with English as an additional language are taught well at both key stages. There is good provision in the infant classes of a Turkish helper to support pupils with English as an additional language. Language support teachers make good reference to pupils' Turkish language, for example by asking them for the Turkish word for caterpillar. They provide very clear instructions with good use of signing to illustrate the meaning of word. Effective use is made of visual aids such as flash cards to support learning. The good use of repetition of vocabulary supports the language development of pupils with English as an additional language. Language support teachers make good use of well-chosen games to enable pupils to focus on tasks, sustain high levels of concentration and persist in the face of difficulty and to try hard. Pupils work well with others; they listen well and follow teachers' instructions as they learn to communicate more effectively.

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

30. The curricular opportunities offered to all pupils are satisfactory. The school has made satisfactory improvement overall in the issues that needed to be developed since the last inspection. Improvement of the information and communication technology curriculum is good. There is an appropriate emphasis on language as the majority of children have very low language skills when they start school. For example, the current focus on developing writing is having a positive effect on the quality of pupils' work throughout the school. The school has identified the need to develop pupils' speaking and listening skills. A number of strategies have been implemented, such as drawing attention to new vocabulary in lessons and taking part in school performances. Many aspects of these have been successful and are leading to improving standards. However, there is no overall strategy for developing speaking and listening skills throughout the curriculum and this is restricting pupil's progress.
31. All pupils, including those with special educational needs or who speak English as an additional language, have full access to the National Curriculum at both key stages. Pupils in Year 6 are organised into ability groups for mathematics based on teacher assessment and test results. Government funding is used effectively to support basic skills learning, for example in mathematics using a government-sponsored initiative. Pupils with special educational needs and who have English as an additional language are effectively supported by learning assistants or given more focused help by class teachers. Pupils with English as an additional language benefit from individual and small group support in lessons. This support has a clear emphasis on developing literacy and communication skills.
32. The National Literacy and Numeracy Strategies have been fully implemented in the past two years. These are beginning to contribute to the gradual rise in standards reported at the last inspection. Planning in these subjects is satisfactory overall. Plans are focused and show what pupils are to learn and do. In both English and mathematics, teachers plan work in most lessons for pupils of different attainments. However, this is not always securely based on assessments of pupils' prior attainment. For the most part, year group teams of teachers plan together, ensuring that pupils within the same year group receive the same curriculum coverage.
33. An appropriate amount of time is allocated to all National Curriculum subjects and religious education. At the time of the last inspection, the school had made a start on using the national guidance to plan pupils' learning in subjects other than English and mathematics. Effective management has led to these measures being firmly established for most subjects. They are helping teachers to provide a structured approach to these subjects and beginning to raise standards. The school recognises a need to review the effectiveness of the guidance and to make any necessary revisions to meet the needs of the school and the pupils. In art and music, teachers are not sufficiently rigorous in developing pupils' skills through the school. The curriculum for information and communication technology has improved considerably since the last inspection and is now a strength. There is a very clear approach to developing pupils' skills through information and communication technology, particularly in numeracy. Speaking and listening is also given a very clear focus in these lessons through the development of problem-solving skills and discussion.
34. The school provides a good range of extra-curricular opportunities and visits. These provide pupils with a greater range of experiences and enrich the quality of the curriculum. There is a good range of sporting activities. The school has good links with the local community and makes good use of visitors and visits. For example, pupils in Year 3 are working with a local artist to design and create a mosaic for the infant playground. Pupils visit well-chosen places of interest which link to their learning in some subjects such as history and art, for example,



the National Gallery. These opportunities and the residential visit make a significant contribution to pupils' personal and social development.

35. The school has established sound provision for pupils' personal, social and health education. A formal programme for pupils' learning and development is being planned. There are opportunities for pupils to discuss relevant issues and aspects of the work are integrated into other subjects of the curriculum. Good provision for personal development is made for pupils with English as an additional language and those with special educational needs. Their self-esteem is raised by the support and positive encouragement provided, particularly in assemblies and lessons where support is provided. There are very good opportunities for the development of social skills, turn-taking and communication skills within small group discussions in lessons led by support teachers. The main community languages are clearly evident on display throughout the school and good use is made of Turkish by specialist teachers. Good use is also made of the Turkish helper for younger pupils in using and translating the Turkish language.
36. Pupils' spiritual, moral, social and cultural development is satisfactory overall, similar to that indicated in the last report. Pupils are encouraged to reflect and share their experiences in class discussions that contribute to personal and social development. Assemblies are used to reinforce and develop the caring ethos of the school but do not fully meet statutory requirements.
37. The provision for spiritual development is satisfactory. The theme of the assemblies during the inspection was 'you can do', encouraging pupils to try, to persevere, and support others in their personal goals. The members of staff who led the assembly effectively used personal experiences to illustrate and reinforce the assembly theme. However, the assembly gave pupils too little opportunity to contribute their ideas and views, which restricted their development of speaking and listening skills. Opportunities to reflect on the theme of the day were also limited. There was only one assembly where music contributed to the theme. The legal requirements that collective worship be 'wholly or mainly of a broadly Christian character' is not being met. Over the period of the inspection, no assembly mentioned a deity or contained readings from holy texts or other writings. Nevertheless, the school assemblies do make a positive contribution to the aims of the school. Once a week a 'sharing assembly' enables pupils to display work and this contributes more effectively to pupils' development. Staff give careful thought to ensure that all age ranges in the school attend, and this is a good contribution to pupils' social development. In this assembly, pupils throughout the school show work of which they are proud.
38. The school takes positive measures to promote moral development. There is a strong emphasis on developing a clear moral code in the school. Teachers make effective use of a secure range of strategies to promote good behaviour that makes good use of detailed rewards and sanctions. This promotes pupils' self-discipline and co-operation but there are still pupils who show challenging behaviour. Teachers deal with these pupils calmly and create positive attitudes through emphasising the good behaviour of other pupils. All staff properly remind pupils of what is good and unacceptable behaviour towards others and their property. The consistency of approach through the school is an important factor in its success.
39. Provision for social development is satisfactory. A sound emphasis is placed on the need to look after each other. Some pupils have special responsibilities for providing for the school community. Older pupils, for example, help serve the meal at lunchtime and some Year 2 pupils look after and distribute play equipment in the playground. Some opportunities to extend these good practices into other areas are not consistently taken. This limits pupils' opportunities to develop social skills and play a positive role in the school community. The arrangements of the play spaces provide a good variety of play opportunities and these help pupils to play together co-operatively. Most pupils relate well to all the adults in the school.

40. The cultural development of pupils is satisfactory. The pupils come from a wide range of different cultures. These are suitably reflected in a number of displays around the school. These include life-sized paintings of the children, a range of photographs, costumes and translations of various signs. Pupils readily accept the national differences and learn to play and work together well. Many pupils wear clothing and articles that display their faith and backgrounds. These daily reminders do much to reinforce the multi-cultural nature of the school community and make inclusion and tolerance a natural process within the school.

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

41. The school takes good steps to ensure pupils' welfare, health and safety. There is an appropriate health and safety policy based on the local authority model. The governors' premises committee has responsibility for health and safety and the headteacher has also received training in risk assessment. There are suitable arrangements in place for first aid and medical support and appropriate records are kept. The pupils are appropriately supervised at break and lunchtimes. The school has good arrangements in place for child protection issues. The responsible person and the headteacher have been trained for this role. There is a satisfactory programme for personal social and health education. The school is taking part in the East London Healthy Schools Project and as a result is to review the curriculum to ensure that the required guidance on sex education, drugs and substance abuse is delivered. Circle time has been introduced into the school but is not being used regularly to support the development of pupils' social skills.
42. There are good relationships throughout the school and all staff work hard to maintain positive relationships. They know the pupils well and are able to monitor personal development informally. The general, emotional and social comments that teachers make on the annual reports to parents show that they have good knowledge of the pupils.
43. The school's procedures for assessing pupils' attainment and progress are satisfactory, as reported at the inspection of July 1999. The headteacher and key staff analyse data provided from the results of statutory testing and use it with national and local statistics to set suitably challenging targets and identify areas for development. These are incorporated into the school development plan. However, there are still weaknesses in the accuracy of teachers' own assessments of pupils' attainment. The school has begun to tackle this issue by giving teachers more opportunities to compare assessments of work and to gain greater understanding of the levels of achievement. On entry to the nursery, the achievement of each child in each area of the curriculum is very carefully observed and recorded. The nursery staff update these observations regularly. They use the information gained in planning activities and in monitoring the participation of each child in each part of the curriculum. When the children transfer to the reception classes, they take the local authority baseline test. Teachers and support staff also make frequent specific observations and keep detailed notes about the performance of each child throughout the reception year. They make good use of these notes to target work for each child or group of children.
44. There are improved arrangements for monitoring and supporting pupils' academic progress but they remain unsatisfactory. Beginning with an analysis of previous achievement in English and mathematics, teachers decide what each pupil should aim for at the end of the year, in these subjects. These are recorded in the form of attainment levels. Group and individual targets are set based on this analysis but at present these targets are not supported with sufficiently clear objectives for each pupil, for example 'check your work and that answers are reasonable', is not precise enough. The targets are regularly evaluated and samples of pupils' work are monitored to judge success. There is not a structured cycle for the assessment of science and none for the foundation subjects. The end of year reports for parents give a clear indication of how well pupils are doing and in English, mathematics and science some useful pointers to what pupils need to do to improve. Pupils do not have enough knowledge of how well they are progressing, however, because marking of work is inconsistent and does not provide clear and useful targets for improvement. Teachers do not use their records of

attainment sufficiently to plan work at different levels for pupils of differing attainment. This restricts pupils' learning in some lessons. A substantial and potentially useful system of assessment has been introduced in Year 6 but is not currently used throughout the school.

45. The external assessments provided by the Learning Support Service teacher for pupils with additional special educational needs are good. The monitoring of pupils' progress is very good and used effectively to provide appropriate approaches and to develop listening, memory and concentration skills. Specialist teachers' assessments to determine stages of fluency for pupils with English as an additional language are good. However, the overall assessment systems and their use are unsatisfactory. There is insufficient diagnostic assessment to distinguish between pupils with English as an additional language and those with special educational needs. This leads to some pupils being inappropriately placed on the special needs register. As a result, insufficient support is provided, particularly for some pupils whose needs fall into both of these categories. Target setting is not always specific enough to allow the review of pupils' progress to highlight weaknesses in progress.
46. There are good procedures in place to monitor and promote good behaviour. As reported in July 1999, teachers are effectively using the behaviour management system in the classrooms but a significant number of pupils lack self-discipline. The Excellence in Cities project has enabled the school to appoint two learning mentors and together with the deputy headteacher, they are working well to support pupils experiencing difficulties in school. The school also employs a counsellor who works with other pupils to discuss their particular problems with them. The Year 3 teachers had concerns about the behaviour of the pupils in their classes at playtimes so they introduced mixed class art lessons and this has greatly reduced the tensions between the two groups. Many teachers use praise very well as a reward and pupils appreciate that their efforts are noticed. The sharing of work during assemblies is having a positive impact in raising pupils' self-esteem. Sanctions include warnings and time out and due to the volatile nature of pupils in several classes, some teachers have to employ these more than others. The school rules are displayed in corridors and classrooms and they are also written in Turkish. Playground rules are prominently displayed and most of the pupils adhere to them. Eighty-four per cent of parents who responded to the pre-inspection questionnaire, feel that the school is helping their child become mature and responsible.
47. There are good procedures in place for monitoring and improving attendance. The headteacher checks and analyses the attendance registers every week and instances of unexplained absence are promptly followed up. The school receives support from the Education Welfare Service. Registers are taken briskly at the beginning of morning and afternoon sessions but a significant number of pupils are late for the start of the day and as a result lessons are interrupted and do not always begin promptly.

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

48. The school has a satisfactory partnership with parents. Although there was a low response to the pre-inspection questionnaire and parents' meeting, the majority of parents and carers indicate that they have positive views of the school. For example, 88 per cent feel comfortable about approaching the school with questions or problems. However, a significant number of parents do not feel that they are kept well informed about how their children are getting on. The inspection team disagrees with this view as it judges the quality of information provided for parents about the progress their children are making is good. There are two formal parent/teacher consultations during the year and about 80 per cent of the parents attend these meetings. Teachers are willing to meet parents at other times. Annual reports to parents are of good quality; they provide detailed information about pupils' progress and give useful guidance on how pupils could improve their performance in English, mathematics and science.

49. Twenty-seven per cent of parents who responded to the pre-inspection questionnaire do not feel their children get the right amount of work to do at home. The inspection team does not support this view. Satisfactory amounts of homework are set to support the curriculum and to prepare Year 6 pupils for secondary education. The prospectus contains a detailed homework timetable for all year groups and most teachers follow it and set appropriate amounts. Concerns about homework were raised at the initial meeting of the parent partnership group and through a questionnaire. The school plans to address these through the home/school agreement. The good help that some parents give to their children with homework is a valuable asset to the school.
50. 'Berger News' keeps parents up to date with the day-to-day life of the school. Some written information is translated into other languages, particularly Turkish, and the school also communicates with families through interpreters, other parents, children and support staff. The school prospectus is informative and the home/school agreement is integrated within it to reinforce the partnership with families. The governors' annual report to parents does not contain all of the required information on the admission of and arrangements for pupils with disabilities. Parents are invited to assemblies, school productions and meetings about secondary transfer, and some parents have worked with their children in a Year 5 science project. A number of parents who responded to the pre-inspection questionnaire, do not feel that the school works closely with them. The school has recognised this and feels that the newly established parent partnership group will address this need. These factors show that the school is making satisfactory efforts to establish a partnership with parents. The impact of parents' involvement on the work of the school is satisfactory and is having a satisfactory influence on standards of learning.
51. Parents are kept well informed about the progress of pupils with special educational needs. They contribute to the regular review of individual education plans and annual reviews of statements. Targets are set with parents and pupils and each family is given a copy of the relevant document. The school makes good use of external agencies to support children and their families.

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

52. The management of the school is good. The headteacher is very hardworking, resilient and dedicated to the improvement of the school. She has steered the school through a difficult time in recent years and sets a good example to all her staff. A major concern has been attracting and retaining good teachers. Around a half of the teachers have been appointed within the last two years. At some points, there have been few applicants for key posts. This has led to weaknesses in the ability to give responsibility for aspects of management through the staff. However, the headteacher has succeeded in developing the management of the school by appointing a good team of senior teachers. These share her vision for the school and make a significant contribution to the workload. The headteacher has been able to delegate much responsibility to good effect and this has made good impact since the last inspection. For example, a fundamental role of the deputy headteacher is to monitor and improve pupils' behaviour; this is becoming effective. A system of responsibility for groups of classes has been established and this gives key staff important opportunities to take responsibility for teams of staff. The co-ordinators for special educational needs and information and communication technology do not have their own classes. They have therefore been able to strengthen their areas of responsibility and support staff throughout the school. However, the co-ordinators of most subjects are class teachers with too little time to devote to monitor their subjects in order to consolidate improvements and identify further developments. As a result, there are weaknesses in the evaluation of new developments and too few opportunities to share successes.
53. The co-ordinator for special educational needs works hard to develop systems of support in the school and the pupils. She maintains good relationships and effective support for her team. Her management of the special needs system is good and fully conforms to the Code

of Practice. She keeps comprehensive records and makes an effective analysis of each pupil's previous achievements in order to target the next piece of work precisely to the pupils' needs. Independent education plans drawn up for those who have statements of special educational need have well judged targets that the pupils can understand and achieve. The legal requirements for annual reviews and reporting to parents are fully met. However, she has taken responsibility for pupils with English as an additional language in the absence of any specialist leadership. Although her general knowledge and understanding are good, she has insufficient knowledge of diagnostic testing to distinguish special educational needs from the needs of pupils with English as an additional language.

54. There is no co-ordinator for English as an additional language because the school has been unable to appoint any suitably qualified person. This leads to a lack of clear direction for the support of these pupils. Some of the responsibility for co-ordination has fallen on the co-ordinator for special educational needs. This has been effective in the day-to-day management of the provision and has ensured appropriate provision. However, it has also had the further unwelcome effect of blurring the distinction between these categories. There is no Turkish helper in the junior classes to provide the same high quality support as in the infants.
55. The headteacher and senior staff have a clear view of the priorities for the school, consistent with the school's aims. They produce a suitable plan for development and cost it out appropriately. The essential issue is the raising of standards in the main subjects, which continue to be a major concern. The improved quality of teaching has had a positive effect on standards but the school has not yet found a way to substantially accelerate pupils' achievements. It sometimes overlooks the need to motivate pupils through exciting and varied teaching. For example, current plans to develop the quality of writing, rightly refer to staff training, assessment and analysing test results. They do not mention the kinds of topics and techniques that will inspire pupils to write. It is a similar situation with the issue of behaviour. The leadership of the school has produced a consistent approach by staff to deal effectively with behaviour control. This is having a positive effect in the school. Pupils work willingly and productively, without too much control, when teachers motivate and challenge them effectively. Further development of the behaviour strategy needs to ensure that more lessons offer these good levels of challenge in the work planned.
56. The headteacher and deputy headteacher have taken the major role in monitoring the quality of teaching. They regularly visit classrooms, assess teaching and provide detailed feedback to the teachers, including individual targets for improvement. This process is clearly useful and makes teachers more aware of their strengths and weaknesses. It has been effective and teaching has improved substantially since the last inspection. The observations frequently focus on important elements identified in the school's development plan. These make an important contribution to the establishment of consistent approaches through the school. The school is beginning to use test results more usefully. It records all the results of annual tests in English, mathematics and science to check how different pupils perform. The data is used with increasing skill in identifying aspects of the school's provision in need of development. There is a recent, more thorough assessment system in Year 6 which details progress in key areas within subjects. However, it is too soon to evaluate this and the system has not had time to filter down to other classes.
57. The contribution of the governing body is satisfactory. They have given good support to the headteacher and staff during the recent years as the school has made efforts to improve the quality of provision and results. They are clear about the school's strengths and weaknesses and have been closely involved with the school in determining the action plans. Governors monitor the school's plans for development regularly and share responsibility for the various aspects of school like finances and subject areas. The governing body receives good information from the headteacher, co-ordinators and senior management. Some governors liaise well with the co-ordinators, acting as link governors, reporting to the governing body as a whole. The governing body makes good efforts to ensure that the school meets all statutory

requirements but there are some omissions in the governors' annual report to parents and the school's prospectus. In addition, the school does not conform to the need for a daily act of worship.

58. The school is very well financed. Its substantial budget helps to provide a large number of teaching and support staff and to support, in particular, pupils with special educational needs and those for whom English is not their first language. The school is also able to fund initiatives and boost areas of need, like the provision for information and communication technology. The creation of the new computer suite, 'The Discovery Centre', together with many more computers and software throughout the school, has been very expensive. However, it is starting to improve pupils' standards in information and communication technology and in other subjects addressed. The headteacher and school administrator understand the need to seek the best value when buying goods and services. However, over recent years, the school has acquired a very large surplus to its annual budget, currently standing at three times the recommended level. Around a third of this represents a disputed bill for past services. Other substantial sums have been accrued when the school has been unable to appoint temporary staff and existing staff have filled the absences and vacancies. Although the school has set appropriate budgets to spend the school's annual income, it has allowed the surplus to continue to build up. There are plans at present to improve the school's accommodation but these are far from definite. This is not good enough and the school needs to produce a clear plan for its use.
59. The school is very well staffed, which means that the pupil/teacher ratio is very good. There are two newly qualified teachers and two overseas trained teachers. Induction procedures for these are good and their contribution to all aspects of school life, including the standards being achieved, is high. Good arrangements are made for the continued training of teachers in order to improve the school's provision. For example, the school spent a considerable amount of money on staff training last year to improve teachers' skills in English and information and communication technology. The school has a team of hard working and dedicated non-teaching assistants who are well trained and well briefed by teachers to provide good support for pupils in lessons. The school has an effective strategy for appraisal and performance management. This has been an important component in the school's successful achievement of the Investors in People award.
60. There are good resources overall for the full delivery of the national curriculum. The school has effectively used specific grants to purchase computers and refurbish the Discovery Centre. This is having a positive impact on standards of information and communication technology throughout the school. The adequacy of accommodation is satisfactory. There are weaknesses in that classrooms have too little ventilation and the fans provided are too noisy to use during lessons. The Discovery Centre is a good resource but it also suffers from unsatisfactory ventilation. There are displays of pupils' work around the school and classrooms to celebrate achievement. The school is fortunate to have a lot of outdoor play area including hard standing and a large field for physical education and recreation purposes. The school is to receive funding from the arts and sports initiative and intends to build new changing and shower facilities and more rooms to facilitate the delivery of the Springboard project and reading recovery work.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. Progress has been made in the quality of teaching and provision across the curriculum and standards are rising slowly. In order to accelerate this process, the headteacher, governors and staff should now:

- (1) Improve pupils' standards of attainment, particularly in English, mathematics and science, by:
  - developing a strategy for improving pupils' speaking and listening skills through the school;
  - making greater use of the school's developing assessment systems to match work more precisely to pupils' abilities and needs.  
(paragraphs 1-9, 23, 26, 27, 30, 33, 44, 45, 53, 56, 73-5, 80, 84, 85, 88, 89, 91, 94, 98, 110, 114, 128)
  
- (2) Widen the management structure further to ensure that all subjects, including provision for English as an additional language, are effectively co-ordinated by:
  - providing sufficient training for the teachers involved;
  - giving enough opportunities to monitor standards of achievement and teaching in their subjects to ensure balance and delivery of the curriculum at challenging levels for all pupils.  
(paragraphs 33, 52-57, 82, 85, 91, 99, 104, 105, 111, 115, 124, 129, 133)

The following less important weakness should be considered for inclusion in the action plan:

- (a) ensure the statutory requirements for collective worship are fulfilled.  
(paragraphs 37, 57)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

86

Number of discussions with staff, governors, other adults and pupils

27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	42	46	5	2	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	397
Number of full-time pupils known to be eligible for free school meals	N/A	230

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	12	138

English as an additional language	No of pupils
Number of pupils with English as an additional language	213

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	23

### Attendance

Authorised absence	%
School data	7.4
National comparative data	5.2

Unauthorised absence	%
School data	0.6
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	31	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	25	25	26
	Total	36	36	39
Percentage of pupils at NC level 2 or above	School	65 (77)	65 (75)	71 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	15
	Girls	24	26	25
	Total	35	40	40
Percentage of pupils at NC level 2 or above	School	64 (78)	73 (85)	73 (73)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	28	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	14	21
	Girls	19	14	19
	Total	36	28	40
Percentage of pupils at NC level 4 or above	School	65 (32)	51 (39)	73 (49)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	19	20
	Girls	17	18	18
	Total	31	37	38
Percentage of pupils at NC level 4 or above	School	56 (48)	67 (54)	69 (51)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	80
Black – other	3
Indian	22
Pakistani	1
Bangladeshi	12
Chinese	6
White	155
Any other minority ethnic group	40

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	1	0

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

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

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

Total number of qualified teachers (FTE)	20.6
Number of pupils per qualified teacher	19.3
Average class size	28

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

Total number of education support staff	11
Total aggregate hours worked per week	249

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	34

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

### ***Financial information***

Financial year	1999-2000
	£
Total income	1198905
Total expenditure	1206531
Expenditure per pupil	2929
Balance brought forward from previous year	201996
Balance carried forward to next year	194370

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	447
Number of questionnaires returned	141

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	20	7	1	1
My child is making good progress in school.	53	30	6	4	7
Behaviour in the school is good.	45	38	7	4	6
My child gets the right amount of work to do at home.	25	38	18	10	9
The teaching is good.	49	34	8	3	6
I am kept well informed about how my child is getting on.	41	34	16	3	6
I would feel comfortable about approaching the school with questions or a problem.	50	39	5	2	4
The school expects my child to work hard and achieve his or her best.	52	32	6	1	9
The school works closely with parents.	41	34	13	4	8
The school is well led and managed.	49	35	4	3	9
The school is helping my child become mature and responsible.	43	42	9	1	5
The school provides an interesting range of activities outside lessons.	39	27	15	8	11

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

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

62. Admission to both the nursery and the reception classes takes place either in September or in January. Children enter the nursery when they are three and the reception classes in the school year in which they become five. Arrangements for admission follow the local education authority guidelines. Most of the children live within a very short distance of the school. Good arrangements are made to introduce children to the nursery and the reception classes. The atmosphere in both the nursery and reception classes is open and welcoming. Teachers and support staff quickly forge good links with the parents. They build on this friendly relationship to try to form an effective partnership with them and involve them in the education of their children.
63. When children enter the school, their attainment is very low, in many cases because of impoverished language and a short concentration span. Good arrangements help children with English as an additional language to feel confident and take a full part in the life of their classes. As a result of sound teaching, children make satisfactory progress through the Foundation Stage. However, their standards of attainment are still well below national expectations when they transfer to Key Stage 1.

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

64. When they start in the nursery, most children have had few opportunities to practise social skills. Teachers and support staff in the nursery concentrate on this aspect of development particularly well. They establish good routines and use opportunities such as registration very well as a vehicle for social training. Every day children spend some time in social groups as when they sit together to share milk and fruit. The home corner is used to provide role-play activities that give children positive experiences. All staff set good examples in the way they behave towards the children, visitors and each other. Visits outside the school give very good opportunities to further these experiences. Reception staff help the children to develop personal skills by giving increasing opportunities, as appropriate, to become independent. For example, children take responsibility for their own property and for making small decisions in their work. The children respond well. Relationships between the children and between adults and children are generally good. As a result of this good teaching, most children become confident members of the school community by the time they leave the Foundation Stage.

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

65. When they first start nursery, most children need a great deal of support as their understanding and use of language are very limited. Throughout the Foundation Stage, staff teach satisfactorily, using a wide variety of strategies to help develop speaking and listening skills. They engage children in conversation whenever possible and provide activities which will encourage them to talk. There was a good example of this when the nursery nurse was exploring simple geometric shapes with a group of three and four year olds. Throughout the activity, she taught the children the names of the shapes and helped them to pronounce them properly. She helped them to count the number of sides, to name the colours and to compare squares with triangles. Every day each class shares a short time singing nursery rhymes, counting songs and action songs. Attractive and well-stocked book corners encourage children to enjoy hearing stories and sharing books. They also enjoy using the tape recorder where they can hear well-loved stories again. Children learn to associate letter and word shapes with their sounds. Many well-displayed captions around classrooms help children learn to recognise and read frequently used words. Writing skills are also below average. Reception teachers make effective use of aspects of the National Literacy Strategy, for example, making good use of books to enthuse children and develop a wider vocabulary.

Classroom routines are very secure and they help these sessions to have pace. However, when children are working in a range of activities, teachers do not ensure that they are all working productively and this slows progress. Staff take great care to teach children to hold pencils correctly and they provide many opportunities for tracing, drawing, copying shapes and writing. Children are encouraged to try to write independently. The teachers are very skilful in deciding when to intervene and supply a correct model of writing to copy.

66. By the end of the Foundation Stage, almost all children are able to make themselves understood. They have learned to listen when others are speaking but vocabulary is still restricted. Only relatively few pupils speak fluently or use even simple sentences correctly. Most children have learned to handle books carefully and turn the pages in the right order. They have made satisfactory progress in learning simple letter sounds and in recognising a few words. Almost all have learned to hold a pencil properly and to copy letters and words legibly. Their independent writing is very limited although teachers in the reception classes are effective in discussing children's writing with them. However, for the majority, communication skills still fall well short of the average on entry to Key Stage 1.

### **Mathematical development**

67. Satisfactory teaching enables the children to develop a sense of order, sequence and number. They learn to compare sizes and shapes and to make simple measurements. They match sets of objects and learn to count them and recognise figures. For example, the two reception classes kept weather charts for May and June. These were in the form of simple block graphs so that children could count and compare the number of sunny days and cloudy days. In another activity in the nursery, the children were building brick towers and comparing heights while others were sorting the bricks according to size and colour. The teachers and support staff encourage children to count whenever they can. When the register is marked, the number of pupils present or absent is carefully counted. In the reception classes, teachers make good use of developing assessment systems to record children's achievements. Opportunities for using mathematical vocabulary are created and used well, for example 'first' and 'last' to gather into a group, and position words 'in front' or 'behind' during outdoor play. By the end of the Foundation Stage, most children count to ten and many can recognise the figures. Some can add one or two more to a set of objects. Many understand position and can place a block behind, on top, underneath or by the side, although they may be unable to explain these terms verbally. Children write numbers in their work although they often form these inaccurately. Children's restricted language slows their progress and many are unable to reach the early learning goals by the time they transfer to Key Stage 1.

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

68. Staff provide experiences that help children to develop a wider knowledge and understanding of the world and teaching is satisfactory. Nursery staff arrange a good variety of activities that help children to develop curiosity and awareness. Children are encouraged to observe and sort objects, for example, when building using construction materials. Children learn about growth and changes in themselves since they were babies and in plants and animals. This year in spring, the reception classes watched frogspawn hatch and the tadpoles turn into frogs. They also learned how to care for them before they were returned to the school pond. During the inspection, the children were excited by seeing caterpillars grow big enough to spin cocoons after climbing to the top of their container. The children also know about different types of weather and some of the effects weather has on their daily activities and the clothing they wear. They have opportunities to use well-chosen computer programs and become adept at using the mouse to move around the screen. They also begin to use the keyboard with developing confidence.

69. Staff make good use of the local area. Children go to post a letter, to explore the nearby park or to the shops to buy ingredients for a cooking activity. Each year they are also taken further afield as they were on a recent visit to the seaside. In this area of the curriculum the children make satisfactory and in some cases good progress. Some children reach some of the expected levels of achievement. However, poor command of language and self-expression often prevent them from attaining all the early learning goals.

### **Physical development**

70. Satisfactory teaching of physical development gives children many opportunities to practise kicking, throwing and catching balls. Children have a carefully supervised outdoor playtime every day in which they run and jump, climb and balance, manoeuvre and steer wheeled toys. They learn to control their limbs and to use space well, taking care to avoid collisions and not to spoil the activities of others. Sometimes, however, more challenge could be provided to promote children's development. This part of the Foundation Stage curriculum is less language dependent and children make satisfactory, or in some cases, good progress. By the end of the stage, the majority reach the expected standards.

### **Creative development**

71. Teaching of creative development for children in all three classes is good. Many children have had little prior experience of handling materials such as pencils, paintbrushes, and scissors. Every day they have opportunities to work with paint, crayons, construction kits and building blocks. They cut and stick paper shapes. They use a variety of materials to make collage pictures and patterns. The teachers carefully design activities that promote creativity and help to develop skills in using small tools. At the same time, these reinforce learning in other areas of the curriculum. A good example of this was seen when a teacher worked with a group of reception children using paint and string to make symmetrical 'butterfly' patterns. Throughout the activity, she skilfully discussed colours and shapes, drawing comments, questions and answers from the children to encourage speaking and listening. The work was also linked with the science project, in which the class observed the change from caterpillar to chrysalis to butterfly, and with shape work in mathematics.

## **ENGLISH**

72. Standards in English throughout the school have improved since the time of last inspection. The school's results in the 2000 National Curriculum tests at age eleven were a substantial improvement on those in 1999. This year's results seem to have maintained this level overall although the proportion of pupils achieving the higher level 5 has fallen. This has resulted from the higher proportion of pupils with special educational needs in that group of pupils. The results have kept pace with the national trend, albeit somewhat below. Pupils' standards are comparable to pupils in similar schools, especially in Key Stage 2, but they remain well below those expected of pupils nationally. Improvements in teaching are raising standards but these have not yet worked through the school and standards could be higher. Pupils with special educational needs and those who have English as an additional language make satisfactory progress with other pupils.
73. By the age of seven, pupils do slightly better in reading than in speaking, listening and writing. This is because teachers provide more opportunities for reading than speaking and listening, and they are only just beginning to tackle the problems of writing. This focus on writing is also starting to have a stronger impact further up the school, but it is not yet driving up standards significantly by the end of Year 6. Pupils' writing in the 2001 National Curriculum tests at age seven has improved, particularly in the proportion achieving the higher level 3. The results show a general improvement in reading results. More pupils are achieving the nationally expected level 2 and their results within that level are improving. In recent years, the trend in attainment in Key Stage 1 has been falling, but this year shows a slight upturn.

74. By the age of seven, pupils' listening skills are unsatisfactory and their speaking skills are poor. When teaching is lively and the topic is interesting, pupils listen satisfactorily and do their best to understand. For example, when a Year 2 teacher read a story about a witch expressively, most pupils listened attentively. When teachers use techniques like games or humour, pupils listen hard. Another Year 2 class certainly enjoyed listening to and differentiating between 'sensible' and 'silly' words. However, pupils' listening is often casual and, in some cases, weak. Many pupils lack confidence, lack a good range of vocabulary and speak in words or short phrases, rather than in sentences.
75. By the end of Year 6, pupils' speaking and listening are still well below what they should be. More able pupils listen intently and reply thoughtfully to questions with good diction and vocabulary. They give clear reasons for things, such as the difference in styles of writing. Most pupils, however, lack these skills. Teachers soundly extend pupils' vocabulary in lessons and their questioning of pupils often draws out greater understanding. However, they do not create enough systematic opportunities to develop speaking and listening in English and other subjects. As a result, some pupils do not develop sufficient interest in proceedings. Pupils often have difficulty in expressing considered opinions. They can talk about reading books being unreal and scary, for example, but find it hard to say why. Some greater attention to these points is being made in work in the new computer suite. Here teachers give frequent short opportunities for pupils to discuss before answering. The attention paid to developing problem-solving skills is also helping pupils to give better reasons for their answers.
76. The level of pupils' reading is below national expectations by the end of Year 2. Pupils tend to read quite slowly and deliberately. They stumble over new words, because they do not have enough word skills to help them. They recognise initial sounds of letters and familiar words, but only more able pupils can decipher new words. This means that most pupils do not read with much fluency or expression. Less able pupils read word by word, lack confidence with even simple new words and are very slow. Teachers use a wide variety of books to develop pupils' reading through guided reading. This enables pupils to choose books of interest to them, but teachers do not consistently ensure that pupils select appropriate books for their ability. Although teachers hear pupils read regularly as part of a group, there is no programme of hearing pupils read individually. As a result, teachers miss some opportunities to fully assess progress and encourage pupils to value reading.
77. By the end of Year 6, pupils' reading is well below what is expected. The improvements shown in the Key Stage 1 tests have not yet worked through the school. Eleven year olds do not read a wide variety of books, preferring mainly fiction. Most pupils are reasonably competent but lack the confidence and expression to be wholly efficient. Their word skills are not so well developed that they can read with real fluency. Sometimes they make matters worse by losing concentration as they read. Less able pupils are quite weak. They are very hesitant, especially when they try to break down new words into syllables. When this fails, they turn to the pictures alongside to give them ideas. They struggle with straightforward words like 'bounced' and 'fidget'. More able pupils exude much more confidence and are expressive readers, but they too have to think through harder words and this slows their pace. Pupils know how to use reference books to help them in studying other subjects, such as the ancient Greeks in history. They do not have the opportunity, however, to select from a range of reference books and develop their research skills fully.
78. In Key Stage 1, the quality of pupils' writing is well below the expected standard. They write in simple sentences and sequence them to make stories and, occasionally, basic factual accounts. They know how to use capital letters and full stops, but do so unreliably. Teachers correct work satisfactorily but do not insist on the correction of misspellings. This means that pupils often practise and consolidate wrong spellings. This is also true of handwriting. Teachers have too low expectations of accuracy to ensure that pupils form their letters properly and neatly. The handwriting of less able pupils is decidedly erratic, with letters of all shapes and sizes. Their spelling is very weak and they do not appreciate the need for basic punctuation. Greater attention to developing writing skills has improved writing in the school. In

particular, there is an increased proportion of more able pupils achieving above the nationally expected level 3. They write more clearly and some are starting to use sentences that are more complex.

79. Pupils' writing is slightly better by the end of Key Stage 2 although standards are still below average. This improvement is mainly due to the recent emphasis on improving writing, which includes extra time in the week to tackle longer pieces of writing. Teachers provide a sound variety of different styles to interest the pupils and broaden their skills. More able pupils certainly respond to this well and make good progress. They factually describe the life and times of Martin Luther King, for example, and describe equally well the smells and tastes of the sea. Most pupils structure their writing quite well and know how to organise their thoughts before writing. Their vocabulary, though, is not well developed and this limits their expression. For example, one pupil referred to design and technology as 'a fun thing to do' because 'I like making stuff.' Spelling is reasonable but inconsistent. Throughout the school, teachers are not vigilant enough with punctuation and handwriting, so the pupils' overall presentation suffers. Less able pupils have not yet managed to extend their writing much beyond a succession of simple sentences. Their expression is immature and their handwriting is often not joined.
80. The overall quality of teaching is satisfactory. Teachers have a sound understanding of how to teach basic skills and plan lessons securely. Their presentations are often enthusiastic and explanations are clear. They make good use of praise of pupils to encourage them to try their best. Teachers respond well to individual pupils and groups and support them well, often through brisk and well-focused questioning. They make good use of support staff to ensure that all pupils are able to make progress. Teachers make effective use of the National Literacy Strategy guidelines and this is helping to improve teaching throughout the school. They are starting to evaluate their week's work in order to influence the following week's planning. However, evaluations are not yet sharp enough to allow teachers to set work which will consistently challenge all pupils. Teachers' developing assessment systems are not yet rigorous enough and do not keep a good enough track of pupils' progress. Records of reading, for example, are not precise enough to help teachers to give the best advice to pupils. Teachers work hard to manage the behaviour of pupils and keep lessons strictly timed. This makes lessons more purposeful and keeps pupils busy. However, this sometimes restricts opportunities for pupils to benefit from lively discussions involving the whole class. Where these happen, teachers help pupils to make good progress. One teacher, for example, insisted on pupils using proper sentences to describe rhyming text, to good effect.
81. The school provides a wide range of extra help for pupils with language needs. The specialist support for pupils for whom English is a second language is effective and ensures that pupils make the same kind of progress as other pupils. The same is true of pupils with special educational needs. The school has worked hard to provide extra help with reading and writing for those pupils who underachieve. Support staff can be very effective within lessons, particularly so when they quietly explain new work to pupils when the teacher is introducing new learning. Teachers do not make enough use of other subjects to promote language skills. This is not the case, however, with information and communication technology in which teaching specifically encourages pupils to discuss their work and to word process a range of writing.
82. Resources are good, especially the number of reading books. However, these are not inspiring pupils enough to improve their reading skills. The co-ordinator is enthusiastic and is well aware of the strengths and weaknesses of the subject. She has not yet been given enough opportunity and time to help teachers to share their expertise to further raise the quality of teaching and standards.



## MATHEMATICS

83. The standards achieved by seven year olds are below average. The majority, including those with special educational needs and those who speak English as an additional language, make good progress in mathematics. The inspection findings show that standards are better than those achieved by pupils in last year's national tests. The results showed that the standards achieved then were very low in comparison with most schools and well below average when compared to similar schools. At the age of eleven, standards are well below average. These findings reflect the results of the national tests, which show that the number of pupils reaching the expected level for their age is well below average in comparison with most schools and with schools of a similar background. Improved provision for the subject is raising standards through the school although the impact is clearer in younger pupils. Older pupils are making progress from a very low level after underachieving in the past. However, the gradual rise in standards reported at the last inspection has been maintained although the wide gap between school and national results remains. There is no significant difference between the attainment of boys and girls.
84. Pupils' attainment when they start the National Curriculum is very low and a high proportion of pupils speak English as an additional language. Pupils' restricted language skills mean that many have weaknesses in their understanding and use of technical mathematical language. A significant minority of older pupils has gaps in the basic mathematical skills and understanding of number. The school's commitment to raising standards is reflected in the strategies that it has implemented in order to meet this aim. Whilst there is clear improvement, particularly by seven year olds, standards are not rising quickly enough to reduce the gap between the school and national results of pupils aged eleven. The mathematics co-ordinator has identified appropriate strategies for improving aspects of teaching and learning, which need further development across the school. However, not all teachers consistently implement these. This reduces the impact on pupils' learning and progress. For example, work is not always matched to the needs of the different ability groups. As a result, the work is not always sufficiently challenging for higher attainers nor does it provide the practice in basic number skills needed by lower attaining pupils.
85. The work of the mathematics co-ordinator to guide and support teaching in Key Stage 1 has had a positive impact on the standards achieved by these pupils. The teaching of pupils aged six and seven is satisfactory overall. In the lessons observed, most work was well matched to the needs of different attainment groups, enabling pupils to make sound gains in their learning. However, work in pupils' books shows that work for some lower attaining pupils is not always appropriate. On some occasions very little has been achieved when these pupils are left to work independently.
86. At age seven, most pupils have a satisfactory knowledge of number and use counting on or back successfully. Many are able to solve problems, such as  $5+10+20$ , and can subtract from numbers within 50. However, their understanding of place value is not yet secure. Pupils have learned about doubles and make use of this knowledge when finding a half of 10, 20 and 30. They know that they need to use the process of sharing in order to find a half of an amount, such as 42 pence. The majority of pupils can read the time to the hour or half past using an analogue clock. Higher attaining pupils also know the quarter hour. Pupils have a satisfactory understanding of data handling. They interpret data presented on simple block graphs and pictograms, although do not themselves always present information accurately on graphs.
87. Pupils in Year 6 are organised into similar ability groups for mathematics so that teacher can better plan work to meet the differing needs of pupils. However, not enough use is made of what teachers know about pupils' learning. By the age of eleven, the majority of pupils have a satisfactory knowledge and understanding of number although a significant minority of pupils are slow to recall basic number facts and have too little awareness of place value. Consequently, they make errors when setting out the problem and mistakes are made. They

use standard methods to solve problems such as  $5700 + 2500$  and  $2895 - 793$  and multiply and divide whole numbers and decimals by 10 or 100. For pupils whose basic number skills are insecure, too little time is spent on practising number skills and developing strategies for solving problems both mentally and on paper. Pupils are not yet confident in using informal or formal written methods. However, these feature more strongly in the work of Years 4 and 5. In work on shape, eleven year olds are able to calculate the area and perimeter of regular rectangular shapes and can recognise reflective symmetry. They represent and interpret data in charts and graphs, for example drawing a line graph to show the three times table. Good use is made of information and communication technology to further develop pupils' numeracy skills. For example, Year 3 pupils were observed using computers to develop their understanding of fractions and their decimal equivalents.

88. The quality of teaching and learning reported at the last inspection has been maintained and is satisfactory overall. Teaching is sometimes good or very good. However, there are inconsistencies in approach and expectations. All teachers follow the structure of the National Numeracy Strategy lessons. Teachers plan the work in lessons satisfactorily and are clear about what they want pupils to learn. They explain the purpose of the lesson at the beginning of sessions so that pupils know what they are to do and learn. In the majority of lessons, they match work to the different needs of groups within the class, although this rarely happens in mental mathematics. However, more able pupils are not always sufficiently challenged and this limits their achievement. Pupils in the lower groups are often not able to access tasks without additional adult support. This reduces their independence in their learning. In the best lessons, teachers make good use of day-to-day assessment and adapt their planning to take account of progress made in the previous lesson. Teachers and learning support staff effectively support pupils throughout the school who need extra help or who have English as an additional language. This helps to motivate pupils and build their confidence, and they make satisfactory progress.
89. Teachers have high expectations of pupils' behaviour and pupils' concentration and participation is often good. Where management of pupils is less successful, pupils' frequent interruptions disrupt the flow of lessons. The pace of learning for all pupils is slowed and some pupils are unable to carry out the task without further input from the teacher, as they have not listened. The teaching during whole-class sessions is thorough and most teachers make good use of demonstration, involving pupils through effective questioning. They do not pay sufficient attention to the teaching and use of mathematical vocabulary and pupils often have difficulty in explaining how they carried out a calculation. This affects their ability to interpret written questions.
90. Pupils have satisfactory attitudes to learning in mathematics and, when secure in their understanding, are keen to offer answers to teachers' questions. For example, pupils in Year 5 responded enthusiastically to the challenge of finding ways of making given numbers such as 135 and 4251. Teachers make appropriate use of resources to involve all pupils in mental mathematics, for example showing answers using number fans or individual white boards. The pace of mental mathematics questioning is not brisk enough to challenge pupils' thinking and help them develop speedy recall of number facts and mental strategies. Teachers do not regularly set time targets or indicate how much work pupils are to complete and the pace of learning tends to slow when pupils are required to work independently of the teacher.
91. The leadership of mathematics is very good; the co-ordinator has a clear vision for the future development of the subject and is keen to build on the improvements in teaching and further raise standards. Through effective monitoring, she has identified areas for improvement and opportunities for sharing good practice by working alongside teachers. This has had a positive impact on teaching and learning and is raising standards. There is not enough time for the co-ordinator to check if suggested strategies are being implemented at a fast enough pace. There is good analysis of test results and this has revealed areas of learning which need to be developed. The information contributes to decisions about the setting arrangements in

Year 6 and identifies groups of pupils in Year 5 who receive additional support using a government-sponsored initiative, or additional adult support. The school has introduced the setting of pupil targets for mathematics to enable pupils to know what they have to do to improve. However, far too little use is made of these targets in lessons and they are not yet raising attainment directly.

## SCIENCE

92. Since the previous inspection, there have been improvements in planning and monitoring the curriculum. These are leading to better results and higher standards of attainment through the school although more improvements are possible. Teachers now have better skills in teaching the subject. There have been some improvements in pupils' achievements but overall standards are still well below average at the ages of seven and eleven. Results of the tests for seven year olds show that in 2000, 73 per cent of pupils reached level 2 but none of the pupils reached the higher level 3. In comparison with schools of a similar background, attainment was also below average. Teacher assessments for 2001 show some improvement with 81 per cent of pupils reaching level 2 or above, including five per cent of pupils reaching level 3. National results for 2001 are not yet available for comparison but these results suggest that the school's results have improved when compared to similar schools.
93. At Key Stage 2 in 2000, performance showed that 73 per cent reached level 4 and above, including 15 per cent of pupils reaching level 5. These results are significantly better than those in 1999 and are average when compared with similar schools. The results of the standard assessment tasks for 2001 are not yet available but teacher assessments indicate some slight further improvement. The overall results are expected to be similar to those in 2000 but an improved 20 per cent of pupils are expected to have reached level 5.
94. Comparison of standards of attainment between the different strands of the science curriculum show that results are similar, indicating that all are equally covered in lessons. Pupils often achieve the objectives within lessons and reach satisfactory standards where the quality of teaching is good. However, the memory span of many of the pupils is short and their ability to express themselves accurately is poor. The need for constant revision and repetition of specific vocabulary makes progress slower than it might otherwise be.
95. Most pupils are interested in science. They usually apply themselves well to activities and investigations although they are less well motivated to record their findings. This is particularly evident in Key Stage 1, where many of the pupils' exercise books are untidy. The standard of presentation is weak and teachers do not always correct mistakes. Standards of written work show steady improvement through Key Stage 2. When the teaching is of a high standard, pupils are well motivated and attitudes to work are good. In a Year 3 lesson on the properties of light, for example, all pupils were actively engaged and talked eagerly about their work. At other times, they become noisy and time is wasted. Sometimes pupils find it difficult to share equipment although in general they work well together. For example, in a Year 4 lesson, pupils worked well in small groups to predict the effects of friction.
96. The quality of teaching is variable although, overall, it is satisfactory. In almost half the lessons seen during the inspection, the teaching was good. In both key stages, the planning is thorough and activities are carefully prepared to enable well-paced lessons. Teachers make effective use of the good range of resources in the school including the good outdoor area for scientific exploration. Teachers give clear presentations that inform and motivate pupils well. They use effective questioning to develop pupils' understanding and often to make them think hard. All parts of the science curriculum are taught and the statutory requirements of the National Curriculum are met. Health education forms part of the science programme. Information and communication technology is not yet used enough as an integral part of the science curriculum although this is improving with greater use of the new computer suite. Lessons are securely built on previous work. In the best lessons, teachers share what pupils

will learn with the pupils so that they all have common aims. Teachers have high expectations of effort and good behaviour. They pose well-designed questions to encourage children to think through problems. They take care to teach and consistently use scientific language, thus promoting learning. Pupils for whom English is an additional language and those with special educational needs are usually well supported in class to take a full part in the lesson. Teachers make good use, for example, of classroom assistants or of carefully arranged groups of pupils who are able to help them.

97. Pupils know the elements of a fair test and basic scientific methods. However, they have too few opportunities to discuss the impact of scientific discoveries on our lives or of the results of human activities on our world. Pupils learn about growth and change in the life cycles of animals and plants. For instance in Key Stage 1 they plant seeds and measure growth. They classify animals and plants into broad groups. In Key Stage 2, this foundation is built on when pupils begin to observe and group varieties of animals within the same species. They learn about forces, magnetism and electricity and they relate what they learn to previous work on materials. In Key Stage 2, homework is set when it is appropriate to the topic in lessons. It usually takes the form of some kind of simple research or observation. Teachers allow a week for the work to be done but are firm about making sure that all make an attempt.
98. However, in general, there is too little opportunity for pupils to devise solutions to practical problems or to carry out their own investigations. The teachers prescribe almost all experiments in lessons in both key stages. The pupils follow instructions, make observations and try to draw conclusions. For example, pupils carry out observations and make some appropriate predictions of the results of tests such as the effect of friction on a rolling car. They do not develop enough independent skills of planning and carrying out investigations. Pupils do not readily identify, for example, appropriate materials or equipment to help them. Teachers have begun to evaluate lessons but often pay too little attention to planning activities to match the differing abilities of the pupils. This often means that the higher attaining pupils are not given a great enough challenge and do not consistently achieve all they are capable of. Although pupils' written work is marked regularly, this is not systematically assessed against National Curriculum statements of attainment. Consequently, lessons are planned for whole classes without the information about individual achievement that would enable work to be more closely matched to the needs of individual pupils.
99. The newly appointed subject co-ordinator has carried out a review of the provision for science that has enabled her to gain a clear vision for future improvements. She has revised the scheme of work to give a comprehensive overview of the taught curriculum. As yet, however, there is no guidance about specific activities related to the needs of the pupils of different abilities. Monitoring of medium-term plans is already in place and is beginning to make a good impact on lesson planning.

## **ART AND DESIGN**

100. Standards achieved by eleven year olds are below those expected for this age group, similar to the standards at the time of the last inspection. Although only three art lessons were observed, judgements are also based on work, including sketchbooks and work on display. Pupils' art skills and techniques are not consistently developed across the school and drawing skills, in particular, are weak.
101. Teachers plan their work so that six and seven year old pupils have sound opportunities to draw, paint, print and create collage. They use an appropriate range of media and materials including crayon, pastels, charcoal and paint. Pupils also develop their ideas using an art-based computer program. Their pictures show that they know how to use the different tools and choose different colours. Within each year group, pupils demonstrate a wide range of ability in the development of their fine motor skills and their control when drawing and colouring. Junior pupils use an appropriate range of media but have insufficient opportunities

to explore freely and develop techniques to apply in their work. Many of the Year 6 sketches of buildings in the local area lack awareness of perspective. Some work shows an awareness of tone and shading but pupils have not had enough practice of the techniques required. As a result, they find it difficult to apply the visual elements effectively within their own work.

102. Pupils throughout the school recognise the work of well-known artists, such as Van Gogh, Turner and Miro. There is strong emphasis on the subject matter and content of the painting. Pupils have less understanding of how artists explore ideas and the skills and techniques that they use. Some work is well linked to other subjects. For example, portrait painting links appropriately to the Tudors in history. Year 3 is working with a local artist to create a mosaic for the infant playground. They have looked at the work of the Spanish artist Gaudi to stimulate their own ideas for the project.
103. The quality of teaching in the lessons seen was satisfactory. Lessons have a clear focus and tasks and requirements are clearly explained. Teachers are positive in their approach to the subject and in the support they give to pupils. This motivates pupils who apply themselves to the activities. Discussion about work in progress helps pupils to develop understanding of how the artwork evolves. This helps them to review their artwork objectively in order to make improvements. Good management of pupils' behaviour ensures that pupils are kept on task so that all pupils are learning.
104. Staffing shortages and changes have resulted in no co-ordinator to monitor and evaluate the work in art. A new specialist co-ordinator has now been appointed to lead the art curriculum during the coming year. The recent planned development of the subject has included establishing a new draft art curriculum planner making use of national guidance. However, it is not followed closely enough to impact significantly on standards. Sketchbooks, for example, are not used regularly and pupils do not have sufficient opportunities to see how their skills are developing. The school has begun plans for developing the subject and raising standards.

## **DESIGN AND TECHNOLOGY**

105. Seven and eleven year old pupils reach standards in design and technology that are below the expected level for children of their age. These standards are similar to those reported at the time of the previous inspection. Pupils satisfactorily build and extend their skills throughout their time in the school. Most pupils begin the school with poor skills. Although they make good, and sometimes better, progress in individual lessons, standards remain below average. The overall quality of teaching is satisfactory in both key stages. Classroom assistants and other adults give good support to those pupils needing extra help. This enables them to achieve well in the practical activities involved. Teachers are making greater efforts to plan effectively for the subject and make sound use of the national guidance. However, the high turnover of staff has stopped the school from appointing a co-ordinator to evaluate the success of the subject. There is some overlap with activities planned for art and design that slows progress. Greater guidance would help teachers to maintain the rate of development of the subject.
106. Pupils in the infant classes are introduced to a wide range of skills, including making and designing hand puppets and vehicles. They cut out and fold card to make greetings cards, learning to cut and stick materials in different ways. Pupils draw simple designs for their work and some include labels. As part of their project on materials, Year 1 pupils look at different materials for use in a collage. They begin to use terms such as 'texture' and the teacher pays good attention to developing speaking skills when pupils talk about their work. The teacher's good explanations help all pupils to be aware of what they need to do. Good support is given to ensure that pupils with English as an additional language build new vocabulary with understanding. Some Year 2 pupils write instructions for making their vehicles, showing growing understanding of the need to sequence activities correctly. They begin to use measure and use dimensions with increasing accuracy, linking appropriately with their numeracy development. However, pupils' skills in evaluating their work are limited and few

suggest ways that they could improve their work. Their limited speaking and listening skills restrict their progress in this area of the curriculum.

107. In Year 3, pupils design toys with moving parts, setting down some step-by-step instructions. Only a few pupils begin to analyse why they think their models are successful. Year 4 pupils begin to learn different types of stitches and apply these to simple fabric designs. Some designs for models become more imaginative and use additional ideas such as bulbs. Teachers are effective in supporting pupils to evaluate their work and make improvements without losing confidence in what they are doing. For example, they help Year 4 pupils making money containers to try their ideas out through paper patterns and consider a range of possible joining systems. Very knowledgeable teaching in Year 6 links work with a business enterprise project. This innovative approach captures pupils' attention and helps them to apply themselves effectively to the tasks. Pupils bring their developing skills from many areas of the curriculum to the projects, creating posters, business cards and objects to be marketed. Teachers lead discussions well, ensuring that pupils explain their ideas and thoughts clearly, contributing well to their language development. This work meets the expected levels of attainment and is a significant contribution to pupils' learning.

## **GEOGRAPHY**

108. Standards are below average in both key stages, similar to those found at the time of the last inspection. Pupil's progress in learning is uneven but sound overall. Throughout the school, pupils develop a wider knowledge of places in the United Kingdom and worldwide. In Key Stage 1, they draw maps of their journey to school and identify the main features. They learn of different locations, such as town and seaside. By the age of seven, they recognise the countries of the British Isles and locate these on a map. In a Year 2 lesson, the teacher made good use of a world map to demonstrate the differences between continent and country. Some Key Stage 1 pupils have very limited skills. For example, some Year 1 pupils could not use a simple atlas, as they did not realise that the blue areas indicated the sea. They did, on the other hand, recognise animals from Africa and with some help were able to pinpoint their countries of origin.
109. In Key Stage 2, pupils are more confident when using geographical terms. They recognise, for example, Ordnance Survey symbols on maps of the local area. Pupils understand aspects of the water cycle and how rivers run to the sea. They build upon their understanding when comparing localities such as Hackney and Karachi. Year 3 pupils identify physical and human features around the school and explain the differences. Year 5 pupils interpret collected data and higher attaining pupils make judgements based on their comparisons of different areas. Following the residential visit, the pupils made a number of enthusiastic comments and at times their discussion was quite fervent. Nevertheless, many remarks and judgements were at a superficial level for the stage of development. Real progress is restricted for some pupils by their lack of ability to discuss and argue geographical points. However, teachers are effective in their questioning and this encourages pupils to have confidence and try their best. The teacher pays good attention to ensuring that pupils use their developing literacy and numeracy skills in these lessons.
110. Teaching is satisfactory. Teachers make real efforts to enliven lessons through enthusiastic presentations and activities such as map paintings and a map drawing competition. They make effective use of resources such as photographs of pupils on a map showing their country of origin. As a result, pupils are often interested in the work and this encourages them to apply themselves well. Very effective use of pupils' backgrounds was made in a Year 1 lesson on countries. The teacher invited Turkish pupils to comment about Turkey in their own language to be translated for the rest of the class. Teachers use the local environment to good effect. Following a walk outside the school site there was an interesting discussion in a Year 3 class: 'What may have been there before the high rise flats were built?' One pupil remarked, 'Wouldn't it be nice if we could still have trees and flowers'. A Year 5 residential visit gives pupils experience and knowledge of the countryside of Kent. For most pupils this

proved to be a positive learning experience as well as an important opportunity for social development. Teachers are aware of the limitations of the pupils' skills and often plan useful support to enable pupils to gain from the lessons. However, assessment procedures are still underdeveloped and teachers do not systematically plan tasks closely matched to pupils' prior attainment. Marking is not consistent and does not contain comment to help pupils improve the quality and quantity of their work.

111. The co-ordinator has sampled and monitored pupils' written work to establish how high standards are. The school has adopted the national guidance for the subject and there is a clear plan to review this to ensure appropriate use. Monitoring of teaching is not undertaken on a regular basis. This limits the school's potential to share good practice and improve the standards of teaching and attainment.

## **HISTORY**

112. Standards are below the expected levels by the ages of seven and eleven, similar to those found at the time of the last inspection. Key Stage 1 pupils talk about the time they live in and have some knowledge of that of their parents. They have difficulty in understanding that each period of history is different and why things occurred. In the Year 2 classes, pupils use photographs to find clues to identify differences between 1900 and 2000. However, many had no knowledge of the length of a century, or in which century they had been born. Other curriculum areas support pupils' development in the subject such as some clay pots based on those from Ancient Greece.
113. Pupil's concept of time develops as they move through Key Stage 2 and pupils have better knowledge and understanding. Pupils use a timeline with confidence, for example in the Year 4 work done on the Tudors and the Victorians. Pupils use their developing literacy skills in some work. Some sensitive writing was seen when pupils wrote of the working conditions experienced by early Victorian children. Year 6 pupils talk with interest about World War II because teachers had made good use of local experience to enliven the lessons. For example, the caretaker retold his experience of being evacuated and a cleaner recalled the woes of food rationing.
114. Teaching is satisfactory in both key stages. Teachers make effective use of national guidance and this encourages a progressive approach to the subject. However, teachers' planning is not consistent and this restricts pupils' systematic building of historical skills. When planning is effective, for example in one Year 6 class observed, the pupils used photographs and work sheets about Ancient Greece to gather information. They selected relevant data and recorded it in a variety of ways both written and pictorially. Effective use was made of a video and appropriate questioning prompted a good response from pupils. They distinguished between fact and myth, considering how and why myths develop. Teachers clearly identify the tasks for their lessons and share these with pupils. They question effectively to ensure that pupils understand what needs to be done. Teachers make effective use of support staff. For example, pupils with special educational needs and those with English as an additional language are soundly supported. They often identify extension activities that will challenge higher attaining pupils. They are less successful at ensuring that tasks are accurately matched to the attainments of pupils. As a result, some pupils are not appropriately challenged. For example, higher attaining pupils do not have consistent opportunities for wider exploration of the period of history being studied.
115. The school has established the use of national guidance to develop the curriculum and there are plans to evaluate and modify this as necessary. The co-ordinator has monitored pupils' work but lack of monitoring of teaching limits the extent to which strengths can be shared.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. The school responded well to the weaknesses identified in the last report. It has placed a great emphasis on the development of this subject recently, including a substantial investment in new equipment and computers. Not least amongst this is the establishment of a new computer suite called 'The Discovery Centre'. The work has been effective and good progress has been made. Pupils' standards of work are rising through the school although they are still below the national expectations for pupils aged seven and eleven. This is partly because most are still catching up with skills not securely acquired earlier. However, all pupils are making good progress and there are very effective links with other subjects of the curriculum. For example, much work in the computer suite is based on elements of pupils' numeracy lessons. As a result, they apply their developing numeracy skills effectively and gain greater information and communication technology skills in a practical and meaningful context.
117. The standards seen represent an improvement since the last report. Infant pupils have an increased awareness of word processing and computer operation. They have experience of controlling objects through simple computer instructions. For example, Year 1 pupils build sentences by typing in their own names and positioning pre-prepared words using the mouse. They show developing control of the mouse when they move objects around the screen in a matching program. Year 1 pupils create simple graphs from collected data, showing confidence when working with computers in the computer suite. Very clear explanations from the teacher help them to be sure of what they need to do. Many work together successfully to produce results quickly that are printed out. Year 2 pupils write text and recognise how to change fonts and sizes. They add simple pieces of clip-art to their writing and print out the results. Pupils use drawing programs with increasingly confident use of a range of tools to create teddy bears and abstract pictures.
118. Year 3 pupils sort shapes according to different characteristics such as colour. They work with increasing confidence as they learn how to give information to the computer, using correct vocabulary when they explain what they are doing. They enter data using both mouse and keyboard and clearly understand how to send their files for printing. When teaching a Year 3 class, the teacher made very effective use of the interactive whiteboard and an appropriate program to help pupils to learn about fractions. The enthusiastic approach captured pupils' attention and involved them effectively in their learning. Pupils quickly open the correct program and use mouse and keyboard to draw fractions. Year 4 pupils use a commercial spreadsheet program to draw pie charts with sound understanding. They are able to follow a number of instructions to correctly draw their graphs with titles. When Year 5 pupils looked at databases to find incorrect information, they did not think carefully enough about the task and consequently made errors. The teachers' presentations were clear and interesting but pupils did not respond readily to the opportunities to talk about their work. They have had insufficient opportunities in the past to take part in this type of activity. Year 6 pupils, however, talk with enthusiasm about how they can edit documents on the computer. They show pride in their good business cards and leaflets produced as part of their design and technology project.
119. Teaching is good and is reflected in the rising standards through the school. Teachers make sound use of the computers in their classrooms to reinforce and develop other learning. Teachers using the computer suite are well organised and confident with the new equipment. Most make effective use of the interactive whiteboard that is a considerable contribution to the effectiveness of lessons. Their planning, often created with the support of the co-ordinator, is clear and focused. Teachers give clear explanations of what pupils need to learn and do. As a result, little time is lost in the suite when moving between discussions and working at computers. Teachers place a high priority on getting pupils to talk about their work, using correct terminology and vocabulary. They give frequent opportunities to pupils to discuss before answering questions and these are a positive contribution to language skills for all pupils. This is particularly evident in the good progress of pupils with English as an additional language and those pupils with language special needs.



120. The co-ordinator has a very good understanding of the subject and how it can be used to improve pupils' attainment across the whole curriculum. He has set out plans to raise standards through attention to developing pupils' problem-solving and speaking and listening skills. He gives support to a number of teachers in their planning and teaching using computers and this has been effective even in the short time it has been established. Very good assessment systems are developing in the subjects. They have the potential to give very clear indications of what pupils need to learn next and hence to match work precisely to pupils' needs. However, they are too new to have yet had a substantial effect on standards.

## MUSIC

121. By the age of eleven, standards in music are below those expected nationally, as they were at the time of the last inspection. There is no planned programme of work to provide a sound base for developing pupils' skills from one year to the next. The school has introduced group singing sessions to develop participation and provide experience of making music. These sessions are sketchily planned, the range of repertoire is narrow and not enough attention is paid to vocal development. Pupils who are particularly interested in music have an opportunity to learn the guitar. They make good progress and work hard at improving their skills.
122. Pupils sing enthusiastically but singing can sound raucous at times. Diction is generally good and the listener can clearly hear the words of songs. For the most part pupils try to match their voices to the shape of the melody but sometimes the music is set at an inappropriate pitch and the notes fall well outside pupils' vocal range. They respond to the expressiveness of the music and adapt their singing to the different styles. Pupils have some opportunities for making up their own music. Year 6 have listened to 'Peter and the Wolf' by Prokofiev. They know that there is a specific tune for each of the characters in the story. They recognise the instruments used to represent each one or describe the impression created for each character. For example, 'the duck is represented by the oboe' and 'Peter has a happy tune'. They are applying this approach to their own work of creating music for the story 'Dragon's Egg'. Pupils understand that sounds can be changed through the use of dynamics and by layering different sounds. They are beginning to develop an understanding of how the sounds can be represented on a score using simple graphic notation.
123. Too few class lessons were observed to be able to make an overall judgement on the quality of teaching. Where teaching is satisfactory, lessons have a clear purpose. Teachers identify pupils' errors and build in practice time so that they can make improvements. For example, in a Year 4 lesson, pupils practised with simple instruments and improved their performance. The teacher's correct use of musical terms throughout the lesson was effective in building pupils' vocabulary. Teachers have high expectations of pupils' behaviour and pupils respond well, particularly in the singing sessions. However, some teachers lack confidence and their subject knowledge is insecure. This has a detrimental effect on pupils' learning. Teachers make too little use of the curriculum guidance to ensure the systematic development of pupils' skills, knowledge and understanding.
124. The school is without a co-ordinator for music, due to substantial staff changes over recent years. This has hindered the development of the subject. However, the headteacher has taken responsibility and the school has demonstrated clear commitment to improving provision in this subject. The school has adopted the national guidance for the subject and a music consultant has already visited the school. This has helped to raise teachers' confidence by modelling a successful music lesson. Further developments are planned to go ahead in the next school year.

## **PHYSICAL EDUCATION**

125. Standards have remained much as they were at the time of the last inspection. By the age of seven, pupils have skills which are below national expectations. Similarly, by the age of eleven, the all-round skills and abilities of pupils are not as good as most pupils of their age. This is partly due to the uncertain skills of the teachers themselves. The school has gone some way to overcome this by wisely using experts from outside the school to coach certain skills, such as cricket and rugby, but this does not benefit all classes regularly enough. Teachers structure their teaching well enough, thanks to the adoption of a new national scheme of work, but they are not always flexible enough to adapt their teaching to suit the needs of all pupils.
126. By the end of Key Stage 1, pupils know the importance of warming up before exercise and most take this activity seriously. Pupils know the value of teamwork. For example, they use two or three hoops as stepping-stones to move a group across an area. They devise simple ways of crossing a rope barrier as one unit. However, the problems set are not too demanding and pupils tend to choose the most obvious course of action rather than think through other options.
127. By the end of Key Stage 2, pupils experience a much wider range of sports but they lack the necessary techniques and skills. For example, despite some good expertise from the teacher, many pupils cannot catch or throw a tennis ball with real accuracy. They lack the control to bowl a cricket ball with the proper arm action. They fail to copy correctly the stance for a sprint start in athletics and run with limited control in their body actions. Older pupils benefit from a residential stay to improve their knowledge of outdoor activities. However, teachers do not use the school grounds to develop fully other outdoor skills, like orienteering.
128. The quality of teaching is satisfactory. Teachers plan appropriate lessons based on a national scheme of work and this ensures that pupils learn about all areas of sport. Teachers have a clear approach to teaching new skills and often explain tasks carefully. This helps pupils to know what is expected of them and ensures secure pace to lessons. Pupils are therefore enthusiastic about activities and often work hard in pairs and groups. Teachers make effective use of fun games to build on the skills pupils have acquired, but do not always ensure that the skills have been fully learned. Teaching is particularly effective when outside experts are involved. Their high level of expertise generally commands respect and concentration from the pupils. Indeed, challenging Year 6 pupils behaved very well and were eager and responsive when being taught by a cricket coach. It was a similar situation with a rugby coach for Year 4 pupils. Teachers do not monitor pupils' progress enough to make sure that they all receive the most suitable teaching. For example, those pupils who already had catching and throwing skills had to do the same activities as those who had much less ability.
129. Pupils benefit from a good range of activities after school. Resources are good and well organised and the school has an all-weather sports area and two halls. The keen and enthusiastic co-ordinator uses his own contacts in local organisations effectively to widen the experiences of pupils. He has evaluated the needs of the subject and devised an appropriate long-term plan, making effective use of national guidance. This is giving teachers better guidance in planning their lessons. It has been supported by an evaluation of teachers' expertise and some associated training. However, there has been insufficient monitoring of teaching to identify strengths and share those to raise standards.

## **RELIGIOUS EDUCATION**

130. Standards in religious education at the end of both key stages remain below the expectation of the locally agreed syllabus, as at the time of the last inspection. This new syllabus and scheme of work has only recently been introduced into the school and is improving teachers' knowledge of the subject. It offers secure guidance to teachers for planning, and detailed

information for the content of lessons. The wide range of faiths represented in the school provides a rich resource for sharing knowledge and understanding of the main faiths and their beliefs. However, assemblies observed during the inspection did not use this to develop, illustrate or extend pupils' knowledge or understanding.

131. Pupils in Key Stage 1 have an understanding of basic Christian objects such as the Bible. Older pupils in the key stage begin to distinguish details of the life of Jesus and aspects of other faiths. By the age of seven, pupils are aware of events and festivals in the Christian calendar and that other faiths have special books and places of worship. Effective displays, for example of aspects of the Muslim faith, support this learning. Key Stage 2 pupils develop an understanding of a range of the important beliefs of other religions although their knowledge is rarely sufficiently detailed. Pupils learn about Judaism, Islam and Hinduism. They learn about ceremonies and festivals and have an awareness of prayer as being common to all faiths. Some positive work was seen in Year 6 when pupils were exploring issues and facts of a Hindu festival.
132. The quality of teaching was satisfactory in all but one lesson where the challenging behaviour of a number of pupils disrupted the learning for others. Teachers' effective use of resources and religious objects stimulates and interests pupils and leads learning on. For example, Year 6 pupils had good opportunities to handle replicas of objects used during Puja. Some pupils became noisy but they handled the objects carefully and examined them with interest. The teacher's good questioning and encouragement enabled pupils to make observations and add personal contributions, which added to the quality of the lesson. Good links with local churches have been established and pupils have met with the clergymen and visited their churches. The presentation of the pupils work' is untidy. Teachers make too little use of the subject to promote pupils' skills in other subjects such as literacy and art.
133. Management of the subject is sound. The subject leader has a suitable overview of the scheme of work and has attended two training sessions for its implementation. A training day was held for the staff to introduce the scheme. The co-ordinator presently supports colleagues in an informal way but does not monitor pupil's response to religious education in lessons or from samples of their work.