

# INSPECTION REPORT

## **SOUTHERN ROAD PRIMARY SCHOOL**

London E13

LEA area: Newham

Unique reference number: 102755

Headteacher: Mrs M A Van Loan

Reporting inspector: Miss M A Warner  
17288

Dates of inspection: 26 – 30 March 2001

Inspection number: 187178

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 – 11 years

Gender of pupils: Mixed

School address: Southern Road  
Plaistow  
London

Postcode: E13 9JH

Telephone number: 0208 471 9048

Fax number: 0208 471 4512

Appropriate authority: The governing body

Name of chair of governors: Mr A Holmes

Date of previous inspection: 28 – 29 September 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	Warner M A	Registered inspector	Religious education.	Information about the school. The school's results and pupils' achievements. Teaching and learning. Leadership and management. English as an additional language.
9275	Kalms C	Lay inspector		Pupils' attitudes and values and personal development. The school's care of pupils. The school's partnership with parents. Accommodation.
23757	Deane-Hall C	Team inspector	Mathematics. Physical Education.	Special educational needs.
15236	Thorpe M	Team inspector	Music.	The foundation stage. Equal opportunities.
32056	McVeigh H	Team inspector	Science.	Resources.
4208	Humphrey H	Team inspector	Information and communication technology. Geography. History.	
21650	McLean G	Team inspector	English. Art and design. Design and technology.	Curriculum and other opportunities.

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Southern Road Primary School is situated in Plaistow, in the London borough of Newham. The number of pupils has increased each year since 1996. The school is much bigger than most other primary schools nationally with a roll of 846, including 164 part-time places in the nursery. Forty-eight per cent of pupils are eligible for free school meals, which is well above the national average. Eighteen per cent of pupils have been identified as having Special Educational Needs which is close to the national average. The percentage of pupils who have a formal statement of need, 0.5 per cent, is below the national average. The number of pupils with English as an additional language, 63 per cent, is very high: over thirty different languages are spoken. Pupils come from a wide range of cultural backgrounds. Four-fifths are of African, Pakistani, Bangladeshi and white, including European, backgrounds, in approximately equal proportions. Other smaller groups, amounting to one-fifth, include those from Caribbean, Chinese, black or other backgrounds. Fourteen per cent of pupils are refugees. The mobility of pupils is higher than the borough average, with 15 per cent of the intake changing during the year. Overall, children's attainment on entry to the nursery is low but fluctuates from year to year, with forty-one per cent of the pupils in the school at an early stage of English language acquisition.

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

Pupils' achievements are good because of their good attitudes to learning and the high quality of much of the teaching. Pupils make good progress by the time they leave. The leadership and management of the school are excellent and have ensured that the improvement since the last inspection has been good. The school is very effective and gives very good value for money.

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

- There is very strong leadership and management by the headteacher, key staff and governors.
- The monitoring and evaluation of teaching and the curriculum are very good.
- The induction of new staff is very good with staff working very effectively as a team.
- Teaching and its impact on learning are very good.
- Partnership teaching for pupils with English as an additional language is very good: class teachers and teachers with particular expertise in teaching English as an additional language teach together, using their different expertise very effectively.
- Pupils have very positive attitudes. There are very good relationships between pupils and racial harmony.
- The quality and range of learning opportunities, including extra curricular provision, are very good.
- The way the school provides for pupils' moral and social development is very good.

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

- Standards in English and mathematics, throughout the school, and particularly in Key Stage 1, could be higher.
- The monitoring of pupils' attendance and punctuality should be more rigorous.
- There are weaknesses in the accommodation, which impede pupils' learning.
- Translations are not used sufficiently to help develop links with parents.

*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 last inspected in September 1998, when the school was taken out of special measures, but a fuller report was written on the January 1996 inspection. Unless otherwise stated, improvements are related to changes since the 1998 inspection.

- Improvement in all four of the key issues identified in the 1998 inspection report has been good.

#### **Other improvements**

- In 1998 the quality of teaching was satisfactory. In 2001 the quality of teaching was good in all key stages and in thirty-four per cent of lessons was very good or excellent.
- The school's curriculum provision has improved significantly in all subjects and across all key stages.
- Improvement in the provision for pupils with special educational needs has been good.
- There has been very good progress in the quality of assessment and target setting.
- There have been significant improvements in resources.
- The leadership and management of the headteacher and key staff are now excellent.
- There have been significant improvements in the following subjects: English, including English as an additional language, mathematics, science, design and technology, geography, history, information and communication technology, music, physical education and religious education.

## STANDARDS

The table shows the standards achieved by 11 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	E	C
Mathematics	E	E	E	C
Science	E	D	D	C

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

The majority of children under five speak English as an additional language and many have poor skills in English. In spite of very good provision, good teaching and rigorous record keeping throughout the nursery, standards are still low in most of the Early Learning Goals on the baseline assessment in communication, language and literacy, especially reading and writing, and in mathematics. In the National Curriculum tests in 2000 at the end of Key Stage 1, standards in reading and mathematics were in the lowest 5 per cent nationally. However, at the end of Key Stage 2 standards were no longer in the lowest 5 per cent. The value added by the school is good: pupils make good progress from a low starting point and achieve well by the time they leave the school. Results in Key Stage 1 show reading standards rose slightly from 1996 to 1999 then dropped again in 2000. Writing standards in Key Stage 1 have remained well below the national average, but were slightly higher in 1999. Standards in English at the end of Key Stage 2 have been steadily rising since 1996. In mathematics, results at the end of Key Stage 1 showed a considerable drop in standards in 2000 but at the end of Key Stage 2 results have been constantly rising, from a very low base in 1996. In science, prior to 2000, standards had been rising gradually. In Key Stage 2 science results were just below the national average in 2000. In English, mathematics and science the school has improved over the past four years more than most schools have done. The school exceeded its English targets, at the end of Key Stage 2 in 2000, and has raised these targets for 2001. The school did not reach its targets in mathematics in 2000 but has still decided to set slightly higher targets for 2001. In science, the school exceeded its target in science for 2000 by 11 per cent. There is no significant difference between the attainment of boys and girls in English, mathematics or science at the end of either key stage over the last four years. There is no information available about differences related to pupils' ethnic background although the school is beginning to make such an analysis. In the foundation subjects, attainment in Key Stage 1 is below national expectations in art and design and technology and is in line with expectations in information and communication technology, geography, music, physical education and religious education. In Key Stage 2, attainment is below national expectation in information and communication technology, in line with expectations in art, design and technology, geography, physical education and religious education and above expectation in music. The achievement of pupils, because of the progress they make in Key



Stage 1, is satisfactory in English, art, geography, history, information and communication technology, music and physical education and is good in mathematics, science, design and technology and religious education. Pupils' achievement in Key Stage 2 is satisfactory in geography, history, information and communication technology and physical education and is good in English, mathematics, science, art, design and technology, music and religious education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and have very good attitudes to their learning.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well in lessons and around the school. Most pupils respond well to the school's high expectations.
Personal development and relationships	Very good. Relationships are firmly based on the high level of mutual respect that underpins the school's ethos.
Attendance	Unsatisfactory. It is below the national average and this has a significant effect on the learning of many pupils. Punctuality is a significant problem.

## TEACHING AND LEARNING

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

The quality of teaching was satisfactory or better in 97 per cent of lessons, good or better in 71 per cent, very good or better in 34 per cent and excellent in 11 per cent of lessons. In three per cent of lessons it was unsatisfactory. The school rightly places high priority on teaching literacy and numeracy and good links are made between subjects. The teaching of English is good overall and literacy skills are taught well. The teaching of mathematics and numeracy skills is good. In Key Stage 2, teachers' planning and the management of pupils are also very effective. Other strengths in teaching are the good subject knowledge that teachers have, the methods they use and the expectations they have of the pupils and the good use they make of support staff, time and resources. There is very good teaching of pupils with English as an additional language and the school provides well for pupils with Special Educational Needs. Religious education is also taught particularly well. There are no consistent weaknesses but the use of day-to-day assessment to plan lessons is not satisfactory in all subjects. The quality of pupils' learning is good in all key stages and in all areas of learning in the foundation stage. It is good in English, mathematics, science, geography, history, information and communication technology in both key stages and in religious education is good in Key Stage 1 and very good in Key Stage 2. Too little music was observed in Key Stage 1 to make a judgement but in Key Stage 2 learning is very good. Learning is satisfactory in both key stages in art and design and in design and technology.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school rightly places high priority on teaching the basic skills of literacy and numeracy.
Provision for pupils with special educational needs	In lessons, pupils are well supported by the classroom assistants who help them to make good progress. The school identifies and supports pupils who are regarded as particularly able through a carefully co-ordinated programme.
Provision for pupils with English as an additional language	Satisfactory overall. It is of a high standard where bilingual teachers and support assistants work with class teachers. Bilingual staff help teachers to plan lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. Provision for spiritual and cultural development is good and these areas are very closely linked. The success of the school's work in promoting racial awareness and tolerance can be seen in the way in which pupils work together amicably, how newly arrived pupils are quickly accepted and integrated into the school community and how there is a lack of tension or hostility between pupils from different backgrounds.
How well the school cares for its pupils	The school provides a caring and supportive environment for pupils. Overall, there is a very good range of assessment procedures. Procedures for monitoring and improving attendance and punctuality are unsatisfactory.

The school has developed sound links with parents, overall, and the school recognises that more needs to be done to develop a really effective partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and key staff are excellent. There is clear educational direction for the school.
How well the governors fulfil their responsibilities	Very good. The governing body takes its responsibilities very seriously and has appointed staff who ensure that continuous improvements are made.
The school's evaluation of its performance	Very good analysis is made of performance at the end of Key Stage 2. The school development plan provides a very clear way forward.
The strategic use of resources	Very good. The school is well staffed and there is a good range of learning resources. The governors plan strategically and special funds are used well. The school applies the principles of best value very well.

There are weaknesses in the accommodation: the size and layout of classrooms; difficulties related to noise between classrooms; inadequate library facilities; provision for information and communications technology in Key Stage 2; pupils' toilet facilities; administration accommodation, with regard to health and safety and also the number of administrative staff employed for a school of this size.

## 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 like school. (99%)</li> <li>• The teaching is good. (92%)</li> <li>• They feel comfortable about approaching the school with questions and a problem. (90%)</li> <li>• The school expects their children to work hard and achieve their best. (88%)</li> <li>• The school helps children develop a sense of responsibility. (86%)</li> <li>• The school is well led and managed. (84%)</li> </ul> <p>Percentages above relate to answers on the 326 questionnaires returned out of the 846 sent out.</p>	<ul style="list-style-type: none"> <li>• Clearer instructions about the homework their children are given to do and a better match to their attainment. (15%)</li> <li>• More help for pupils in numeracy lessons.</li> <li>• Fewer supply teachers.</li> <li>• More toilets for the infant pupils.</li> <li>• Better written communications including some letters being translated.</li> <li>• The range of activities outside lessons. (13%)</li> <li>• Information about their children's progress. (10%)</li> </ul> <p>Those without percentages were expressed at the parents' meeting or in writing.</p>

The vast majority of parents are supportive of the school and with what it provides. Those who completed the questionnaire and attended the parents' meeting were generally happy with the school. The inspection supports the positive views expressed by parents. Inspection evidence supports the first five concerns above but not all their concerns are justified. The information the school provides is similar to other schools, there is a very good range of activities beyond the classroom which include visits to places of interest and a wide range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

##### **Foundation Stage**

1. Although children enter the nursery with lower levels of attainment than those reported at the previous inspection they now enter school at an earlier age. The quality of teaching and learning are now good. There is more guidance to encourage children to write independently and also more opportunities for children to evaluate their achievements in mathematics. Provision for physical education has improved and standards are now better. Overall, this reflects an improvement in provision for children in the foundation stage.
2. Although children enter the nursery with a wide range of skills, levels of attainment are poor for the large majority of children, especially in the areas of communication, language and literacy in English, mathematical development and personal, social and emotional development. The majority of children speak English as an additional language and many have poor skills in English. In spite of very good provision, good teaching and rigorous record keeping throughout the nursery, standards are still low in most of the Early Learning Goals on the baseline assessment in communication, language and literacy, especially reading and writing, and mathematics.
3. Children throughout the foundation stage make good progress. This reflects the high quality of support provided from a caring and committed team of staff who are very well co-ordinated and managed. There is a strong emphasis on team building and collaborative working which enhances the environment in all classrooms and results in improvement to children's attitudes and progress. There are now many more opportunities for developing children's speaking and listening skills than at the time of the previous inspection. Evidence from the inspection, including lesson observations, analysis of children's work and all curriculum planning, reflects the very good provision, including the high level of staff competency and teaching, and these continue to raise children's performance in both the nursery and reception classes.
4. Children make very good progress considering the fact that many are at a very early stage of learning English and a significant number do not communicate in English when they enter the nursery classes. One of the many strong features of the provision for children in the foundation stage is the very effective system of transition between the nursery and the reception class and the recently developed tracking system.
5. The areas for improvement found during the inspection have already been identified by the co-ordinators and the senior management team as areas of concern. These are predominantly insufficient language support for Bengali-speaking children throughout the foundation stage, but especially in the nursery classes, in order to accelerate their participation in the rich and relevant activities taking place in the foundation stage. The nursery co-ordinator has recently involved a Bengali-speaking parent in telling stories in the children's home language. However, there are insufficient opportunities for children to be taught the necessary initial skills in their first language and this impacts not only on communication, language and literacy in English but also on their mathematical development and knowledge and understanding of the world. This need was identified by the previous inspection team as an area for development and the school understands the importance of additional provision. The headteacher and staff have begun to address this by the involvement of the Bangladeshi Achievement Project for children in the reception classes. This has been beneficial in not only improving their attitudes and progress but also in involving their parents in how they can effectively help their children at home.

##### **Key Stages 1 and 2**

6. By the end of Key Stage 1, the percentage of pupils reaching level 2 or above in the 2000 reading tests was very low in comparison with the national average and well below the average when compared with similar schools. The percentage reaching the higher level 3 was well below the national average but in line with similar schools. The percentage of pupils reaching level 2 in writing was low compared with the national average and below the average for similar schools. However, the percentage reaching the higher level 3 was slightly higher, and was below the national average and in line with similar schools.
7. Standards in English at the end of Key Stage 2 have been steadily rising since 1996 although the percentage of pupils reaching level 4 or above in the 2000 tests was still well below the national average. The percentage of pupils reaching the higher level 5 was well below the national average. When compared with similar schools, standards were above the average at the expected level 4 but below the average at the higher level 5, giving an overall average in line with similar schools.
8. Inspection findings confirm the National Curriculum English test results in relation to overall standards and a scrutiny of pupils' work shows that progress is at least sound at Key Stage 1 and good at Key Stage 2. The school systematically builds on what pupils know, understand and can do year by year and this is reflected in the quickening rate of progress made by pupils as they move through the school.
9. In mathematics at the end of Key Stage 1, the percentage of pupils reaching the expected level 2 in the National Curriculum test results, in 2000, was very low and the percentage reaching the higher level 3 was well below the national average. Overall, their attainment was very low compared with the national average. Compared with similar schools, the percentage of pupils reaching the expected level 2 was very low but the percentage reaching the higher level 3 was below the average. Overall, it was well below that of similar schools. Pupils' ability to use and apply mathematics was lower than other aspects of the subject.
10. Standards in mathematics during the inspection were well below average at the end of Key Stage 1. These are slightly higher than the test results indicate. Inspection evidence shows that by the end of Key Stage 1, pupils have a secure understanding of place value up to 100; they count correctly in tens and recognise odd and even numbers. Few are confident, however, when solving simple problems using mental strategies.
11. In mathematics at the end of Key Stage 2, the percentage of pupils reaching the expected level 4 and the higher level 5 in the National Curriculum tests results, in 2000, was well below the national average. The percentage reaching the expected level 4 and the higher level 5, however was in line with similar schools, showing considerable value added by the school since Key Stage 1.
12. Standards in mathematics, at the end of Key Stage 2, during the inspection were well below average. Inspection evidence shows that many pupils are secure in their times tables to 10 x 10. Nearly all understand fractions and most are developing an understanding of place value to tenths and hundredths. About half of the pupils have a clear understanding of probability and correctly use subject specific vocabulary such as 'certain', 'likely', 'unlikely'. However, far fewer pupils are able to explain to others their thinking and strategies for solving problems. Throughout the school pupils are not as good as they could be in solving problems. Once again, the school has recognised this through analysing pupils' work and lessons are beginning to include more opportunities for pupils to develop this aspect.
13. In science, teacher assessments at the end of Key Stage 1, in 2000, show that pupils' attainment was well below the national average at the expected level 2 and below the national average at the higher level 3. Compared with similar schools, pupils' attainment was well below the average at level 2 and in line with similar schools at the higher level 3. In these assessments their knowledge of physical processes was better than other aspects and their work in experimental and investigative science was not as good as other aspects of the subject.

14. Inspection evidence shows that standards in science in the current Year 2 are slightly better than last year's test results but are below average. As a result of the good teaching, pupils make good progress in Years 1 and 2, and achieve well from a low baseline. Pupils are carrying out simple investigations and communicating their findings. They are observing carefully and recording these by drawing and writing.
15. In science, at the end of Key Stage 2, the results of the National Curriculum tests in 2000 were below the national average at both the expected level 4 and the higher level 5. Pupils' attainment was above similar schools at the expected level and in line with similar schools at the higher level. Standards have been rising steeply from a very low base in 1996, reaching just below the national average in 2000.
16. Inspection evidence shows that pupils make good progress during Key Stage 2 and by the end of Year 6 achieve standards that are good in relation to their prior attainment. Standards in the current Year 6 are close to the national average. Work in some Key Stage 2 lessons is of a high standard. Work in books includes a good range of practical activities, bar charts and line graphs. Pupils' knowledge and understanding are developing well. They use scientific terms correctly and fluently in some cases.
17. There has been no significant difference between the attainment of boys and girls in English, mathematics or science at the end of either key stage.
18. Results over the past four years in Key Stage 1 show that reading standards rose slightly from 1996 to 1999 then dropped again in 2000. Writing standards in Key Stage 1 have remained low, but were slightly higher in 1999. Standards in English at the end of Key Stage 2 have been steadily rising since 1996. In mathematics, results at the end of Key Stage 1 showed a considerable drop in standards in 2000 but at the end of Key Stage 2 results have been constantly rising, from a very low base in 1996. In science, prior to 2000, standards had been rising gradually and in Key Stage 2 standards have been rising steeply from a very low base in 1996, reaching just below the national average in 2000. The trend in the school's average National Curriculum points for all core subjects over the last four years was above the national trend.
19. The school exceeded its English targets, at the end of Key Stage 2 in 2000, and has raised these targets for 2001. The school did not reach its targets in mathematics in 2000 but has still decided to set slightly higher targets for 2001. In science, the school exceeded its target in science for 2000 by 11 per cent.
20. In the foundation subjects, attainment in Key Stage 1 is below national expectations in art and design and technology and is in line with expectations in information and communication technology, geography, music, physical education and religious education. In Key Stage 2, attainment is below national expectation in information and communication technology, in line with expectations in art, design and technology, geography, physical education and religious education and above expectations in music.
21. Children with special educational needs within the nursery make good progress due to the very early identification of their needs, good quality support within lessons, strong emphasis on language development and early involvement of specialist support staff from the local education authority who, in some cases, continue to work with children whose needs were identified before they entered the nursery. Children who are gifted and talented are also identified early in the nursery and work is well matched to their abilities. For example, in a mathematics lesson some of these children were encouraged to count coins to 10p and 20p.
22. Pupils with special educational needs (SEN) in Key Stages 1 and 2 make good progress overall. Those with a Statement of Special Educational Need are particularly well supported by the special educational needs staff and additional staff from the local authority's Support Service. Learning Support Assistants keep a valuable record of pupils' progress. Information from this is used well to ensure that pupils are provided with activities, which build upon their prior level of

attainment. This significantly helps pupils to achieve their agreed targets. Pupils on the lower stages of the special educational needs register are provided with individual education plans which are suitably focused and help teachers and support staff to provide pupils with appropriate activities. However, teachers' planning does not always identify what these pupils are expected to learn in order to help them move towards achieving their agreed targets.

23. Pupils with English as an additional language make very good progress in classes where there is partnership teaching between the class teacher and a teacher with specialist knowledge of teaching English as an additional language. Whilst the school organises this support fairly on a half-termly and termly rota system, the pupils in classes where there is not this support make slower progress, which is satisfactory given the circumstances.

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

24. Pupils enjoy school and have very good attitudes to their learning. Children in the nursery establish very good working habits and quickly settle into school routines. They are happy, confident and motivated learners. Pupils in other key stages enjoy coming to school and are keen to learn. They are enthusiastic, well motivated and interested in their lessons. They listen attentively to their teachers and follow instructions well. Pupils concentrate well, sometimes very well, during class work. They answer questions and are keen to contribute in discussions, as in a Year 3 mathematics lesson on collecting data when pupils discussed what they had eaten.
25. The vast majority of pupils behave well in lessons and around the school. Relationships between pupils and between pupils and staff are good. It is the combination of these factors that ensures a positive learning experience for the pupils and this has a positive effect on the quality of life in the school and the learning that takes place. Most pupils understand how to behave and respond well to the school's high expectations. There are occasions, however, when a small minority of boys in some classes display restless behaviour. This slows down lessons and directly affects the quality of learning of the pupils themselves and of other pupils in these classes. Pupils move sensibly around the buildings; for example, to work in the computer suite situated in the Key Stage 1 building. Lunch is eaten in an orderly and social atmosphere, particularly in Key Stage 2 where the dining area is set up as a restaurant with flowers and reserved tables. Pupils work in an atmosphere that is free from oppressive behaviour. Harassment and bullying in the school are extremely rare. There has been one fixed-term exclusion this year.
26. The good relationships throughout the school are firmly based on the high level of mutual respect that underpins the school's ethos. In lessons, this contributes well to pupils' motivation and learning. Pupils play well together in the playground. All ethnic and religious groups are thoroughly integrated and get on well together. Pupils usually settle quickly to work and most work well independently in small groups and in pairs. They co-operate well, sensibly sharing materials, ideas and equipment when working together.
27. Pupils' personal development is very good. Around the school, pupils are friendly and polite to each other and adults, including visitors. They speak highly of their school and express their opinions about school life sensibly. As pupils move through the school they listen carefully to each other during lessons, showing respect for each other's views, feelings, values and beliefs. This was illustrated in a Year 4 design and technology lesson where pupils listened carefully to the ideas and suggestions made by their peers.
28. From quite an early age pupils conscientiously carry out the responsibilities given to them in the classroom such as returning registers. Pupils willingly clear away after lessons, with little direction from teachers. Pupils in Year 5 and Year 6 are involved in the daily routines of the school, helping in the dining hall and monitoring the corridor at lunchtime. Year 6 also help class teachers with resources and general administration at lunchtimes. Pupils are enthusiastic about their role on the school council. They value their role in the decision making process and the contribution they are making to the life of the school. They put forward ideas, which are then discussed formally with the headteacher. They are interested in the life of the school and many enjoy participating in the wide range of extra-curricular activities and fund raising.

29. Attendance at school is unsatisfactory. It is below the national average and this has a significant effect on the learning of many pupils. Although attendance improved after the previous inspection, current data shows a decline for the current year. Patterns of attendance are not consistent. They vary between classes, between year groups and between classes in the same year group. Year 1 classes have the poorest levels of attendance and in the current Year 1 class attendance has often fallen below 90 per cent. Several pupils have poor attendance of below 90 per cent. Overall attendance figures are affected by a number of contributory factors. A number of pupils do start and leave the school during the year but many pupils are absent due to sickness. Parents also take their children out of school for extended visits during term time. Unauthorised absences are high. This is partly due to the difficulty the school has in obtaining reasons for absence from parents but also the current procedures for monitoring attendance and following up absences are not sufficiently regular and systematic to improve the situation. Punctuality is a significant problem.

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

30. The quality of teaching is excellent in 11 per cent of lessons. It is very good or better in 34 per cent, good or better in 71 per cent and satisfactory or better in 97 per cent of lessons. In three per cent of lessons it is unsatisfactory.
31. The quality of teaching is good throughout the foundation stage. It is never less than satisfactory and in the reception classes there is some very good and excellent teaching in communication, language, literacy, knowledge and understanding of the world and creative work. Teachers have high expectations of children and are supported well by a highly skilled and committed team of nursery nurses and teachers' assistants. However, the quality of support ranges from excellent to satisfactory in the nursery and excellent to good in the reception. Stimulating and imaginative learning activities maintain children's interest well and contribute to their good progress. A high level of priority is given to personal and social education and there are very good opportunities for children to find out about the world around them. Children's records are very detailed in most cases with some excellent features. A very small number of the non-teaching staff, however, give insufficiently detailed and evaluative comments and do not ask children questions which would result in them having to formulate more detailed answers and help them progress towards the next more challenging activity. Children in the nursery and reception classes take reading books home regularly. However, there are insufficient opportunities for teachers and support staff to discuss books with the children and, other than listing the books read in the nursery, opportunities are lost for finding out how much the children have enjoyed the books.
32. In Key Stages 1 and 2, the teaching of English is good overall and the teaching of literacy skills is very effective. The teaching of mathematics and numeracy skills is good.
33. Where teaching is excellent, such as in literacy, science and music, teachers have very well defined learning objectives, which are made explicit to pupils. Work is well matched to the pupils' concentration spans and the teachers constantly interact with the pupils to support literacy. The rapport with and expectations of pupils are excellent. A particular strength is in the teaching of basic skills throughout the school. Teachers ask questions using appropriate vocabulary and pupils reply, repeating new vocabulary thereby developing their social, relationship and vocabulary skills very well. In literacy lessons teachers have very clear strategies for helping pupils understand complex, sophisticated sentence constructions. The pace is appropriate and consequently pupils are attentive, co-operative and clearly wish to work with the class teacher in learning. In a mathematics lesson the teaching of English as an additional language was excellent because of the excellent way in which the two teachers alternated throughout the lesson, each using their own expertise in mathematics and English as an additional language to the full. Pupils are taught clearly how the same mathematical concepts can be explained in different ways. Role-play is also used very well in mathematics lessons to teach English as an additional language, for example, in learning how a customer and shopkeeper should speak to each other, giving money and receiving change.



34. Where teaching is very good, such as in religious education, information technology is used particularly well with teachers questioning the pupils at regular intervals about the CD ROM they are watching. Teachers also draw out from pupils the knowledge they already have through both written and verbal questioning. In geography, pupils prepare questions to ask a visiting parent about another country thereby gaining confidence in asking questions in front of others. Paired discussions are used regularly in lessons and this is very successful in helping pupils to gain confidence and skills in speaking and listening. Teachers' planning is very effective and in science and religious education is particularly helpful. The management of pupils is very effective in almost all lessons. Other strengths in teaching are the good subject knowledge that teachers have, the methods they use and the expectations they have of the pupils and the good use they make of support staff, time and resources. There is very good teaching of pupils with English as an additional language. The partnership teaching, where teachers with expertise in teaching English as an additional language teach alongside the class teachers, is particularly successful. The school has planned a rolling programme for this support and over time the support is fairly distributed. However, the progress that pupils make in lessons where class teachers are teaching in partnership with bilingual teachers is considerably greater than when class teachers teach alone. The addition to the school of a greater number of adults with bilingual expertise would help to raise standards more quickly. The school meets the needs of pupils with special educational needs well. Religious education is also taught particularly well.
35. There are no consistent weaknesses in teaching but the use of day-to-day assessment to plan lessons is not satisfactory in all subjects, for example in art, geography and history. Where there is unsatisfactory teaching, poor behaviour is not well managed to facilitate a good working environment and ensure safety, and time is not used well.
36. The teaching of pupils with special educational needs is good. Pupils receive effective support and their work is generally matched satisfactorily to their needs. Careful assessment ensures that pupils, particularly those pupils with a formal statement of need, receive suitable teaching from support assistants and teachers. Pupils are supported individually and in groups, sometimes out of the classroom. The use of support assistant out of the classrooms for parts of literacy lessons has a beneficial impact on pupils' learning. A few pupils have their own support assistant to work with them within the classroom. Dedicated support assistants make a significant contribution to pupils' learning. Teachers generally make good provision for their pupils, implementing their individual education plans and being aware of learning and behavioural difficulties. Classroom organisation is adapted to maximise learning opportunities. Teachers take good account of the differing needs of pupils. For example, during numeracy and literacy lessons, activities are carefully adapted and graded to match pupils' needs. Teachers are increasingly aware of the needs of pupils regarded as gifted or talented. They often provide higher order activities for these pupils to support their different rates of achievement.
37. The quality of pupils' learning is good in all key stages. However, the design of the building is distracting for pupils who are at an early stage of English language acquisition and for those with hearing impairment. Learning is more difficult for these pupils because of the sound intrusion for other classrooms and the movement of classes along corridors at the side of the open-plan classrooms. Learning generally, however, is good in all areas of learning in the foundation stage. It is good in English, mathematics, science, geography, history, information and communication technology in both key stages and in religious education is good in Key Stage 1 and very good in Key Stage 2. Too little music was observed in Key Stage 1 to make a judgement but in Key Stage 2 learning is very good. Learning is satisfactory in both key stages in art and design and in design and technology.

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

38. The school's curriculum provision has improved significantly since the last inspection in all subjects and across all key stages. Inspection evidence shows that this good progress is having a positive impact on the pupils' learning.
39. The overall quality and range of learning opportunities are very good and meet the statutory requirements of the foundation stage and the National Curriculum in Key Stages 1 and 2. The school follows the local Agreed Syllabus for religious education and this effectively underpins the work in this subject.
40. The school rightly places high priority on teaching the basic skills of literacy and numeracy and good links are made between subjects. It actively pursues all sources of additional funding and support for pupils identified as having learning difficulties. Intervention strategies such as the Additional Literacy Support, Booster Classes and Computer Assisted Reading initiatives are organised and managed effectively with high priority placed on training the adults involved in them. This commitment and willingness to embrace new methods of working are effective, enable pupils to make good progress in relation to their prior attainment and raise overall standards.
41. Provision for special educational needs is good and good improvements have been made since the time of the last inspection. Pupils have appropriate individual education plans to support teachers in monitoring their progress. The individual education plans are drawn up by the co-ordinator for special educational needs in consultation with class teachers and parents. Regular review meetings are in place and parents are aware of the outcomes of these. In lessons, pupils are well supported by the support assistants and this helps pupils to make good progress in relation to their prior attainment. Pupils with a Statement of Special Educational Need are particularly well supported. This has a very beneficial impact on these pupils' learning. Pupils have full access to all activities in school and enjoy the extra-curricular opportunities offered.
42. The school identifies and supports those pupils who are regarded as particularly able through a carefully co-ordinated programme. Pupils are provided with a helpful individual learning plan with targets, which are well matched to their needs. These are related to learning, emotional and social development. Support is mostly focused on enriching and extending learning opportunities in lessons; however, out-of-school activities are also helpful. The recent funding through the Excellence in Cities initiative has allowed the school to extend its range of learning opportunities for pupils.
43. A strength of the school is its rigorous approach to planning, monitoring and evaluating the curriculum offered to pupils. Three significant features contribute to the overall effectiveness of the planning. Firstly, the scheme of work for each subject is detailed and is mapped out carefully to ensure all requirements of the National Curriculum are covered systematically across the key stages. Meticulous checking by the curriculum co-ordinator ensures that each unit of work carefully builds on what has been covered earlier so that there is continuity in learning for pupils across the key stages. Secondly, teachers working with pupils of the same age plan lessons together. Consequently, high levels of knowledge, skill and expertise are shared effectively and appropriate tasks and activities are selected to match the ages and interest levels of pupils. This motivates pupils to learn and contributes to the good attitudes and behaviour seen throughout the school. Furthermore, inspection evidence shows that this practice of joint planning benefits pupils as consistency, comparability and equality of opportunity for all are achieved throughout. Thirdly, all opportunities are taken to use what is learned in literacy and numeracy lessons in the teaching of other subjects. A good illustration of this is the way in which pupils are asked to adopt different forms and functions of writing such as reports, interviews and newspaper articles to demonstrate understanding of events in history or aspects of geography.
44. The headteacher and senior staff expect all teachers to evaluate the effectiveness of lessons planned and taught. The commitment to teamwork, support and challenge is high, enabling all teachers to be honest, open and professional with each other. As a result, lesson plans are adjusted and improved whenever necessary to meet the needs of pupils while covering the requirements of the National Curriculum.

45. Planning to meet the needs of pupils with English as an additional language is satisfactory overall. It is of a particularly high standard where bilingual teachers and support assistants are working in partnership with class teachers. A very practical Year 3 design and technology lesson, on making sandwiches, served to illustrate this well. The planning and subsequent teaching in this lesson placed appropriate emphasis on the key skills of reading, writing, speaking and listening so that pupils' conceptual thinking and understanding in their mother tongue was used effectively to promote learning in both spoken English and in design and technology. Although bilingual staff support planning throughout the school the effectiveness of their input is less marked in those classes where partnership teaching does not currently take place.
46. Opportunities for people and organisations in the local community to contribute to and enhance pupils' knowledge and understanding are taken and used well. Educational visits to places of interest such as Upton Park football club and the Millennium Bridge have been used effectively to help pupils develop awareness of business and commerce. Visits to places of worship and visits from local church leaders contribute well to the school's work on multicultural awareness and success in achieving racial harmony within the school. Practising artists and writers have been used well to help pupils relate learning in lessons to their everyday lives and this promotes understanding of the world of work beyond school. The school has willingly taken on projects sponsored by local firms to promote excellence. Consequently, gifted pupils in art and writing, have been supported, challenged and helped to celebrate their talents within the school's community. The provision of a wide range of extra-curricular activities including sport, dance, drama and music complements the school's curriculum for both boys and girls. These activities are appreciated by parents and are well attended by pupils.
47. The school makes sound provision for pupils' personal, social and health education both in lessons and through informal opportunities. The co-ordinator is working hard to develop this aspect of the curriculum and has prepared short-term guidelines for staff to use in lessons. A policy and scheme of work have not yet been developed. Pupils develop appropriate personal and social skills through their everyday encounters in school. The school places great emphasis on personal development through normal day-to-day relationships. Year 6 pupils receive information on sex education from the school nurse although there is no up-to-date policy in place. A programme for drug awareness is not yet in place.
48. Provision for spiritual, moral, social and cultural development is good. Provision for pupils' moral and social development is very good and is well supported by the consistent implementation of the school's behaviour policy. Teachers provide good role models and treat everyone fairly and equally. Pupils are trustworthy and show respect for property and each other's feelings. Displays around the school are valued by pupils, while equipment and learning resources are not vandalised or mistreated. There is a sense of pride within the school and 'caring and sharing' is promoted well, especially at Key Stage 1. Pupils are given many opportunities to understand the different lifestyles and circumstances in which people live and to consider others who are less fortunate than themselves.
49. Moral values are promoted positively. Staff take all opportunities both planned and unexpected to promote and foster values such as honesty, fairness and respect for truth and fair play. All adults help pupils to understand the differences between right and wrong, and pupils are aware of acceptable and unacceptable behaviour. School rules are prominently displayed in classrooms and this helps to reinforce the school's expectations of behaviour and conduct. Opportunities for pupils to take responsibility for daily tasks are numerous and, when they are involved in activities such as collecting books and returning registers, they behave well and accept the responsibilities willingly.
50. Provision for spiritual and cultural development is good and these areas are very closely linked. Collective worship and assemblies contribute well to spiritual development but it is the school's efforts to promote racial awareness and tolerance which contribute most significantly to the school's success in both areas. Throughout the curriculum and school day teachers help pupils to recognise and celebrate their cultural heritages and value what each person has to offer. Consequently, pupils are helped to understand 'who we are', 'why we are here' and 'our place in

the world'. The success of the school's work can be seen in the way in which pupils work together amicably, how newly arrived pupils are quickly accepted and integrated into the school community and how there is a lack of tension or hostility between pupils from different backgrounds.

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

51. The school succeeds in its aim to provide a caring and supportive environment for pupils in the school. It works hard to meet their wide variety of personal and educational needs. Staff are caring and know and support pupils well, including those with special educational needs and those for whom English is an additional language.
52. The school has good arrangements to ensuring the welfare, health and safety of pupils. Provision for day-to-day first aid and care for pupils who are unwell is good. Two welfare assistants co-ordinate all areas of pupil welfare. Good arrangements are in place to ensure staff are aware of pupils with medical conditions. The school has good procedures in place to deal with child protection issues. There is a high level of awareness amongst all staff and procedures are regularly discussed in staff meetings. Staff know that the deputy headteacher is the designated person responsible and are familiar with the school's procedures in the event of any concerns. Regular informal checks of the premises and site take place and appropriate action is taken where needed. Formal checks are less regular and details of the issues and any action taken are not systematically recorded; the governing body has no involvement in the process. Equipment is subject to annual checks.
53. Procedures for monitoring and improving attendance are unsatisfactory. The school is committed to improving levels of attendance and has some systems to monitor attendance and follow up unexplained absence and lack of punctuality. These, however, have not been effective in improving attendance and reducing the high levels of unauthorised absences. The school's current systems are not sufficiently regular or systematic to identify pupils with unsatisfactory patterns of attendance or to follow up the many pupils with unexplained absences. Reminders to parents about the need for regular attendance and a reward system are in place but have little effect. Punctuality is not being sufficiently well monitored by the school and although parents are notified when pupils are frequently late, again this is having little impact.
54. The pupils' personal development is well supported through the caring atmosphere in the school and the good relationships that exist between teachers and pupils. Staff are aware of the needs of pupils in their class and are concerned for their progress and well being. They informally discuss any issues that arise with their year leader or the special needs co-ordinator, although there are no standard methods for teachers to record or monitor pupils' personal development. Pupils' achievements are regularly recognised and rewarded. All classes have 'achievement boards', and notice boards in both buildings display the certificates pupils have received. These illustrate the high value the school places on valuing pupils' successes. The recently introduced learning mentors provide valuable individual support to pupils where necessary, helping to build up their self-esteem and sustain their concentration.
55. Procedures for promoting good behaviour are effective. The headteacher and class teachers have a shared commitment to promoting high standards of behaviour. There is a clear expectation for pupil behaviour. Although the school does not have an up-to-date behaviour policy, a consistent system of rewards is in place. Staff have limited guidance on procedures to follow, as this discretion is given to individual class teachers. Most manage behaviour very well although there are some inconsistencies in the way sanctions are applied. Any concerns about behaviour are discussed informally with year leaders and there is a whole-school system for class teachers to record, monitor incidents of inappropriate behaviour and track individual pupils causing concern. Pupil awareness sheets are completed for the most serious concerns and a copy given to the headteacher. Bullying is very rare. Clear information for dealing with bullying is displayed around the school and there is an anti-bullying policy setting out the school's procedures in the event of any cases occurring.

56. There is a very good range of assessment procedures in the foundation stage, which includes national documentation, baseline assessment and school-developed pupil profiles. Assessments of children's attainment are used well when planning the next set of activities.
57. The use of assessment to inform overall curriculum planning is good. Good analysis is made of the mid-year, Year 2 assessments and the end of Key Stage 2 National Curriculum tests. However, the analysis of Key Stage 1 National Curriculum tests is not as well developed as in Key Stage 2, especially in mathematics.
58. Assessment is used well in day-to-day planning by teachers in Key Stage 1 and Key Stage 2 in English, mathematics and information and communication technology. It is satisfactory in all other subjects in Key Stage 1 except in art and in design and technology where it is used insufficiently to match work to different pupils' needs. In Key Stage 2 it is used satisfactorily in science, physical education and religious education but used insufficiently in art, design and technology, geography and history.
59. Assessment procedures for pupils with special educational needs are good. Initial concerns are identified as early as possible and effective support is provided to meet individual needs. For example, children causing concern are identified in the nursery. The success of early intervention has reduced the numbers moving through the school who are still on the special educational needs register. The school uses a range of easily accessible assessment materials once initial concerns arise. Pupils' profiles, for those who are supported by learning support assistants, provide a wealth of useful information. This information is used well to monitor how well pupils are improving and working towards achieving their targets. It is also used to good effect when reviewing pupils' individual education plans and setting new, challenging targets for the future.

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

60. The nursery staff, under the leadership of the nursery co-ordinator, establish good relationships with parents and these continue to be developed well through the reception year. There are good links between home and school. Parents and carers are welcomed into school and a regular news bulletin not only provides information but also includes information on how parents can help their children at home. There are very effective systems for ensuring that children settle into the nursery, one being the value placed on parents and carers settling their children into the unfamiliar environment of the nursery, especially during the first few weeks. Parents and carers are welcome to stay for as long as is necessary for the children to feel confident.
61. The vast majority of parents are supportive of the school and with what it provides. Those who completed the questionnaire and attended the parents' meeting were generally happy with the school. Most feel that their children like school and make good progress as a result of good teaching. They believe that behaviour is good and that the school expects pupils to work hard to achieve their best. They feel comfortable in approaching the school, and the school is well led and managed. Most parents consider that the school helps children develop a sense of responsibility. The inspection supports the positive views expressed by parents. A small number of parents do not feel that the school works closely with them and do not feel they receive sufficient information about progress. Some raised concerns about levels of homework and the range of activities provided by the school outside the lessons. Inspection evidence agrees with parents' concerns that communications could be improved if translations were provided, however, the amount of information provided to parents about their children's progress is very similar to that offered by most schools. Inspectors agree that the pupils' toilets are unsatisfactory. The school has addressed the concern of parents related to the large number of supply teachers, however, they found that the school offers a very good range of activities beyond the classroom. These include visits to places of interest as well as providing a wide range of extra-curricular activities. The setting of homework is satisfactory.

62. The school has developed sound links with parents overall. The headteacher and staff are available to discuss any concerns and the daily opportunities for informal exchanges of information between parents and teachers are helpful in maintaining links at the foundation and infant stages. There are few initiatives to encourage parents to work closely with the school but the school recognises that more needs to be done to develop an effective partnership with parents. In particular, parents come from a rich variety of cultures. This is not being used sufficiently as a resource. Few parents help in the classroom or with other school activities and there is no longer the parents' association referred to in the previous inspection report. Staff and Bengali speaking parents in the nursery have very recently begun a shared reading programme. This is a positive start but there remains scope for a closer working relationship with other ethnic groups in the school. Induction into the nursery is well organised.
63. Parental involvement in their children's learning is satisfactory. For many reasons some parents find it hard to support their children's education. From the nursery, children do sometimes take reading books home and some parents do share reading with their children at home. Home school reading records have been used in the past but proved to be ineffective. The school has now taken the borough's advice and abolished the system. The school recently introduced a homework policy. This outlines general guidance about homework but does not give parents specific details about the day on which their children will receive homework each week thereby limiting the support parents can give at home. Most teachers are providing regular homework.
64. Information provided by the school for parents is satisfactory overall but it does have some shortcomings. This limits parents' involvement in their children's learning and their understanding of the school's work: in particular for the many parents whose home language is not English. Interpreters can be made available at meetings but assistance is not routinely available. Few school documents are translated into community languages and the school needs to decide on which information is essential and which is merely useful for parents to have translated, so that communications improve. The governors' annual report to parents meets statutory requirements but the prospectus is currently being redrafted. A comprehensive newsletter each term, additional letters when necessary and notice boards around the school keep parents well informed about school matters, key dates and forthcoming events. The school provides limited information for parents to gain an understanding of the curriculum. A meeting has been held to explain numeracy and parents of pupils involved in the computer loan scheme attended a meeting during the inspection but curriculum focus evenings are not a regular feature in the school. Regular information on the curriculum and topics being covered in lessons during the term are not provided. Consultation meetings are held and offer parents good opportunities to discuss progress or concerns. Annual, written reports are satisfactory. They inform parents about what their children can do but do not identify strengths, weaknesses or areas for improvement.
65. Parents of pupils with special educational needs are appropriately involved with the school's procedures of reviewing the targets set for their children's progress. They have a positive view of the provision the school makes for their children. Every effort is made to keep parents properly informed. Letters are sent home when parents are unable to attend review meetings, detailing the targets that have been set for their child.

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

66. The leadership and management of the school are excellent. There is clear educational direction from the headteacher and senior management and the delegation to, and contribution of staff with management responsibilities, is also excellent. Practice in the school reflects its aims and values very well.
67. The governors fulfil their responsibilities very well. The governing body takes its responsibilities very seriously and has appointed staff who have ensured that continuous improvements have been made. Governors are kept well informed and are therefore well aware of the school's strengths and weaknesses.

68. There is very good analysis made of the school's performance at the end of Key Stage 2 and the Key Stage 1 test results are beginning to be analysed. The school development plan provides a very clear way forward and is evaluated regularly. The senior teacher, who is assessment co-ordinator, and the deputy headteacher have a particularly clear view of the school's performance through detailed analysis of its work. The work of teachers who support pupils with English as an additional language is very well led by the co-ordinator. She has considerable expertise herself and would benefit from having a larger team to support her work. The analysis of test results by ethnicity is beginning to take place.
69. The fact that there are two co-ordinators in the foundation stage is one of the strengths of the provision because of the large number of children and therefore the large number of teaching and support staff who need to be co-ordinated. In addition, the co-ordinators work exceedingly well together and have already developed a very effective curriculum using the guidance from the Local Education Authority and other foundation stage curricular guidance. They are sensitive to the needs of all children and this results in very positive attitudes, good progress and observable improvements in attainment from the nursery to the reception. The two co-ordinators have recently revised the planning to incorporate the Early Learning Goals for children throughout the foundation stage. A detailed assessment of children's capabilities, carried out on their entry to nursery and information from a baseline assessment, completed early in their first half term in reception, are used to plan work. Assessment and record-keeping systems are very effectively used to keep track of the children's progress throughout the foundation stage.
70. The management of special educational needs is good. The co-ordination of special educational needs is effectively managed by an experienced temporary co-ordinator during the absence of the co-ordinator. The action plan provides clear educational direction for the continued development of the provision. The acting co-ordinator provides clear leadership and is successfully continuing to improve the special educational needs (SEN) provision. She ensures that the SEN team has a shared vision where pupils have access to appropriate learning opportunities, which match their needs. The school works closely with outside agencies and the recently initiated Pupils' Learning Support Unit. Regular reviews of pupils' progress towards achieving their agreed targets are carried out and parents are appropriately involved. Arrangements to support pupils who transfer to other schools are managed effectively. The school benefits from a well-organised special educational needs room. This houses an increasingly comprehensive range of teaching and learning support material and a useful teaching environment. The room is also a good venue for the Friendship Club of friends to meet and support classmates.
71. At present, a particular strength of the foundation stage is its operation as a unit and this is as a result of very effective curricular planning, management, assessment and recording and tracking systems. However, at present the foundation stage is not yet identified as a unit within the school with a coherent system of budgetary management and control which would enable the teachers to be more rigorous in their financial planning, knowing the amount of finance available.
72. The school's expenditure on administrative support is low. The number of administrative staff is small for the size of the school and their essential duties give them little time to provide a welcoming reception to parents and visitors either in person or on the telephone. The office area is restricted and small for the size of the school. When stock is delivered the adjacent corridor, which is by the main entrance to the building, becomes crowded and a potential safety hazard.
73. The school's use of resources is very good. They are used prudently. Regular budget meetings are held and special funds are used well. The governors plan strategically. In most respects the school has a good range and quantity of learning resources, which are used well in lessons. This is a significant improvement since the 1996 inspection, where deficiencies in learning resources were found to be restricting pupils' learning. Each classroom has a good selection of books - fiction and non-fiction - as well as basic equipment for mathematics and science, such as calculators, rulers and magnifying glasses. Resources are clearly labelled and are easily accessible. There is also a reasonable supply of artefacts to support subjects such as history, geography and religious education.

74. There are some weaknesses in learning resources, however. The library is far too small for the size of the school and only includes reference books, some of which are very old and out of date. Each classroom has its own computer, which is used regularly. There are not, though, enough computers in the information and communication technology room (the 'mouse hole') and the space is very cramped. Two or three pupils have to share one computer, restricting their opportunity to practise the skills being taught. There are some gaps in the resources for children in the reception classes; for example, there is not enough equipment for role play or construction activities or for 'listening corners'. In the foundation stage generally there are too few resources that reflect the different ethnic origins of children in the school. For the most part the school is aware of these deficiencies and has plans to remedy them.
75. Accommodation in the school is unsatisfactory although displays of pupils' work in classrooms and around the school make for a stimulating environment and enable pupils' achievements to be recognised and celebrated. There is sufficient space, overall, but classroom areas in both buildings are small and poorly designed. The open-plan design of the Key Stage 1 building greatly disadvantages learning especially for pupils with a hearing loss or with English as an additional language. Noise from classrooms disturbs learning in the adjoining rooms and lessons are also disturbed when pupils walk through classrooms to reach the hall for physical education or the computer suite. The location and size of the library mean that it is not easily accessible to all pupils; this restricts opportunities for independent learning. The new computer suite is also very limited by its size and location. It is too small to house sufficient computers for pupils to develop their skills effectively. The outdoor area, however, is good. The school benefits from large hard-surfaced areas that provide well for physical education.
76. Pupils' achievements are good because of their good attitudes to learning and the good, and in a third of lessons, very good or excellent teaching. Pupils enter the school with standards that are low, make good progress and leave with standards that are below average. The leadership and management of the school are excellent and have ensured that the improvement since the last inspection has been good in spite of a low income. The school is very effective and gives very good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards and improve the quality of education the headteacher, governors and staff should:

- Raise standards further in English and mathematics throughout the school by:
  - continuing to implement the school's development plan; (*Paragraph 68*)
  - analysing the mathematics National Curriculum test results at the end of Key Stage 1;\* (*Paragraphs 57, 68, 121*)
  - monitoring the pupils' attainment by ethnicity in order to support their achievement.\* (*Paragraph 68*)
- Develop strategies for a greater partnership with parents in order to:
  - improve the rates of attendance and punctuality by more rigorous monitoring;\* (*Paragraphs 29, 53*)
  - involve parents more fully in their children's learning with a greater use of community languages. (*Paragraphs 64, 82*)
- Improve the school's accommodation in order to provide a better learning environment with particular attention to:
  - to size and layout and the sound intrusion of the classrooms; (*Paragraph 37, 75*)
  - the library facilities in both key stages; (*Paragraphs 74, 75, 103*)



- the quality and quantity of provision for information and communication technology;\* (*Paragraphs 74, 159, 160*)
- the pupils' toilet facilities; (*Paragraph 61*)
- the administrative accommodation (and the number of staff needed) to support the work of the school.\* (*Paragraph 72*)

The governors should also consider:

- Meeting statutory requirements with regard to the school prospectus.\* (*Paragraph 64*)
- Promoting the excellent partnership teaching already in the school by increasing the number of bilingual speakers and the resources for pupils with English as an additional language.\* (*Paragraphs 34, 42, 45, 101, 140*)
- Improving the resources for the foundation stage.\* (*Paragraphs 74, 82*)

\*The school has already identified these issues.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	146
Number of discussions with staff, governors, other adults and pupils	57

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	23	37	26	3	0	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)	82	764
Number of full-time pupils known to be eligible for free school meals		402

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	8	156

English as an additional language	No of pupils
Number of pupils with English as an additional language	534

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	91
Pupils who left the school other than at the usual time of leaving	94

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.9	School data	1.8
National comparative data	5.2	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	51	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	30
	Girls	35	35	30
	Total	65	65	60
Percentage of pupils at NC level 2 or above	School	63 (63)	63 (69)	58 (76)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	37	37
	Girls	33	32	37
	Total	61	69	74
Percentage of pupils at NC level 2 or above	School	59 (67)	66 (77)	71 (84)
	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	46	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	38
	Girls	39	31	43
	Total	65	60	81
Percentage of pupils at NC level 4 or above	School	65 (54)	60 (61)	81 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	20	23
	Girls	34	20	31
	Total	57	40	54
Percentage of pupils at NC level 4 or above	School	57 (56)	40 (58)	54 (81)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	24
Black – African heritage	123
Black – other	9
Indian	49
Pakistani	139
Bangladeshi	120
Chinese	6
White	122
Any other minority ethnic group	52

*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	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	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)	38
Number of pupils per qualified teacher	25
Average class size	24

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

Total number of education support staff	21
Total aggregate hours worked per week	655

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

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	27

Total number of education support staff	6
Total aggregate hours worked per week	188

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	1414002
Total expenditure	1352336
Expenditure per pupil	1801
Balance brought forward from previous year	8605
Balance carried forward to next year	70271

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	846
Number of questionnaires returned	326

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	1	1	0
My child is making good progress in school.	58	30	6	2	2
Behaviour in the school is good.	52	36	3	1	6
My child gets the right amount of work to do at home.	49	26	9	6	6
The teaching is good.	60	32	3	2	2
I am kept well informed about how my child is getting on.	58	29	7	3	1
I would feel comfortable about approaching the school with questions or a problem.	63	27	2	4	3
The school expects my child to work hard and achieve his or her best.	60	28	3	3	4
The school works closely with parents.	48	34	8	3	6
The school is well led and managed.	49	35	3	4	8
The school is helping my child become mature and responsible.	49	37	5	4	5
The school provides an interesting range of activities outside lessons.	43	30	9	4	12

Where percentages do not add up to one hundred some parents did not answer all the questions.

### Other issues raised by parents

- More help for pupils in numeracy.
- Fewer supply teachers.
- Better written communications including some letters being translated.
- More toilets for the infant pupils.

## **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**

77. Children enter the nursery during the term following their third birthday and attend part-time for either a morning or an afternoon session. They transfer to one of the four reception classes to begin full-time education during the term of their fifth birthday. The majority of children transfer from the nursery to the reception classes, some having spent five terms in the nursery. The induction process, to both the nursery and reception, is well managed and is supported by a range of procedures, which ensures a smooth transfer from home to nursery and from nursery to reception. Last year a member of the support staff transferred with the children, from nursery to reception, and this enhanced the children's level of confidence on beginning statutory education. Improvement in the foundation stage since the 1996 inspection has been very good.

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

78. Children benefit from the good teaching of personal and social skills. They are well placed to exceed some of the Early Learning Goals in this area of learning by the end of their reception year, in spite of the fact that the standards achieved in the baseline tests are below those expected for children of their age. Children benefit from the caring and emotionally secure environment provided in the nursery and reception classes. Their behaviour is very good and all children are taught how to value themselves and others. The need to share and take turns is a message strongly given throughout all lessons and activities: each child playing an important part in the community of the foundation stage. Teachers use effective systems for encouraging children to take turns and this results in a very orderly approach; for example, children are encouraged to think about their favourite colour and take turns when describing it. They are encouraged to speak further, saying a sentence about their favourite food and understanding the importance of the class rule, that they speak in turn and only speak when holding the soft toy. These expectations promote self-esteem well and reflect the ideals set out in the foundation stage policy and the school's philosophy for equality of opportunity. In the outdoor curriculum areas, the children play and work very well together and all staff set very good examples of how to care and treat each other with respect. There are many opportunities for children to take responsibility as monitors: taking registers to the office and, in the classroom, taking responsibility for book corners and writing corners and ensuring that the correct date is displayed. Children take responsibility in role-play and many children in the nursery classes enjoy dressing in the style of characters from books and of children from other cultures. Their concentration is developed well and this is shown by the fact that more children sustain interest for longer periods in all aspects of learning as they progress through the reception year. For example, in a circle time lesson, when the reception class teacher spoke more quietly, resulting in an excellent learning environment, children were encouraged to concentrate more carefully.
79. Children enjoy coming to school. The majority follow routines and join in activities with enthusiasm. Children relate well to adults and, in most cases, answer questions and share their discoveries willingly. Throughout the foundation stage, children know the daily routines and, when required, help to tidy their areas at the end of an activity. In the nursery many opportunities are planned that help pupils to make choices and good adult support enables them to become independent in personal hygiene and in dressing themselves as they prepare for outside play or get ready for painting activities. In the reception classes children respond well to the more formalised morning of literacy and mathematical activities and, in the afternoon, a wide range of investigative and creative work. Children's behaviour is good and, on the very few occasions when behaviour slips below the expected standard, adults take time to discuss how poor behaviour may affect others. In both the nursery and reception classes all adults show care and consideration for the needs of individuals and are very good role models.

## **Communication, language and literacy**

80. Children in the nursery enter school with low attainment in this aspect of the curriculum. They make good progress, however, showing, for example, their increased willingness to listen to stories and to respond to questions and pictures in books. The quality of teaching is good and this has a positive effect on their learning. Children behave very well, enjoy listening to stories and the majority begin to listen attentively to explanations. Most of the staff focus on extending children's vocabulary in their conversations and questioning; for example asking, 'Which fruits are yellow?' or, 'How many fruit has Handa got in her basket?' New words are introduced at an appropriate rate and children enjoy, for example, adding to the list of fruit they know. They identify the different fruit in a basket and match them with fruit in the classroom. There is a significant number of children, however, who are at the receptive stage of English language requisition and, while they share a book with friends, do not participate in any other way.
81. Children in the reception class have a wide range of language and literacy skills. They respond well to questions, following a story in English and sometimes in one of their home languages. They enjoy and respect books and are learning about the meaning of print. Although some children make good progress in identifying the initial sounds of some words and recognise rhyming words such as 'hill' and 'Jill', there is a very wide range of attainment within each class. There is a small percentage of higher attaining children who are able to form letters accurately, write their names and recognise words when they have learned the spelling patterns. The average attaining children match the initial letter given by the teacher to a word in the dictionary and are at the early stages of writing as they copy the words. They also have a wide range of handwriting skills. The higher-attaining children's writing is consistent in size, legible and well formed, while the lower-attaining children are making marks and beginning to write the initial letter of their name. The lower-attaining children, who are in the majority, understand that print conveys meaning, hold the book correctly and identify the beginning and the end of the story.
82. The nursery and reception classes have insufficient resources which reflect the cultures, customs and languages of the children in the foundation stage. This is particularly apparent in the lack of sufficient bilingual labelling and also insufficient translation of letters to parents in the community languages. The school has begun to address this in the selection of reading books and celebrations of religious festivals, for example Diwali and Eid, and also in the Multicultural Food Week. However, these special events, which are very effective elements of provision for children's personal, social and emotional development and their communications, language and literacy, are not enhanced sufficiently by an ongoing continuous thread of opportunities for children to use resources which represent their cultures.

## **Mathematical development**

83. The large majority of children make good progress in mathematics from low levels of attainment on entry to the nursery. In spite of this, the large majority of children in the reception classes are unlikely to reach the Early Learning Goals of this area of learning. Teaching is good, however, and teachers show a good understanding of how young children learn. They promote children's understanding gradually, providing a wide range of interesting activities both in the classrooms and in the outdoor areas, encouraging children to use the correct mathematical vocabulary.
84. Nursery children enthusiastically join in number rhymes and songs, reinforcing their knowledge of the order of numbers to five and sometimes to ten. They learn to use vocabulary such as 'full', 'empty' and 'half full', through practical activities involving sand and water. During the inspection, regular opportunities for counting and comparing length, shape and weight were given and practising the mathematical language that they had learned continually reinforced children's mathematical knowledge. For example, children used shapes painted on the windows and those in the outside play house to identify circles, triangles, squares and rectangles and responded well to questions such as, 'What shape is the door?' and 'What colour is the circle?'

85. In the reception classes good emphasis is given to the teaching of numeracy skills and lessons include a wide range of numeracy activities. Resources are very well organised and most children make good progress both in mathematics and in the understanding of mathematical language. There are, however, some children who are still at the very early stages of learning English and their progress in mathematics is slower. Within each class there is a wide range of abilities, from a small group of higher-attaining children who are confident in using numbers over ten, to those who are learning numbers up to ten and need help with ordering these numbers. Children recognise and make repeated patterns, classify shapes using a range of challenging activities and extend their learning to three-dimensional shapes.

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

86. A wide range of activities and visits enhances children's progress throughout the foundation stage. However, because of low levels of achievement in English and insufficient staff to give support in children's first language, the majority of children do not achieve the Early Learning Goals in this aspect of the curriculum. Teachers make good use of resources to promote children's interest in learning, enabling them to make good progress: this was reflected in children's confidence in problem solving and prediction when supported by the teachers. Nursery children not only recognise a wide range of fruit but also know that fruit and milk are important parts of a healthy diet. Reception children know that objects are made of different materials and can explain these differences when predicting whether or not objects will float or sink. They develop this scientific understanding further when they construct a boat made from either recycled material or modelling clay. They also identify and classify a range of materials based on texture or colour.
87. Reception children understand the idea of morning, daytime and evening and can identify the activities related to each period of time. On special days (particularly birthdays, Christian festivals, the Hindu festival of Diwali and Muslim festival of Eid) children extend their understanding of festivals and celebrations and of the cultures and customs of children in the school. They also learn about people and places from a wide range of activities in the classrooms and in the outside area.
88. Children's progress in using information and communications technology is good. Nursery children select colours and make patterns using lines and reception children control a mouse well when they dress a bear on the computer screen.

### **Physical development**

89. The quality and range of teaching in this area of the curriculum is good in both the nursery and reception classes. A particular strength of the nursery is in the organisation of the outdoor equipment, which includes fixed apparatus, a secure surface and a wide range of stimulating activities including a playhouse. The 'Little House' is effectively used for a wide range of activities, developing children's personal and social education and their speaking, listening and mathematical skills. They really enjoy these activities and this is one of the activities which encourages many children to participate. Although the outside areas for the reception classes are not as large, they are equally well used and enhance children's creative and physical skills and their knowledge and understanding of the world.
90. Nursery children develop confidence and competence in a range of physical activities particularly when using the apparatus and wheeled toys outside. They run, jump, climb and balance on a wide range of apparatus, which is well organised to encourage confidence and extend their physical skills. For example, in one lesson, a child who had tentatively attempted to move across the rope ladder was delighted when, with encouragement, she found that by taking her body weight on her arms she was able to move across the equipment with agility and success. This reflected good teaching. Many children take part in and demonstrate a wide range of physical skills and creativity on the apparatus throughout the foundation stage and, as a result, achieve well. Children curl, slide and balance confidently, use the wheeled equipment with good levels of skill and change speed and direction well.



91. In the nursery, music is used very effectively to encourage movement as well as listening skills and all children in the group observed responded well, by moving in time to the music.
92. Children are provided with a wide range of equipment including scissors, glue and paints and use paintbrushes and crayons to draw, write and make marks on various surfaces. Children's dexterity by the end of the foundation stage in using pencils, paints and modelling materials shows a high level of progress and results in them being well placed to achieve and, in some aspects, exceed the Early Learning Goals by the end of the reception year. Throughout the foundation stage, children behave very well in these practical activities and enjoy their learning.

### **Creative development**

93. Children are well placed to achieve the Early Learning Goals for this area of learning by the time they leave the reception classes. Teaching and learning are good, and children enjoy and respond well to their creative activities. Nursery and reception children's drawings and paintings show good development from a single shape, using a limited range of colours, to well-proportioned drawings using a wide range of materials. The children's creative development is good. This is reflected in the skills they are developing when using a wide range of materials, including modelling materials, paints, fabrics and papers of different thickness and texture.
94. In both the nursery and reception classes children make good progress in music and, by the age of five, sing with accurate pitch and a good feel for rhythm. They are able to memorise words of songs well. During the inspection children were given many opportunities to sing and respond to music and in some classes they listened to music from a wide range of styles and cultures.
95. Imaginative play is developed well throughout the foundation stage. Teachers provide many stimulating and challenging opportunities and spend time developing ideas with the children. For example, the wide range of clothing and costumes available to nursery children for role-play, reflect stories that they have been told and promote their own ideas. This is further developed in the reception classes where children take on more specific roles, for example, as travel agents or writers.

### **ENGLISH**

96. Attainment on entry is very low. There are a significant number of pupils with English as an additional language many of whom are at the early stages of English language acquisition.
97. By the end of Key Stage 1, the percentage of pupils reaching level 2 or above in the 2000 reading tests was very low in comparison with the national average and well below the average when compared with similar schools. The percentage reaching the higher level 3 was well below the national average but in line with similar schools. The percentage of pupils reaching level 2 in writing was low compared with the national average and below the average for similar schools. However, the percentage reaching the higher level 3 was slightly higher, and was below the national average and in line with similar schools. Results over the past four years show reading standards rose slightly from 1996 to 1999 then dropped again in 2000. Writing standards have remained low, but were slightly higher in 1999.
98. Standards at the end of Key Stage 2 have been steadily rising since 1996 although the percentage of pupils reaching level 4 or above in the 2000 tests was still well below the national average. The percentage of pupils reaching the higher level 5 was well below the national average. When compared with similar schools, standards were above the average at the expected level 4 but below the average at the higher level 5, giving an overall average in line with similar schools. The school exceeded its end of Key Stage 2 English targets in 2000 and has raised these targets for in 2001. Improvement since the last inspection, overall, has been good.

99. While results remain low at Key Stage 1 in comparison with similar schools they are average at Key Stage 2. This demonstrates improvement as pupils move up through the school. There is little significant difference between the attainment of girls and boys or between pupils from different backgrounds. Pupils identified as having special educational needs make at least sound progress in relation to their prior attainment.
100. Inspection findings confirm the National Curriculum test results in relation to overall standards but a scrutiny of pupils' work shows that progress is at least sound at Key Stage 1 and good at Key Stage 2. The school systematically builds on what pupils know, understand and can do year by year and this is reflected in the quickening rate of progress made by pupils as they move through the school. Relationships throughout are very good: teachers value the contributions made by pupils in lessons and encourage them to offer their own ideas. Consequently, pupils become increasingly confident, more able to use their initiative and willing to apply previously acquired knowledge, skills and understanding to new situations.
101. The implementation of the National Literacy Strategy is having a significant impact on improving standards throughout the school. Teachers have embraced the National Literacy Strategy and have used the techniques suggested for teaching all aspects of English to good effect. The subject co-ordinator offers good leadership and, in order to raise standards further, has rightly encouraged teachers to place more emphasis on speaking and listening, especially at Key Stage 1. The recently introduced structured approach to role-play within literacy lessons for Years 1 and 2 is already having a measure of success. Throughout the school, teachers model spoken language very well, frequently adding expression and intonation, to add dramatic effect to lessons and promote understanding of new words. They consistently use correct terminology, encourage pupils to do likewise, valuing the contributions made by pupils in lessons. Bilingual teachers and learning support assistants promote understanding of the English language effectively by comparing and contrasting vocabulary in different languages. Consequently, the vast majority of pupils feel comfortable and become increasingly confident when speaking in public. By the end of Key Stage 2 they willingly engage in discussions, ask and answer questions and about two-thirds achieve standards which are close to the levels expected nationally. For example, in Year 6, pupils were able to consider connectives used in a given text and discuss the merits of using alternative forms of words.
102. Attainment in reading at the end of Key Stage 1 is well below average and at Key Stage 2 is below average. However, the vast majority of pupils have positive attitudes to reading and are developing their reading skills systematically year by year. Pupils enjoy reading a variety of books and have favourite authors. A pleasing outcome of the school's work to promote reading is that many pupils comment positively and enthusiastically about poems and poets. These positive attitudes and increasingly good rates of learning are due, in large part, to the effective implementation of the National Literacy Strategy and teachers' infectious enthusiasm for reading which is conveyed well to pupils. By Year 2, about two-thirds of the pupils read fluently and accurately, without the need for substantial support. They discuss ideas and story lines at a literal level and are beginning to identify different styles of writing. By Year 6, most pupils can identify specific genres, which are appealing to them individually, and they can read independently. However, the vast majority is only just beginning to evaluate texts, use inference and deduction and respond imaginatively to the plots and characters within different forms of literature.
103. The school achieves a good balance in its effective teaching of key reading skills in literacy lessons and the opportunities given to support and extend what is learned in these lessons through links with other subjects, such as history and geography. However, library resources are unsatisfactory and this limits the school in its ability to successfully develop pupils' research skills; especially at Key Stage 2. In contrast, the school's stock of big books, fiction and guided reading materials is plentiful, up to date and in good condition. The range of dual language texts and story tapes is appropriate given the number of pupils on roll, although there is room for further development here. The school's commitment to inspiring and motivating pupils to learn to read is exemplified in its growing number of story sacks and collection of attractive resources to accompany popular texts.

104. Pupils are encouraged to read at home. The school regularly monitors the frequency with which individual pupils do so and takes appropriate measures to encourage those who do not. However, parents can give limited support to their children at home; especially children in Key Stage 1, when they themselves have difficulties in reading English and there is lack of guidance offered to them in their own mother tongue.
105. The school has rightly identified the need to improve standards in reading. Targeted pupils, who receive additional support as part of the various intervention programmes, make at least sound progress and this is having a positive impact on overall standards attained in reading. A notable feature of the school's intervention programme is the successful use of computerised-assisted reading. This demonstrates well the school's willingness to use all opportunities to benefit pupils, harness the capabilities of modern technology and use the skills and expertise of learning support assistants to raise standards.
106. In writing, pupils demonstrate considerable pride in their work and often first drafts are well presented, neat and legible. Books and folders are reasonably neat, clean and tidy. The school's policy on presentation is implemented consistently throughout the school. Teachers have high expectations in relation to layout, positioning of titles and underlining. Pupils know what is expected of them and the vast majority responds well. Handwriting is taught systematically with appropriate emphasis on letter formation, joining letters to produce legible script and spacing words evenly. The emphasis on clear, neat presentation is a key factor in enabling pupils to organise their thinking and communicate ideas successfully.
107. Written work displayed in classrooms and communal areas of the school is of a high standard. Indeed, all areas of the school are rich in texts with signs, labels and instructions frequently written in all languages spoken at the school. This effectively supports learning, gives parity of esteem to all ethnic groups and demonstrates the high profile given to writing across the key stages.
108. By the end of Key Stage 1 about two-thirds of the pupils write fluently and confidently using interesting vocabulary. Their ideas are presented logically and in sequential order and they are able to produce a reasonable amount in any given time. When studying words containing the phonemes 'oo' and 'oa', Year 2 pupils successfully write simple sentences such as, 'We use a shiny spoon to eat' and 'The balloon is floating around the moon'. By the end of Key Stage 2 at least half of all pupils are able to write at the levels expected of pupils of their age and about ten per cent attain at a higher level. For these pupils, their writing is generally interesting and well presented. Spellings are mainly accurate and there is evidence of a broad range of writing for different audiences. Pupils benefit from the wide variety of strategies used by teachers to support and extend knowledge and understanding in writing. A good illustration of this was in a Year 6 booster class where pupils were successfully helped to construct a balanced argument using such phrases as 'It has been suggested that', 'evidence shows', 'on the other hand' and 'in conclusion'.
109. The quality of teaching is good and there is little significant difference between the key stages. This contributes significantly to the good rate of learning made by pupils. No unsatisfactory teaching was seen during the inspection. Two-thirds of the lessons were good or better and one-third was very good with excellent features. This good standard is achieved despite the cramped conditions of many classrooms and the unavoidable disruptions caused by the open-plan design of the building where disturbance from other classes is particularly noticeable in Key Stage 1.
110. Lessons are carefully planned using the National Literacy Strategy format and teachers of parallel classes plan together. The outcome of lessons shows consistency across the year groups and equality of opportunity for all. In all lessons, learning objectives are clearly identified, shared with pupils and used effectively to guide the lesson. Consequently, pupils understand what they are going to learn and why they are learning it. Teachers choose activities which will appeal to the ages and interests of their pupils, make good links between the component parts of literacy

lessons, have high but not unrealistic expectations of what can be achieved in an hour and set a lively, brisk pace to lessons. Consequently, lessons are productive, meaningful, varied and interesting. This motivates and inspires pupils and contributes significantly to the good working atmosphere, which is created in most lessons. There is mutual respect and the vast majority of pupils wish to please their teachers, so they work hard and do their best.

111. The use of feedback to pupils (on what they have learned, what they have done well and what they need to do next to improve) is a strength in English. When giving oral or written feedback to pupils teachers use praise and constructive criticism to good effect. Comments are focused on the learning objectives of the lesson and individual needs of each pupil. The marking policy is implemented consistently throughout the school and it is used as an effective tool for enabling pupils, parents and other teachers to have a secure understanding of each pupil's capabilities, successes and targets for future improvement.
112. The school has identified the raising of English standards as a priority in its school development plan. The strategies used to track pupils' progress and analyse the outcomes of standardised test results have become increasingly rigorous each year. The school's procedures for assessing and recording pupils' attainment and progress are good. The co-ordinator's strong leadership is enabling the school to adopt appropriate actions for bringing about change and improving standards. The monitoring of teaching has been introduced systematically and effectively. Outcomes of these lesson observations are being used to support and improve the quality of teaching throughout the school. The curriculum is monitored effectively to ensure equality of opportunity for pupils in parallel classes and coverage of all aspects of English throughout the school. The co-ordinator is actively involved in supporting the school's work in this respect and has a good overview of the school's current position. This is a significant improvement since the previous inspection.

## **MATHEMATICS**

113. Pupils at the end of Key Stage 1 attain standards which are well below those expected for their age in numeracy and all other areas of mathematics. However, pupils' achievement improves in Key Stage 2 and standards in Year 6 are just below those expected. In 2000, the results of the National Curriculum tests for pupils at the end of Year 2 showed that the proportion of pupils reaching the expected level 2 was very low in comparison with the national average and similar schools. The results also showed that the proportion of pupils attaining the higher level 3 was well below the national average but just below those of similar schools. Overall, standards were very low compared with all schools but slightly better when compared with those of similar schools. Pupils' ability to use and apply mathematics was not so well developed as in other aspects of the subject. This is still the case although standards are improving. There has been little difference between the results of boys and girls over the last few years. The school organises pupils into groups according to their prior attainment from Year 2 onwards. This arrangement is having a positive impact on the rate of pupils' learning and offsets the potential, for example in Year 6, for a small number of pupils with special educational needs (emotional and behavioural difficulties), to have a negative impact on others' learning. Teachers are able to focus more effectively on the needs of their pupils and ensure that effective learning builds upon what pupils already know, understand and can do.
114. Results over the last five years at the end of Key Stage 1 showed a slight improvement until 2000 when standards declined. This dip in attainment was due to a combination of factors. The school did not prepare pupils for the tests as well as it might. For example, several pupils with English as an additional language did not receive additional support to help them read the questions. This meant that some pupils did not understand what was expected of them. In addition, not all those who may have been able to take the higher level tests were provided with the opportunity. The school organised the pupils into groups according to the prior level of attainment at the beginning of the spring term. This reduced the speed of pupils' learning because teachers were not able to focus as closely on the needs of pupils as effectively as when they were organised in their new

groups. These contributory factors combined to reduce the standards attained at the end of Year 2. The school has identified the issues and moved swiftly to improve the situation.

115. Inspection evidence shows that by the end of Key Stage 1, pupils have a secure understanding of place value up to 100; they count correctly in tens and recognise odd and even numbers. Few are confident, however, when solving simple problems using mental strategies. Although most pupils recognise simple fractions such as one-fourth, few name it as a quarter. Most average- and higher-attaining pupils recognise and correctly name two- and three-dimensional shapes, such as squares, triangles and cubes. The majority of pupils correctly use 12 cubes to share into three groups. When the total number of cubes is reduced, however, only higher-attaining pupils succeed in working out how to share the cubes equally. Higher-attaining pupils understand reflective symmetry and most are beginning to develop skills such as recording data using a block graph.
116. At the end of Key Stage 2, the percentage of pupils reaching the expected level 4 or above in the National Curriculum tests for 2000 was well below the national average. However, in comparison with similar schools standards were average. This shows considerable value added since these pupils left Key Stage 1. Standards over the last five years have risen from a low baseline. This has been because teachers' planning and their confidence in the subject have improved. In addition, the National Numeracy Strategy has provided the school with a very useful framework to help teachers plan a structured programme where pupils build upon their levels of skill, knowledge and understanding systematically. There is no marked difference in the performance of boys and girls. Pupils with special educational needs and those for whom English is an additional language are well supported and make good progress.
117. Inspection evidence shows that by the end of Key Stage 2, many pupils are secure in their times tables to  $10 \times 10$ . Nearly all understand fractions and most are developing an understanding of place value to tenths and hundredths. About half of the pupils have a clear understanding of probability and correctly use subject specific vocabulary such as 'certain', 'likely', 'unlikely'. However, far fewer pupils are able to explain to others their thinking and strategies for solving problems. Throughout the school pupils are not as good as they could be in solving problems. Once again, the school has recognised this through analysing pupils' work and lessons are beginning to include more opportunities for pupils to develop this aspect. Pupils are also developing their measuring and recording skills. Lower-attaining pupils are increasingly accurate when drawing various angles using a protractor.
118. The quality of teaching is good overall and no teaching was unsatisfactory. Teaching is slightly better in Key Stage 2 than in Key Stage 1. This is because lessons are more effectively organised and therefore move onwards at a brisk pace. For example, in a Year 1 class too much time was wasted through unnecessary movement of pupils. However, teachers have high expectations of what pupils can do, they set clear objectives for their lessons and they have very good relationships with pupils. Lessons are well paced and effective use is generally made of the three parts of the lesson. For example, the introductory part moves along at a brisk pace and pupils' mental agility is effectively supported. Work is well matched to pupils' needs and teachers are skilled at assessing what pupils need to do to improve their learning. A particular strength is the way in which teachers help pupils to improve their own work. Pupils' work shows careful assessment of their strengths and weaknesses. Comments are clear and helpful. Teachers are secure with the National Numeracy Strategy, objectives are shared with pupils at the start of the lesson and teachers increasingly use questioning techniques to help pupils improve their use of mathematical language.
119. In the most effective lessons, teachers have a very clear view of what they expect pupils to learn. The lesson is conducted in a purposeful manner, time and resources are used well and pupils are regularly reminded of what they need to achieve in a set time. A common strength is the use of skilful question and answer sessions. This helps pupils' literacy as well as their mental numeracy strategies. In one particularly successful lesson, older pupils had to solve problems using their knowledge of numbers, angles, fractions and probability. Their work was challenging and required co-operative activities. Good progress was made throughout the lesson and pupils

recognised the learning that had taken place. Teachers use a good range of mathematical vocabulary, which particularly helps pupils with English as an additional language. Pupils respond very well to teachers' questions. They are well motivated and try hard. Relationships between pupils are good and as they move through the school, most pupils develop a mature and sensible approach to their work, particularly when working alongside others.

120. The school has recently opened its information and communication technology suite. Pupils use the facility on a regular basis and develop their numeracy skills well in a range of different subjects. For example, in one lesson, numeracy was used particularly effectively as a way of helping pupils to improve their use of spreadsheets and graphs. New skills are supported in their classroom through well-focused 'challenges'.
121. The school uses well-developed procedures for assessing pupils' attainment. The results of tests and assessments are increasingly used to highlight strengths and weaknesses in pupils' learning. This is particularly so with end of Key Stage 2 tests. Teachers recognise those aspects of mathematics where pupils' attainment needs to be improved and are tailoring their teaching and the curriculum to meet these needs. However, this analysis is not yet as well developed for the end of Key Stage 1. The non-statutory test results are used well to track pupils' progress as they move through the school. The school has set challenging targets for improvement this year. From the evidence provided, it seems likely that they will be reached.
122. The school has made good improvement since the last inspection. The curriculum is well planned and the work of the subject co-ordinator is having a positive impact on pupils' learning. Standards are rising. Pupils' ability to use and apply their numeracy skills and solve problems still needs to improve.

## **SCIENCE**

123. Teacher assessments at the end of Key Stage 1 in 2000, show that pupils' attainment was well below the national average at the expected level 2 and below the national average at the higher level 3. Prior to 2000, standards had been rising gradually. Compared with similar schools, pupils' attainment in 2000 was well below the average at level 2 and in line at the higher level 3. These assessments showed that their knowledge of physical processes was better than other aspects of the subject and their work in experimental and investigative science was not as good as other aspects.
124. Inspection evidence shows that standards in the current Year 2 are slightly better than last year's test results but are below average. As a result of the good teaching, pupils make good progress in Years 1 and 2, and achieve well from a low baseline. Pupils are carrying out simple investigations and communicating their findings. They are observing carefully and recording these by drawing and writing. For example, pupils in a Year 2 lesson observed the surface and inside of a tomato using their senses of smell, sight and touch. They used magnifiers correctly to look more closely, drew carefully labelled diagrams and described in words what they had seen. Pupils recognise the external parts of plants and can sort common materials. The highest-attaining pupils use and explain terms like 'nutrient' well. They know some of the uses and dangers of electricity. Pupils' poor speaking and writing skills sometimes get in the way of their progress in science; they find it hard to express their ideas in writing. This was evident in Year 1 when pupils were trying to explain how sounds can be made louder or softer.
125. At the end of Key Stage 2, the results of the National Curriculum tests in 2000 were below the national average at both the expected level 4 and the higher level 5. Pupils' attainment was above that of similar schools at the expected level 4 and in line with similar school at the higher level. There has been little difference between the attainment of boys and girls over the last few years. Standards have been rising steeply from a very low base in 1996, reaching just below the national average in 2000. The school exceeded its target for 2000 by 11 per cent.

126. Inspection evidence shows that pupils make good progress during Key Stage 2 and by the end of Year 6 achieve standards that are good in relation to their prior attainment. Standards in the current Year 6 are close to the national average. Work in some Key Stage 2 lessons is of a high standard. For example, in a Year 5 class, pupils understood how to control variables in an investigation that modelled the impact of meteorites on the moon. Due to their teacher's searching questioning and high expectations, they chose a good range of readings, measured carefully and fairly accurately (to within 1 mm), checked results and evaluated their methods. Work in books includes a good range of practical activities, bar charts and line graphs. Pupils' knowledge and understanding are developing well. They use scientific terms correctly and fluently in some cases. For example, a Year 5 boy volunteered that a heavy ball and a light ball would have the same effect on the sand because they 'fall at the same rate'. Another pupil disagreed with this, explaining that the heavy ball might have more energy. Year 6 pupils explain terms such as 'pollination' and 'fertilisation' and they understand the function of the various parts of a flowering plant. They explain why different types of seed dispersal are advantageous.
127. The teaching is good in both key stages and is never less than satisfactory. Some of the teaching in both key stages is very good. The following strengths are evident in much of the teaching. The planning is very good, with clear objectives and a good range of appropriate activities. Teachers' questioning of pupils is good- it makes pupils think and explain their ideas properly using correct scientific terminology. Teachers use a good variety of methods, including practical work, paired discussions to share ideas, videos, computers, good use of whiteboards and other visual aids. There is a good focus on literacy skills with key words and meanings clearly displayed and emphasised. Teachers have very positive relationships with their pupils and deal with inappropriate behaviour calmly and unobtrusively. This good teaching is leading to an improvement in pupils' enquiry skills and is developing an enthusiasm for science and a willingness to speculate and experiment.
128. Pupils' attitudes in science lessons are nearly always good. They work hard and get on well with each other. They respond to the high expectations of their teachers. The main weakness with the teaching is that work is not always matched well enough to the needs of pupils of different prior attainment. Sometimes the work is too difficult for pupils with low prior attainment. This happens mainly in Key Stage 2, when their concentration begins to flag in the challenging whole-class discussions. The exercise books of lower-attaining pupils also contain unfinished pieces of work. On the whole, lower-attaining pupils make better progress in Key Stage 1, where the work, though, is sometimes not challenging enough for the higher-attaining pupils.
129. The curriculum is well planned with a detailed scheme of work. All aspects of science are covered appropriately, although there is not enough use made of information and communication technology. A helpful analysis is made of Key Stage 2 test results, with general areas or weakness identified and brought to the attention of teachers. The same would be useful for the teacher assessments at the end of Key Stage 1. Marking is good: it is regular and often constructive as well as encouraging. Talented pupils are beginning to be identified in science, but as yet, there is not any special provision for them. The subject is managed effectively and there has been good progress since the last inspection.

## **ART AND DESIGN**

130. Only one lesson in Key Stage 1 and two in Key Stage 2 were observed during the inspection. Scrutiny of teachers' planning and pupils' work indicates that standards are slightly below those expected for pupils at the end of Key Stage 1 but they are close to those expected for pupils at the end of Key Stage 2. This position is broadly similar to that of the last inspection. Consequently, standards have been maintained over time. The curriculum offered to pupils covers all components of the National Curriculum for art and there is a good balance between them. This

is an improvement since the last inspection when too little three-dimensional work was covered in most classes.

131. Inspection evidence indicates that pupils make at least sound progress at Key Stage 1 and good progress at Key Stage 2. This positive outcome is due in large part to meticulous planning at all levels. The overall programme of work is carefully planned or mapped out to ensure full coverage of all aspects of the National Curriculum for art. The scheme of work for each year group is detailed and is used effectively to underpin all lessons. The guidance offered in the scheme of work is particularly supportive of non-specialist teachers. Consequently, lessons are taught confidently, terminology is used accurately and subject knowledge is correct. The planning is sufficiently precise to enable teachers to take account of the skills and techniques learned when pupils were younger and build on them effectively as pupils move up through the school. Teachers who work with parallel classes plan sequences of lessons together and as a result successfully achieve consistency across year groups and equality of opportunity for all pupils.
132. The three lessons observed during the inspection, together with all other evidence, indicate that the quality of teaching is sound with good features. Units of work and learning objectives for each lesson within it are clearly explained to pupils. Teachers take time to outline the purpose of tasks and activities, and pupils are reminded of the learning intentions throughout teaching periods. Pupils clearly appreciate this guidance as it enables them to understand how lessons fit together. As a result they concentrate well, show enthusiasm for art and do their best.
133. A notable feature of the work in art is the emphasis placed on investigation and experimentation. In Year 1, pupils were encouraged to compare, contrast and mix colours using paint and textiles when exploring the natural colours found in fruit. When working on collage in Year 5 pupils successfully responded to, explored and collected ideas, related to paper sculpture. These structured, creative activities enable pupils to systematically apply skills and techniques in their work and become increasingly confident in their own abilities. Consequently, they achieve well by the time they leave the school in relation to their starting point.
134. Relationships are good in all respects. Teachers act as good role models and treat pupils kindly. They are firm but fair and ensure that good discipline is maintained throughout lessons. The focus on learning, provision for a variety of interesting work and a brisk pace create a purposeful atmosphere in lessons. This is achieved despite the cramped conditions of many classrooms and the unavoidable disruptions caused by the open-plan design of the building, especially in Key Stage 1.
135. Pupils' attitudes to art are positive. They talk enthusiastically about their work and are willing to engage in lessons. There are three significant factors, which contribute to this pleasing position. Firstly, lessons draw for inspiration on a wide range of art, craft and design by local artists, modern artists and well-known artists from different times and cultures. Secondly, pupils' work is valued and displayed prominently around the school. Thirdly, all opportunities to promote excellence in art and celebrate success are taken by the school. For example, pupils identified by the school as being particularly gifted and talented in art were actively encouraged to become involved in a Tate and Lyle initiative which was aimed at promoting excellence in art in schools.
136. The co-ordinator has been in post for a short time but is already offering strong leadership. She has produced a policy for art, which offers suitable guidance and reflects the aims and aspirations of the school. She has rightly identified the need to improve assessment procedures in order to raise standards further.

## **DESIGN AND TECHNOLOGY**

137. Standards achieved are slightly below those expected for pupils at the end of Key Stage 1 but they are at the expected level for pupils at the end of Key Stage 2. This indicates good improvement since the last inspection when standards were below national expectations and low for pupils' abilities at the end of both key stages.



138. The detailed scheme of work has been planned and is monitored and evaluated rigorously to ensure pupils systematically gain new understanding and knowledge at a realistic rate. It covers all aspects of the National Curriculum, achieves a good balance between components and underpins all lessons. This is a key factor in the sound progress made by pupils in Key Stage 1 and the good progress made in Key Stage 2.
139. Pupils take pride in their work and are enthusiastic. Plans are drawn carefully, products are assembled carefully and evaluations written neatly and legibly. Products are made with due regard to health and safety requirements and pupils of all ages respond appropriately to instructions and directions. When Year 2 pupils were making moving models of a spider, to illustrate the poem *Incy Wincy Spider*, there was a buzz of excitement in the air and they responded eagerly to the challenges involved in designing and making the models. The level of engagement in learning can best be illustrated by the boy who was so engrossed and thrilled by the task that he was unaware of a close up photograph being taken of him for a design and technology display.
140. When studying food technology in Year 3 pupils understood how to make a sandwich and could name the constituent parts of it. Through good links with science they could explain the need for a balanced, healthy diet and relate these principles to the construction of a sandwich. Teachers enabled pupils to comprehend the purpose of the lesson by successfully relating it their own lives. Through the expeditious use of the skills of bilingual staff, pupils were able to identify foods in their mother tongue, compare and contrast names in different languages and gain a better understanding of spoken and written English. This was particularly effective where bilingual teachers were partnership teaching but it was less marked in those classes being taught by only one English-speaking teacher.
141. As pupils move up through the school they show an increasing ability to understand the design process. When studying fairground rides in Year 6 pupils explored ideas related to function and design. They offered good ideas and were knowledgeable when considering methods of joining materials. They used correct terminology to describe component parts of the frame and electrical circuits and had a growing awareness of how materials can be combined to create useful, interesting products. They showed reasonable ability to reflect critically on their fitness for purpose and their sturdiness.
142. Overall, the quality of teaching and learning is sound with good features. Teachers plan lessons together, successfully sharing skills and expertise and ensuring pupils have comparable experiences and equality of opportunity. This is particularly noticeable where bilingual staff support others so that opportunities and strategies for promoting learning through the use of pupils' mother tongue are taken and incorporated effectively into lessons. Design and technology learning objectives form the main focus for each lesson. Links between the key skills of reading, writing, speaking and listening are consistently emphasised throughout the school. These strategies contribute significantly to the progress pupils make in design and technology and in their basic skills of literacy and numeracy. Pupils with special educational needs are fully integrated into all lessons, are supported effectively and make good progress in relation to their prior attainment. Teachers' own enthusiasm for design and technology is infectious. This enables them to successfully overcome obstacles such as cramped conditions in many classrooms and unavoidable disruptions caused by the open plan design of the building, especially in Key Stage 1.
143. Teachers use a wide range of strategies to promote learning, which help pupils to understand the design process and relate concepts of good design to their everyday lives. Typically, in a Year 4 lesson on money containers, the teacher's use of questions, demonstration, exposition, group work and discussion helped pupils to grasp the need for paper templates and models in order to test and evaluate initial designs before their final construction using expensive materials.
144. The scheme of work relies on the use of a wide range of resources; for example, consumables materials such as food and batteries and tools such as saws and screwdrivers. These are

purchased in advance, stored well and are appropriately selected for the needs of the project and age of the pupils. This careful organisation ensures efficient use of the budget and enables lessons to be taught effectively.

145. Design and technology has a firm place in the school's curriculum and there has been strong leadership in this subject for some considerable time. The newly appointed co-ordinator has rightly identified the need to improve assessment in order to raise standards further.

## **GEOGRAPHY**

146. Improvement since the last inspection has been very good. Standards are in line with national expectations at the end of both key stages and pupils' achievement is now satisfactory, whereas it was low in 1996. By the end of Key Stage 1 pupils have a good knowledge of places and people. This develops sequentially through planning that builds on previous learning and often uses the pupils' own experiences effectively. They are able to identify similarities and differences between this and other countries. They use this knowledge well to describe features of local places. They are able to use appropriate geographical vocabulary in giving explanations. They use maps of the locality as well as identifying on world maps their countries of origin.
147. In Key Stage 2 pupils make good use of the opportunities provided by visits to other places. They use maps to identify features and are beginning to enlarge on the observations that they make. They can identify cities and rivers in other countries. A geographical awareness develops systematically throughout the key stage.
148. The quality of teaching in Key Stage 1 is good. Teachers plan appropriate activities, often based upon the direct experience of visits within the local environment, and children learn to categorise and discuss their observations. They are confident in discussing their understanding.
149. In Key Stage 2 the quality of teaching and learning ranges from satisfactory to very good. Overall they were good. Teachers plan collaboratively and revise and consolidate previous learning prior to the use of a range of resources to develop concepts further. A visit to a contrasting locality provided the opportunity to draw together a number of geographical skills as pupils asked and answered questions about the differences between two urban environments, using maps to explore changes over time, and using terminology appropriately. Well-planned group work ensured that all pupils were fully involved. A real sense of pleasure in learning was evident when another class conducted an investigation into erosion in the formation of rivers.
150. Geography is managed well by a subject co-ordinator who recognises the rich resources provided by the locality and by the children's' own experiences. In addition she has begun to develop the grounds of the school to provide an interesting environment for study. Resources to support geographical learning are adequate, and whole-school planning supports the development of the subject well. Opportunities to monitor the standards achieved in geography are limited, although she has used evaluative feedback and discussion with colleagues to good effect.

## **HISTORY**

151. During the week of the inspection there was very little opportunity to observe the teaching of history at either key stage and only limited examples of work in history were made available for analysis. Displays of work in school and detailed planning demonstrate that the subject is covered adequately. One display, where children had used the Internet to download photographs of Victorian schools, showed very good use of ICT to enhance learning.
152. Good use is made of the local environment for study. Educational visits take place for each class every half term. This provides a good basis for history and geography learning. The school has

adequate resources to support the teaching of history, including a museum that has a range of primary source materials including a number of school logbooks and other artefacts.

153. In most year groups the teaching of geography and history alternate – generally each half term. There is a longer period in Year 6 when history is not studied at all until the second half of the summer term. This leaves a long period during which the pupils have no opportunity to build on the historical skills that they have developed.
154. The subject is managed by a co-ordinator who supports her colleagues well by the organisation and provision of resources, through planning, and through evaluating work with them.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

155. The recent setting up of a designated computer suite, 'The Mousehole', has improved provision of facilities for Information and Communication Technology (ICT) as well as standards in the ICT curriculum. Classes are timetabled to use this central resource. In addition each class has its own computer. These are well used, with a 'Task of the Week' in every class ensuring that ICT skills are used across the curriculum in a real context. In this way all pupils have access to ICT teaching and are able to learn through exercising the skills they learn.
156. Standards at Key Stage 1 are in line with national expectations. Pupils are able to store and retrieve data, using the keyboard and mouse appropriately. They use graphics to good effect and are beginning to use e-mail to communicate.
157. Some pupils at Key Stage 2, who have less background in ICT, are currently working below national expectation, but indications are that, with improved hardware and software, and levels of teacher confidence and expertise, they are moving towards the average. They are confident and enthusiastic, but some still require support to log on, retrieve and send data. They are beginning to use search engines to locate information and to identify for themselves when the use of ICT would be appropriate, for instance adding graphics to text to improve presentation.
158. Limited teaching was observed at Key Stage 1, but children's work indicates that the quality of ICT teaching is satisfactory. At Key Stage 2 teaching is variable, ranging from satisfactory to very good. Where teaching is very good it is characterised by detailed planning, careful grouping, clear instructions and high expectations, which lead to good learning. It is unsatisfactory in Year 3 classes where, because of the need to share one computer between three pupils, group work impedes learning.
159. The ICT suite contains ten computers. This necessitates the sharing of one computer between three pupils whose group work skills are sometimes insufficient to allow them to work co-operatively. Lessons are further disrupted by attempts to combine whole-class teaching with group work. The school is currently considering the purchase of a large screen facility, which may well remedy this situation. Pupil enthusiasm – sometimes over-enthusiasm - combined with difficulties in taking turns, leads to unsatisfactory behaviour in some instances. Paired rather than group work would be helpful in improving standards of behaviour and hence learning.
160. ICT is effectively managed by a co-ordinator who has worked well with the teachers to set up a curriculum, with schemes of work and associated planning and assessment that motivate the children. There are good links to other areas of the curriculum. Staff expertise has developed considerably since the last inspection, as has the provision for ICT teaching. There is an adequate range of resources including hardware, software and peripherals, although at present there is insufficient provision of computer terminals in the Key Stage 2 building to ensure that access to the hardware and software is more readily available to pupils who identify applications.
161. The computer suite is used to support pupils who are learning English as an additional language. Classroom assistants give one to one support to pupils following a computer-assisted reading

reinforcement program. This provides a good opportunity for teaching and learning and leads to good attainment against individual capability.

## **MUSIC**

162. Standards of attainment are in line with those expected for pupils at the end of Key Stage 1 and above those expected for pupils at the end of Key Stage 2. At the end of this key stage a particular strength is the standard of singing, especially in pupils' ability to sing in three parts and in their knowledge and understanding. This reflects a significant improvement compared with the findings of the previous inspection.
163. During the inspection no music lessons were observed during Key Stage 1 and evidence was taken from hearing pupils sing in assembly, discussions with pupils and an analysis of teachers' planning. In Key Stage 2, evidence was based upon observations of lessons in Years 3, 5 and 6, teachers' planning and discussion with pupils.
164. At the end of Key Stage 1, pupils sing familiar songs and hymns with accurate pitch, have a good feel for rhythm and a good dynamic range, and play a range of tuned and untuned percussion instruments.
165. At the end of Key Stage 2, pupils' singing is tuneful, rhythmic and extremely well controlled and, when required, they produce a powerful volume which fills the hall at the same time as maintaining very accurate pitch. Their singing is of a very high standard. They confidently sing in three parts, each group being secure in its part. Pupils practise purposefully and sing with enthusiasm and enjoyment. They concentrate hard, listen with riveted attention and, as a result of positive attitudes and excellent teaching, learn new songs quickly. During the lesson observed pupils developed a high level of musical knowledge and understanding, especially in their ability to recognise a wide range of styles. This is reflected in their ability to recognise dynamic variations, textures and, by listening intently, to identify when an additional instrument is introduced. They also appreciate and understand contrasting styles, ranging from trumpet fanfares to African music, which is polyrhythmic
166. There is insufficient evidence to comment on the quality of teaching and learning in Key Stage 1, as no lesson was observed. In singing, however, satisfactory progress is made.
167. Throughout Key Stage 2 the quality of teaching is good overall with particular strengths in the lessons observed. Very good teaching is characterised by high expectations, excellent teacher knowledge and understanding, very good management of pupils and very good pace and challenge. As a result, pupils listen with rapt attention and sing harmoniously, acquiring a high level of knowledge about music. Each lesson included a wide variety of experiences for pupils of all ability levels and consequently all pupils, including those with special educational needs, those for whom English is an additional language and the higher-attaining pupils, made very good progress. In one lesson, a particular strength was the partnership between the class teacher and the teacher for pupils with English as an additional language. This resulted in all pupils understanding the idea of a musical score and composing to fit the style of different locations, which ranged from the city to the seaside. Another included the time given for the teacher supporting pupils with English is an additional language to introduce and reinforce vocabulary and sentences, which improved the pupils' understanding and use of accurate English.
168. In the lessons observed, pupils experienced a wide range of songs from different cultures and this is one of the effective ways, together with performances by the choir, which contribute to pupils' spiritual, moral, social and cultural development.
169. The present system for teaching pupils in both key stages ensures that they learn an appropriate range of musical skills and there is continuity throughout the school. The subject is well supported through extra-curricular provision for choral singing and, because of the popularity of this activity and the large number of pupils, there are two choir rehearsals each week. A member

of the non-teaching staff has the enthusiasm to develop this activity and pupils have performed at a residential home and at the school Christmas concert.

170. In spite of there being no co-ordinator, standards have improved since the last inspection when they were unsatisfactory. Contributory factors to these improved standards include pupils' positive attitudes and the efforts made by the headteacher, the senior management team and the governors to ensure that existing expertise in the school and the involvement of specialist music teachers from the local academy and a nearby comprehensive school are effectively deployed. The involvement of these teachers reflects good leadership and management by the school, as they provide very good ongoing training for the class teachers. The headteacher, senior management team and governors have acknowledged that music is an area for development and they have again advertised for a music co-ordinator. The accommodation is spacious, and instrumental resources, which include a range of instruments from other cultures, are good.

## **PHYSICAL EDUCATION**

171. Standards are in line with expectations for the majority of pupils by the end of Key Stage 1. There is little variation in the attainment of boys and girls. This is similar to standards found at the last inspection. However, the scheme of work has been successfully improved and provides teachers with a very useful framework to help them in their planning for lessons. As a result, the level of pupils' achievement between classes is more consistent than previously and pupils' rate of achievement, including those with special educational needs, is satisfactory. Teachers' planning ensures that most pupils are provided with activities, which build effectively on their levels of skill and understanding. However, occasionally higher-attaining pupils are not provided with sufficiently challenging activities to raise their level of achievement. Since the last inspection the school has done a great deal to increase the range and opportunities for pupils' physical education through out of school activities and clubs. The effect of this has been an improvement in pupils' knowledge, skills and understanding of games in Key Stage 2.
172. Only two dance lessons were observed in Key Stage 1. In both lessons pupils built steadily on the skills they had already learned. They developed a narrative of a walk in the park through increasingly complex movements. They respond appropriately to music, travelling in a variety of ways, which showed lightness, happiness and people of different ages. Pupils practise and improve their movements, widening the variety of methods of travel to include different speeds and levels. Most seven-year-old pupils link their movements together into simple sequences. They show an increasing awareness of the space around them and work well individually or with a partner. Few, however, have yet developed skills in judging the performance of others or themselves. This is because few opportunities are provided in the lessons for careful observation of the work of their peers so that good work is modelled for them to help them to improve their own performance. During the cooling down part of the lesson pupils are silent as they learn to relax after physical activity. Pupils, including those with special educational needs, enjoy their work and co-operate with each other well. They develop their balance, poise, co-ordination and control effectively.
173. Pupils' skills in games activities steadily improve as they move through Key Stage 2. For example, pupils in Year 2 begin to develop the skills necessary to serve and receive a ball while playing volleyball. By the time they are in Year 6, they have improved their skills and understanding of the game to take part in a full game. This steady progress is because teachers focus on improving skills and techniques systematically. For example, in a Year 4 tennis lesson, the teacher organised the lesson in such a way that pupils had plenty of opportunities to concentrate on developing particular skills, such as striking and receiving a ball. Time was set aside during the lesson for pupils to observe good examples of passing and receiving and important techniques, such as hand and eye co-ordination, were stressed. Pupils in Year 4 attend swimming lessons in a nearby pool, usually over a block of weeks. Most learn to swim but, as time is limited and around half of the pupils have not visited a swimming pool prior to these lessons, many do not swim 25 metres by the time they complete their block of lessons. The school ensures that pupils with special educational needs are able to take advantage of all

opportunities offered. Pupils respond very well to the needs of others. For example, in cricket, pupils happily act as the runner for another pupil.

174. The quality of teaching is satisfactory overall. Teachers have sufficient knowledge of the subject to be able to help pupils develop skills, knowledge and techniques, effectively. Lessons are carefully planned and usually have clear learning objectives. These are often shared with pupils which helps them to concentrate on what they will be learning. Where teaching is less effective and learning declines it is because learning objectives are obscure and pupils are not sufficiently focused on improving particular skills. Teachers generally assess pupils' attainment effectively and several are particularly adept at spotting skills which need improving. They use this information effectively and teach these skills in ensuing lessons to improve pupils' performance. Teachers manage pupils' behaviour well, particularly those with special educational needs. In a volleyball lesson, the teacher organised pupils into groups where those with behavioural difficulties worked well with other supportive pupils. In this way all gained and achievement was satisfactory.
175. The number and range of clubs provided out of school time considerably enhance the quality of pupils' learning. This extends to competitions with other schools; for example, in football, basketball and cricket. Pupils in Year 6 are provided with the opportunity to attend a residential centre in Essex. This focuses on outdoor pursuit activities and plays an important part in supporting pupils' physical education as well as their personal, social and health education.
176. The co-ordinator leads the subject effectively. The improved scheme of work provides a secure framework and ensures that the requirements of the National Curriculum are met. Assessment procedures, however, are not yet fully developed to help teachers provide pupils of differing levels of prior attainment with activities that would extend their rate of learning. This is particularly the case for higher-attaining pupils. The subject is well resourced and the school makes good use of the accommodation available.

## **RELIGIOUS EDUCATION**

177. Pupils' attainment at the end of Key Stage 1 is in line with the expectations of the local Agreed Syllabus and pupils' learning is good. In Year 1, pupils learn about Mosques and Islamic practices through good use of a CD-ROM. Good use is also made of the pupils' own knowledge of local Mosques to extend the knowledge and understanding of other pupils. In Year 2 pupils learn about the festival of Eid-al-Fitr and the season of Ramadan. In Year 2, pupils also learn about the temptations of Jesus and the Christian season of Lent, discussing what are essentials to life and what we could do without. They talk about the importance of love, with particular reference to Mother's Day. They also discuss the importance of a promise, when they hear the Biblical parable of the two sons. Pupils' attainment at the end of Key Stage 2 is in line with expectations of the Agreed Syllabus and learning is very good. In Years 3 and 4, pupils learn in more detail about the life of Jesus. They make books about Holy Week, written from the possible view-points and feelings of the different people involved. For example, they consider whether Jesus would have been unhappy that the people did not believe that he was The Son of God but pleased that Pilate really thought that he was good. Pupils take a full part in discussions and put forward their own ideas after serious thought. They consider justice and injustice and the question of fairness. In Year 5 pupils gain a basic understanding of Hindu beliefs, such as the Hindu creation story and the importance of symbolism. In Year 6, their study of 'Life as a Journey', enables pupils to consider birth ceremonies of different religions, their own lives and the other ceremonies of different religions such as the Bar Mitzvah ceremony in Judaism. They think about the importance of rules, how one makes decisions and how sacred books guide different people.
178. The quality of teaching and pupils' attitudes are good in both key stages and this contributes significantly to the very good learning in Key Stage 2. In both key stages there are examples of very good teaching. The use of good quality resources such as CD-ROMs, videos, artefacts and posters are instrumental in gaining and holding pupils' interest and teachers' questions, draw out ideas and views from pupils very successfully. Where teachers use a video or CD-ROM

sparingly, showing a short excerpt and then questioning the children about it, progress in learning is particularly good. The school is developing a good range of ways of recording pupils' work which is also very effective. Large wall displays and large well produced class books are effective in Key Stage 1 and a series of small hand-made booklets are particularly successful in Key Stage 2. Occasionally, pupils' work is recorded in a less than satisfactory way and this does not convey sufficient respect for the subject. Where teaching could be improved this mainly relates to the lack of emphasis on key words being visible around the classroom or as 'flash-cards', particularly for pupils with English as an additional language. Where subject-specific vocabulary is only introduced verbally, learning for these pupils is slower than it should be. Pupils' attitudes are very positive and they enjoy bringing their own experiences to lessons. They listen attentively and contribute thoughtfully to discussions.

179. The subject is very well lead by a specialist co-ordinator who has produced an excellent scheme of work for the school. It is very well researched and piloted, is highly detailed and provides all teachers with a clear plan for all lessons. This is greatly appreciated by teachers who, as a result, have become confident in and enjoy teaching the subject. Because of this scheme of work, the subject makes an excellent contribution to pupils' spiritual, moral, social and cultural development. There is a good range of quality resources, including information and communication technology software, artefacts and very good quality posters and pictures, all of which are used well. There have been very considerable improvements in the subject since the last inspection.