

# INSPECTION REPORT

**Manford Primary School**  
Chigwell

LEA area: Redbridge

Unique Reference Number: 102795

Headteacher: Ms G Brannan

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Reporting inspector: Mr. A M MacFarlane

Dates of inspection: 15 - 19 November 1999

Under OFSTED contract number: 706647

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
Type of control:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Manford Way Chigwell Essex IG7 4BX
Telephone number:	0181 500 2143
Fax number:	0181 501 5532
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Marion Lloyd
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Andrew MacFarlane, RgI	Geography History Equal Opportunities	Attainment and progress Teaching Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Bill Cook, Lay Inspector		
Val Ives	Information technology Music Special educational needs	
Margaret Lygoe	English Physical education	The efficiency of the school
Jean Newing	Mathematics Art Children under five	Pupils' spiritual, moral, social and cultural education
Mary Speakman	Science Religious education Design and technology English as an additional language	Curriculum and assessment

The inspection contractor was:

Cambridge Education Associates Ltd  
51 St Andrew's Road  
Cambridge  
CB4 1EQ

01223 578500

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## MAIN FINDINGS

### What the school does well

- Throughout the school pupils are making good progress in most subjects.
- The quality of teaching is mainly good. In a minority of lessons, teaching is very good or even excellent.
- The headteacher, deputy headteacher and senior staff provide strong leadership. There is a very positive sense of team spirit among the staff. This has enabled the school to make considerable improvements since the last inspection.
- Arrangements to monitor and evaluate the quality of teaching and learning are very good. The school systematically identifies its strengths and weaknesses to make further improvements.
- Pupils enjoy school. Their attitudes to learning and relationships among themselves and with adults are strengths of the school. These qualities are securely reinforced by very good moral and social development and by strong monitoring of pupils' personal development.
- Planning of the school's curriculum and teachers' lesson planning are of high quality. There are very good procedures for assessing and recording pupils' progress. These are consistently used to ensure that pupils' work is well matched to their needs.
- The school provides an outstanding range of extra-curricular clubs, visits and sporting opportunities.
- Arrangements for the training of staff are very good.
- The accommodation is of high quality, including the nursery and the extensive grounds. It has a good impact on pupils' progress.

### Where the school has weaknesses

- I. Although pupils are keen to come to school, levels of attendance are below national averages and are unsatisfactory. Rates of unauthorised absences are high. Attendance levels are badly affected by term-time holidays and poor attendance among a small minority of pupils.
- II. In some classes there is a lack of support staff to assist pupils with special educational needs, especially those pupils with emotional and behavioural difficulties. This places additional burdens upon teachers and affects the quality of their lessons.

***The strengths of the school considerably outweigh its weaknesses. The weaknesses outlined above will form the basis for the governors' action plan, which will be sent to all parents and guardians in due course.***

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

The school has successfully tackled the key issues outlined in the 1996 inspection report. It has also improved other aspects of its work and shows a very positive capacity to continue improving.

- III. Arrangements for planning the curriculum are now a strength of the school. Policies and schemes of work meet National Curriculum requirements. Pupils are given tasks that build steadily on what they have already learnt. There are consistent approaches between classes and key stages.
- IV. The school's processes for assessing pupils' attainments and their progress are very good. Teachers use the results of these assessments to ensure that lessons closely meet the differing needs of pupils.
- V. There are very positive arrangements to monitor the quality of teaching and the curriculum. Teachers responsible for co-ordinating subjects work hard to help other staff and to make improvements. As a result, standards of teaching are significantly higher than at the last inspection. Pupils capable of higher achievement are given suitably challenging work and do not mark time in their lessons.

VI. There have been extensive improvements in standards in a number of subjects. The impact of the literacy and numeracy hours is having a good impact on pupils' progress. There is a very positive emphasis upon solving problems and using practical approaches in mathematics and science. The provision of information technology is improving fast, especially with the full use of the new computer suite. Religious education lessons now fully conform to the local agreed syllabus.

• **Standards in subjects**

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

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

These standards are based upon the numbers of pupils who achieved at least average levels of attainment in the 1999 national tests. Pupils at the end of Key Stage 1 achieved similar standards. However, at the end of both key stages, the percentage of pupils achieving higher levels of attainment in English was above national averages. In mathematics, the numbers of pupils achieving higher levels are well above national averages at Key Stage 1. The percentage of pupils achieving the higher levels in English, mathematics and science at the end of Key Stage 1 is well above average when compared with those of schools with similar backgrounds. The same is true for the percentage of pupils achieving higher levels of attainment in English at the end of Key Stage 2 when compared to similar schools.

When they enter the school, pupils' attainments are generally below, and sometimes well below, average. A high percentage of pupils have special educational needs. There is also a high turnover of pupils leaving and entering the school in all age groups. Taking these factors into account, pupils are making generally good progress throughout the school.

Evidence taken during the inspection confirms that pupils' attainments are generally improving in response to beneficial changes in teaching and the curriculum. A majority of the oldest pupils at both key stages are attaining standards in line with national averages in English, mathematics and science. A significant minority are now attaining above average standards. In information technology, pupils' attainments have improved and are generally reaching average levels at the end of both key stages. In religious education, pupils' attainments meet the requirements of the locally agreed syllabus and they make satisfactory progress. Pupils progress well throughout the school in English, mathematics, science, geography, history and music. In art, design and technology and physical education, their progress is satisfactory.

• **Quality of teaching**

Teaching in :	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Good

During the inspection, teaching was good in more than two-thirds of lessons seen. In a minority of lessons, teaching was very good and even excellent. In a very small proportion of lessons, teaching was unsatisfactory.

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

· **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Pupils generally behave well in their lessons, around the school and in the playground. They are friendly and polite.
Attendance	Attendance levels are below national averages. Unauthorised absences are well above average.
Ethos*	There are very good relationships between pupils and between pupils and adults. Pupils show high levels of interest and concentration in most lessons. The staff work hard and are strongly committed to raising standards. Levels of care are generally high although there is a need for closer supervision when pupils are eating at midday.
Leadership and management	The headteacher, deputy headteacher and senior staff give very good leadership. There is a strong sense of purpose and teamwork. Arrangements to monitor and evaluate teaching and learning are very effective. Developments within school are well planned. The administration of the school is very efficient. Some governors work very hard and are closely involved in school. However, governors' overall involvement in processes for planning and monitoring the school's work are underdeveloped.
Curriculum	There is a strong focus upon literacy, numeracy and information technology. Despite this, other subjects are covered well. There are very good processes for planning the curriculum and for assessing pupils' progress. The provision of extra-curricular activities is outstanding.
Pupils with special educational needs	Pupils generally make good progress and benefit from skilled teaching and classroom support. A few pupils with behavioural and emotional difficulties do not receive enough additional help due to shortages of support staff.
Spiritual, moral, social & cultural development	Pupils learning English as an additional language progress well. Pupils' moral and social development is a strength of the school. Their spiritual and cultural development is well promoted in most subjects and in well-conducted assemblies.
Staffing, resources and accommodation	The accommodation is very good. All space is well used. Displays of work are attractive and welcoming.  Teachers are well qualified and experienced. Support staff work very effectively with pupils, despite insufficient numbers.  There are generally good levels of books and resources, although supplies of individual reading books are old and worn.
Value for money	The school is providing good value for money.

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

· **The parents' views of the school**

**What most parents like about the school**

- VII. Their children enjoy coming to school.
- VIII. Enough information is provided about what is taught.
- IX. Parents are kept well informed about their children's progress.

**What some parents are not happy about**

- Some parents feel that:
- XI. complaints are not handled satisfactorily;
- XII. they are not sufficiently involved in the life of the
- XIII. pupils should receive more homework.

- X. The school is approachable and parents feel welcome.

Only 12 per cent of parents returned the pre-inspection questionnaire. 21 parents attended a pre-inspection meeting with the inspectors. Inspectors met some parents and they also received some correspondence expressing their views on several issues.

The inspectors support parents' positive comments. There is a new and consistent policy for giving homework to pupils. This is being satisfactorily applied throughout the school. There are ample opportunities for parents to become involved in the school's life and work. Overall, the school's communications with parents are good and the staff is accessible and welcoming. The school acknowledges some parents' concerns over a contentious issue. The recent appointment of a teacher to enhance the partnership with parents and the community is a very positive move.

## **KEY ISSUES FOR ACTION**

In order to improve standards of achievement and the quality of teaching, the governing body, in conjunction with the headteacher and staff should:

- . Make further efforts to raise the levels of pupils' attendance by:
  - establishing firm aims for improving attendance and monitoring progress in achieving these:
  - taking every possible step to ensure that parents are clearly made aware of their obligation to send their children to school, in collaboration with the external support agencies.

*(Paragraphs 34, 68)*

- . Reduce the burden upon some teachers, allowing them to spread their attention more equitably among the pupils in their classes by:
  - taking further action to increase levels of support staff in those classes where pupils with special educational needs require additional assistance.

*(Paragraphs 30, 43, 67, 86)*

**In addition to the key issues identified above, the following less important weaknesses should be considered for inclusion in the action plan:**

- . **Improve the quality of individual reading books available to pupils by:**
  - replacing the old and worn books currently in use.

*(Paragraphs 90, 124)*

- . **Make further improvements in the leadership of the school by:**
  - extending the governors' role in monitoring and evaluating the work of the school and in planning for its development.

*(Paragraph 80)*

□. **Improve arrangements made for pupils to eat their midday meals by:**

- setting standards and expectations for supervision during the midday break and monitoring successes in achieving these;
- ensuring that pupils eating packed lunches do so in a suitable place with active supervision.

*(Paragraph 72)*

- **INTRODUCTION**

- **Characteristics of the school**

1. Manford Primary School is in the Chigwell area of the London Borough of Redbridge. It lies on the Hainault estate, very close to the boundary with Essex. It is a large school with 372 pupils aged between four and 11 years. There is a nursery class attended by 66 children on a part-time basis. Pupils are taught by a headteacher and 19 teachers, three of whom are part-time. There are eight education support staff, including seven who assist pupils with special educational needs. There are two nursery nurses. Four members of staff provide clerical and administrative support. There are 126 pupils on the school's register of special educational needs, including the nursery. This is a high proportion. Four pupils have statements of special educational need, including the nursery..
2. Children under five are admitted to the school in accordance with the local education authority's admissions policy. At the beginning of the term in which the inspection took place there were 91 children under five in the nursery and reception classes. The majority of pupils have received pre-school education, many in the school's nursery. While there is wide variation in the attainments of children on their entry to school, the overall level of attainment is below that expected for their age. There is a high level of movement among families and the school has expanded in recent years. Evidence shown by the school indicates that the general level of attainment among pupils entering at later stages is predominantly below average.
3. Most pupils live near the school, mainly in local authority housing. A minority live locally in private houses. The proportion of pupils eligible for free school meals is above national averages. Compared with the national picture, the percentage of pupils coming from ethnic minority backgrounds is well above average. Eight pupils receive support in learning English as an additional language from the Redbridge Language Service.
4. The school's aims are:
  - To enable all children to work and play in a friendly, safe and happy environment.
  - To encourage all children to achieve the highest possible standards and fulfil their potential emotionally, socially, academically and physically.
  - To help children to become confident, independent learners with lively, enquiring minds.
  - To ensure all children are given full access to the National Curriculum and have opportunities to explore, discover and create with an emphasis on firsthand experience of the world around them.
  - To help pupils acquire knowledge and skills with the ability to question and argue rationally and apply themselves to tasks in preparation for their own future.
  - To promote understanding and respect for themselves, the people around them and the community in which they live.

1. In its school development planning, the school identifies improvements in pupils' attainments in literacy, numeracy and information technology as its main priorities.

5. **Key indicators**

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	26	26	52

<b>5. National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	19	20	22
	Girls	18	18	21
	Total	37	38	43
Percentage at NC Level 2 or above	School	71 (82)	73 (90)	82 (95)
	National	82 (80)	83 (81)	87 (84)

<b>5. Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	20	24	24
	Girls	19	23	25
	Total	39	47	49
Percentage at NC Level 2 or above	School	75 (77)	90 (88)	95 (93)
	National	82 (81)	86 (85)	87 (86)

.....

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

**Attainment at Key Stage 2<sup>2</sup>**

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
for latest reporting year:	1999	35	24	59

1	National Curriculum Test	English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	20	20	26
	Girls	17	13	19
	Total	37	33	45
Percentage at NC Level 4 or above	School	63 (46)	56 (48)	76 (57)
	National	70(65)	68(59)	78(69)

1	Teacher Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	22	22	21
	Girls	18	18	19
	Total	40	40	40
Percentage at NC Level 4 or above	School	68 (57)	69 (57)	68 (50)
	National	68 (65)	69 (65)	75 (72)

.....

2

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

1 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	7.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.9
	Absence	National comparative data	0.5

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
		Fixed period	4
		Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:			%
		Very good or better	17
		Satisfactory or better	98
		Less than satisfactory	2

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

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

1 **Attainment and progress**

1. Over the school as a whole, pupils' attainments are broadly average. Taking account of their attainments on entry, which are generally below average, pupils make consistently good progress in the majority of subjects.

6. Children under five

2. When they first come to school, pupils' levels of knowledge, skills and understanding are overall below average and a significant minority of children attains well below expected levels for their age. Children make good progress in the nursery and reception classes. By the time they are five, the majority achieve at least the basic standards expected for their age in all the areas of their learning. Children listen attentively to adults and to one another. Many enter the school with weak speaking skills but soon extend their vocabulary and develop the confidence to join in discussions. They learn the letters of the alphabet and recognise simple words. Many can write their names and form letters correctly. Children count, sort and match familiar objects and name some geometrical shapes. Children make good progress in language and literacy, mathematics, personal and social development and in the development of their creative and physical skills. They gain a secure knowledge and understanding of the world around them.

7. Key Stages 1 and 2

English

3. In the National Curriculum tests taken at the end of Key Stage 1 in 1999, the percentage of pupils attaining the expected standard for their age (Level 2) was well below average in reading and below average in writing. However, the percentage of pupils reaching the higher Level 3 was above national averages in both areas. Pupils' attainments in reading and writing can be compared with the results attained in schools where a similar proportion of pupils is eligible for free meals.<sup>1</sup> Based on this comparison, the percentage of pupils reaching the expected Level 2 was below average in reading and writing. However, the percentage of pupils attaining the higher Level 3 was much higher than average when compared to similar schools.
4. At the end of Key Stage 2, the proportion of pupils achieving the expected standard for their age (Level 4) was below average in English in the 1999 National Curriculum tests. The proportion of pupils achieving the higher Level 5 was above the national average. By comparison with similar schools, the percentage of pupils reaching the expected standard was average. However, the percentage of pupils achieving higher levels of attainment in English was above average.
5. Over time, there have been some fluctuations in the average attainments of pupils in English, measured in national tests. However, in the 1999 National Curriculum tests the most notable feature is the large increase in the numbers of pupils attaining above average levels. From evidence seen during the inspection, a majority of pupils at the end of both key stages are now attaining standards in line with national averages. A significant minority are attaining above average standards. At both key stages, pupils make good progress in English.
6. Since the last inspection, the school has implemented some significant improvements in the curriculum and in teaching. The literacy hour has been successfully introduced. This enables pupils to receive well-organised whole-class teaching of literacy skills. They also receive systematic instruction in reading and a good range of group tasks matched to their varying needs. Additional teaching groups are formed in the older classes at Key Stage 2 enabling closer attention to be given to each pupil. There is a similar emphasis upon providing extra non-teaching classroom support throughout the school in literacy lessons. Teachers carefully plan challenging tasks for pupils capable of higher attainment, which represents a considerable improvement since the last inspection. They also lose few opportunities to extend pupils' literacy skills through links with other subjects.
7. Pupils at both key stages listen well to adults and to one another. They develop confidence in speaking, answering questions, reading their work aloud and explaining their ideas. By the end of Key Stage 1, most pupils understand the stories they read and can tackle unfamiliar words by sounding out the letters. By the time they are 11, pupils generally read fluently and talk well about their favourite books and authors. They understand how to find information from reference books. Pupils' work is usually presented neatly and they develop accurate handwriting skills. This is an improvement since the last inspection. Pupils' punctuation and use of spelling are generally appropriate for their ages. They write about an extensive range of subjects, including letters, stories, descriptions, poems and newspaper-style reports. Often they present these in word processed form using the computer. Older and higher-attaining pupils enhance their writing with imaginative description.

12. Mathematics

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<sup>1</sup> Referred to as *similar schools* in the remainder of this report

8. At the end of Key Stage 1, the percentage of pupils attaining the accepted standard for their age (Level 2) was below the national average in mathematics in the 1999 national tests. However, the percentage of pupils attaining the higher Level 3 was well above national averages. When compared with the results attained by pupils in similar schools, an average proportion of pupils reached the accepted standard. The proportion of pupils achieving the higher Level 3 was very much above average.
9. In the 1999 National Curriculum tests taken at the end of Key Stage 2, the percentage attaining the accepted level for their age (Level 4) was below national averages. The percentage achieving the higher Level 5 was in line with national averages. By comparison with the results achieved by pupils in similar schools, the percentage attaining Level 4 was average. The percentage of pupils achieving the higher Level 5 was above average.
10. The school has implemented a number of important improvements since the last inspection. The numeracy hour has been successfully introduced. This gives pupils a good blend of whole-class teaching, challenging mental arithmetic, and group tasks that are well matched to their varying needs. A significant improvement since the last inspection is the much greater time given for pupils to use and extend their mathematical understanding through practical and problem solving work.
11. Evidence taken during the inspection at both key stages shows that the majority of pupils are now attaining standards in line with national averages. A significant minority of pupils attains above the national average. Throughout the school, pupils are making good progress in mathematics.
12. At Key Stage 1, the oldest pupils use mental arithmetic competently. They add and subtract up to 100 and recognise tens and units. They begin to use correct mathematical language and explain their methods of calculating answers. They recognise and describe common geometrical shapes and show the results of surveys on block graphs. At the end of Key Stage 2, pupils work in thousands, hundreds, tens and units and learn their tables competently. They have a sound understanding of geometry, using practical activities to learn the properties of shapes. They collect statistics, recording these accurately on graphs. They often use the computer to display mathematical information.
17. Science
13. Pupils' attainments in science are broadly in line with national averages at the end of both key stages. This reflects the results achieved by pupils in the 1999 National Curriculum tests and teacher assessments. There has been an improvement in the percentage of pupils attaining the higher Level 5 at the end of Key Stage 2 in the national tests. This higher attainment was also noted among a significant minority of the older pupils during the inspection. By comparison with the results achieved by pupils in similar schools, pupils' attainments at the end of Key Stage 1 were average in the national teacher assessments. Pupils at the end of Key Stage 2 attained standards broadly in line with those seen in similar schools in the national tests. Throughout the school, taking account of their weaker attainments on entry, pupils are making good progress in science. Pupils progress well in making investigations, predicting and discussing what may happen and in making clear recordings of their findings. At Key Stage 1, pupils construct simple electrical circuits while older pupils in Key Stage 2 experiment to measure forces.

18. Information technology

14. There have been extensive improvements in the provision of information technology since the last inspection. A very well equipped computer suite has recently been opened, providing consistent whole-class teaching. As a result, standards are rising steadily. Pupils' attainments at the end of both key stages are now in line with national averages. Their progress is good overall and in some instances, especially at the end of Key Stage 2, pupils' progress is very good. Pupils quickly become familiar with the computer's controls and the keyboard. They are acquiring sound skills in word processing and can add coloured pictures to illustrate their writing. Pupils use computers competently to research for information, for example in geography, history and science, especially at Key Stage 2. They are now learning to use the Internet.

19. Religious education

15. At the end of both key stages, pupils' attainments in religious education are in line with the requirements of the locally agreed syllabus. They are making satisfactory progress at both key stages. This is a significant improvement since the last inspection, when the curriculum did not meet the requirements of the agreed syllabus and pupils' progress at Key Stage 2 was sometimes unsatisfactory. Pupils develop a sound understanding of the beliefs and festivals of Christianity and other major world faiths. They are capably learning to link the meanings of religious stories and teachings to their own attitudes and behaviour. Well-conducted assemblies and acts of worship contribute positively to pupils' progress in religious education.

20. Other subjects

16. Pupils make good progress at both key stages in geography, history and music. In geography, they make sensible contrasts between their own locality and other environments, both in nearby rural areas and abroad. They steadily develop skills in using maps. Pupils have an effective understanding of the passage of time. They know about some famous historical people and their impact upon events. Pupils in Key Stage 2 show a keen interest in studying their designated historical periods. In music, pupils sing with enthusiasm and clear expression. They compose tunes and rhythms and perform these capably, playing small instruments. Some pupils at Key Stage 2 make very good progress, benefiting from instrumental tuition and opportunities to sing in the choir.
17. Pupils' progress is satisfactory at both key stages in art and in design and technology. In physical education, their progress is satisfactory overall, but there are exceptions. Good progress is made at both key stages in dance, in which teachers have high levels of expertise. Many older pupils at Key Stage 2 make good progress in games due to the outstanding range of extra-curricular activities they are offered. Pupils' progress in swimming is satisfactory and most achieve the recommended standards for their age.

22. Special educational needs

18. Nearly one third of pupils are on the school's register of special educational needs. This has a significant bearing on the proportion of pupils who attain average levels in the National Curriculum tests. These pupils are generally well supported and make good progress throughout the school in meeting the targets outlined in their Individual Education Plans. There is a high rate of turnover among pupils. Many newly admitted pupils are placed initially on the special educational needs register. Their attainments and rates of progress increase in response to skilled teaching. These judgements show an improvement since the last inspection, when the progress made by pupils with special educational needs was judged to be satisfactory.

23. Pupils learning English as an additional language

19. A very small proportion of pupils receives support from the Redbridge Language Support Service as well as planned work from their class teachers. They make good progress in their time at the school. The additional language teaching has a sound impact. This is a similar picture to that seen the last inspection.
20. Any variations between the attainments of boys and girls are largely similar to those seen nationally. There is no significant difference between the progress and the attainments of pupils from differing ethnic and cultural backgrounds.
- 25.

## Attitudes, behaviour and personal development

21. Throughout the school pupils' attitudes to their learning, and the relationships they establish, are very good. These are strengths of the school. Pupils' behaviour and their personal development are good. These judgements are similar to those recorded in the last inspection report, showing that the school has maintained high standards in these respects.
22. Children under five settle quickly and securely into school. In the nursery and in reception, they respond attentively to teaching and non-teaching staff. They listen keenly to stories and instructions. Children enjoy answering questions and quickly learn to put up their hands before speaking. They concentrate well, for example, showing much care when making shakers to use in their music lessons. Children's behaviour is good and they are learning to be considerate towards one another. In the nursery garden, children share the large toys well and are careful not to interfere with others at play.
23. Parents overwhelmingly state that their children enjoy coming to school. Most are attentive in lessons and show a high level of interest. They usually sustain their concentration for long periods of time. Sometimes they are disappointed when the lesson ends. In a very good music lesson in Year 6, pupils showed high levels of concentration when composing imaginative musical pictures. Pupils use opportunities for discussion very positively. They are willing to contribute their own answers and suggestions while respecting the views of others. Pupils in a Year 5 literacy lesson were eager to volunteer their ideas for interesting openings to stories, using the "Railway Children" as their stimulus. Pupils show positive attitudes when their work is corrected. Most are willing to learn from their mistakes. They usually show a pride in their work and make sure it is well presented.
24. Throughout the school, pupils develop a keen awareness of right and wrong. Levels of self-discipline are often high. During a music lesson, all pupils in Year 2 sat closely together in one classroom but they behaved very well and participated with enthusiasm. The school's behaviour policy is prominently displayed inside classrooms and in the playground. As a result, pupils are generally courteous to one another and to adults, including visitors. Pupils move around the building calmly. In assemblies they behave well, contributing to the very positive and reflective atmosphere. Although there is sometimes a noisy and energetic ethos, behaviour in the playground is usually satisfactory and often good. Pupils show a good level of respect for books, equipment and the school building. There is little evidence of litter in the grounds. No bullying was seen during the inspection. In the past year there have been four fixed term exclusions.
25. The school has a small minority of the pupils who have special educational needs because of behavioural difficulties. In general, they respond well to good management. Where there is sufficient classroom support, these pupils do not disrupt other pupils' learning. In a few instances, the school acknowledges the need to press for further support where pupils with behavioural concerns take up too much of the teacher's attention.
26. Pupils form very constructive relationships with one another and with adults. They work collaboratively in pairs and groups, for example, in dance lessons and when conducting scientific investigations. There is much friendship and mutual respect between boys and girls and between pupils from differing ethnic and cultural backgrounds. Pupils show much respect for those with special educational needs, often giving them support during lessons. The same is true when pupils are newly admitted to the school, including some who are learning English as an additional language.
27. Pupils are keen to take on responsibilities. Older pupils help the youngest children in the nursery to use the computer. They keep their classrooms tidy and help to organise books and equipment for their lessons. This willing acceptance of responsibility increases as they grow older. Some Year 6 pupils, for

example, help with arrangements for assemblies. They show initiative, as in an English lesson in Year 4, where pupils researched keenly to find the facts needed to compile a newspaper.

28. Pupils' very positive attitudes, behaviour, relationships and personal development make a valuable contribution towards their good levels of progress.

33.

### **Attendance**

29. Levels of attendance are below national averages. The rate of unauthorised absence, which is meticulously recorded by the school, is well above national averages. Although pupils' levels of attendance have improved slightly since the last inspection, the overall situation is unsatisfactory. The school's records indicate that many families take holidays in term-time and that there is also a pattern of poor attendance among a small group of pupils.

30. The majority of pupils come punctually to school. There is, however, a continuing element of lateness among a small minority of pupils. Registers are called promptly and are completed efficiently. Lessons commence on time at the start of the day and after breaks.

### 35. **QUALITY OF EDUCATION PROVIDED**

#### 35. **Teaching**

31. The quality of teaching at both key stages is generally good. Teaching is very good in a minority of lessons and very occasionally excellent. During the inspection, more than one quarter of lessons seen in Year 6 were very good. Teaching was unsatisfactory in only a very small minority of lessons, all at Key Stage 1. The quality of teaching has improved since the last inspection when it was judged to be satisfactory overall. The generally good quality of teaching is having a very positive impact upon pupils' progress and their attainment.

32. Teaching is mainly good at both key stages in English, mathematics, science, information technology, art, design and technology, geography, history and music. It is good in physical education at Key Stage 2. Teaching is satisfactory in religious education at both key stages and in physical education at Key Stage 1.

33. The teaching of children under five is usually good, in the nursery and the reception classes. Recent changes in teaching responsibilities and in the organisation of the early years' department are having a positive impact upon the children's progress. Teachers and support staff collaborate well as a team to plan and provide the curriculum in attractive classrooms where children feel secure and confident. Teachers have an effective knowledge of the areas of learning for children under five and give a good emphasis to personal and social development, language and literacy and numeracy. They provide very effective support for pupils with special educational needs and those learning English as an additional language. Teachers make good use of the accommodation and have created a well-equipped nursery garden where children develop their physical and personal and social skills well.

34. At both key stages, teachers have sufficient knowledge of the subjects they teach. Some have considerable expertise in their subjects, which benefits their pupils' learning. In a very good information technology lesson, the teacher's extensive knowledge enabled pupils in Year 6 to make rapid progress in using the computer to access the Internet and investigate designs for cards. Teachers' good understanding and their willingness to accept training have led to the successful implementation of the

- literacy hour and the very effective introduction of the National Numeracy Project. This was seen well in a Year 5 numeracy lesson. The initial mental arithmetic session was organised very briskly and then pupils actively contributed to whole-class discussion about triangles. They worked hard, using practical equipment in groups and concluded by sharing their learning in a well-managed end of lesson summary.
35. At the last inspection, it was judged that teachers were not providing enough challenge in their lessons, especially for higher-attaining pupils. This issue has been tackled well. At both key stages, teachers plan work that matches pupils' needs and extends those capable of higher achievement. This is an important factor explaining the increasing numbers of pupils at the end of each key stage who attain above average levels in the National Curriculum tests. In a good literacy lesson in Year 2, pupils were set challenging tasks to find rhyming words at varying levels according to their previous attainments. Skilled monitoring and questioning brought out some imaginative answers from higher-attaining pupils. Similarly, in physical education, some pupils in Year 4 were encouraged by the teacher's high expectations to achieve well above average standards in their dance movements.
  36. Teachers' lesson planning has improved very significantly since the last inspection. Their lessons are now very well planned. They are clearly linked to the National Curriculum's programmes of study and show the skills and knowledge they want pupils to learn in their lessons. Teachers collaborate well in their planning with classroom support assistants, ensuring that these staff know their roles and can contribute positively in lessons. A high degree of collaboration was seen in a literacy lesson in Year 5, where the classroom support assistant gave close and informed help to lower-attaining pupils writing introductions to stories.
  37. At both key stages, teachers use a wide range of strategies to engage and sustain pupils' interest. In most lessons, teachers clearly explain what pupils are to do. They commence with whole-class discussions and organise a good blend of practical and written tasks. Before lessons conclude, most teachers allow pupils to share and summarise what they have learnt. In many lessons, teachers question pupils well to reinforce their understanding. In a good numeracy lesson in Year 4, the teacher adjusted questions carefully to ensure that all pupils had a chance of answering at their own level of understanding.
  38. The teaching received by pupils with special educational needs, both in classes and in withdrawal groups, is generally good. Class teachers plan special work for these pupils, carefully adjusting tasks to meet the targets outlined in their Individual Education Plans. Teaching for pupils with special educational needs is best when classroom support assistants are available to help them. In some lessons, for example, in Years 2 and 4, the lack of classroom support means that teachers sometimes have to devote extra time to assist pupils with behavioural difficulties. This diverts their attention for too long from monitoring and teaching the remainder of the class and lesson time is lost.
  39. Pupils learning English as an additional language receive suitable teaching support, mainly from their own teachers and classroom assistants, but also on a weekly basis from the Redbridge Language Support Service. There is satisfactory collaboration between the support teacher and classroom teachers.
  40. Teachers know their pupils well. They generally control their classes very effectively, establishing friendly and positive relationships while promoting very good attitudes to learning. In an excellent physical education lesson for pupils in Year 3, the teacher established cheerful and confident relationships. Matched with brisk and skilled class management, this enabled pupils to achieve high standards, designing imaginative dance sequences to a poem called "The Whirligig." The energetic commitment of teachers in providing extra-curricular activities further enhances pupils' motivation and extends their progress.
  41. The school's very good accommodation is well used by teachers. Most classrooms are well organised

with full use of space for whole-class and group teaching. Where available, classroom assistants are used very effectively to support pupils. The involvement of parent helpers is very useful in some classes. Teachers also make good use of the extensive corridor areas for group teaching and accessible storage of equipment. Teachers use resources well, including educational visits within the local and wider area. For example, younger pupils gain a good awareness of their environment by surveying buildings and traffic. Older pupils visit country villages and forest centres, as well as museums. Teachers' use of computers to enrich pupils' learning has improved very significantly since the last inspection. This is particularly evident in the good use of the new computer suite.

42. Time is generally used well. Lessons begin punctually at the beginning of the day and after breaks. Pupils are expected to persevere for the full length of each session. In a rare unsatisfactory lesson, time was wasted when pupils waited around for a lengthy period, learning little and becoming restless.

43. During lessons, teachers circulate very actively giving pupils advice and asking pertinent questions to extend their thinking. Pupils' work is marked positively throughout the school. Teachers often write comments in books that inform pupils about the quality of their work and how they can improve it.

44. The school has introduced a consistent homework policy. Teachers are applying this effectively throughout the school with a positive impact upon pupils' progress. In most classes, teachers establish beneficial links with parents by using home - school reading diaries. However, in a few classes these are not monitored regularly enough.

49. **The curriculum and assessment**

45. In the last inspection report, major weaknesses were identified in the school's curriculum. In particular, there were inadequate written policies and schemes of work to guide teachers in planning their lessons. The curriculum did not always meet the requirements of the National Curriculum or the locally agreed syllabus in religious education. The headteacher and staff have worked very hard to improve the quality of the curriculum and have tackled these important key issues with much success.

46. The school's curriculum now has a good breadth and balance. The statutory requirements of the National Curriculum are met in full. Provision of religious education fully meets the requirements outlined in the locally agreed syllabus. Pupils in Year 5 are provided with swimming lessons and most achieve the required standards. The curriculum makes a strong contribution to the development of pupils' intellectual, physical and personal development particularly in English, mathematics, science, information technology and religious education. Pupils are well prepared for the next stage of their education. They also have opportunities to work with teachers from the main receiving secondary school. Sex education and information on the misuse of drugs are included in the school's health education policy.

47. Children who are under five in nursery and reception receive an appropriately designed curriculum, which covers all the recommended areas of learning for their age and leads smoothly into the early stages of the National Curriculum. There is a suitably strong emphasis upon developing children's personal and social education and the provision of language and literacy and numeracy.

48. The school has effective arrangements to ensure that all pupils have equal access to the curriculum. When small groups or individuals are withdrawn from their classes for special teaching, the activities are well linked to the lessons provided for the remainder of the pupils. There is a clear and detailed special educational needs policy that conforms to the national Code of Practice. Pupils' particular needs are met by careful adjustments to the curriculum in the light of their Individual Education Plans. There are suitable arrangements to supplement the curriculum for pupils learning English as an additional

language, both in their classroom lessons and when they are taught by a member of the Redbridge Language Support Service.

49. Since the last inspection, teachers have tackled the issue of whole-school planning and created a very good approach to designing and implementing the curriculum. All National Curriculum subjects now have policies firmly in place. A clear overview of the curriculum is outlined in a very useful "Whole School Curriculum Map" which ensures that there is a balance between classes and key stages. Links between the subjects of the curriculum are made whenever possible. For example, pupils develop their literacy skills through reading and writing in history. Appropriately, there are very strong links made between subjects at Key Stage 1. There are detailed schemes of work that are regularly reviewed and adjusted in the light of national initiatives, like the literacy and numeracy hours, and also in response to pupils' needs. These schemes of work considerably assist teachers in planning work that builds steadily upon pupils' previous learning. Teachers plan lessons together across their year groups and this further ensures a very good measure of consistency between classes.
50. The school has made good arrangements for the implementing the National Literacy and Numeracy Strategies. Older pupils in Key Stage 2 are benefiting from the arrangements for teaching both subjects in groups organised according to their prior attainments.
51. The curriculum is enriched by the outstanding provision of extra-curricular activities, which take place at lunchtime and after school. These involve a large number of pupils and all members of teaching staff. Clubs and activities enhance the whole curriculum and include computer, mathematics and art clubs. There is wide provision for music with small group and individual lessons in guitar, violin and woodwind instruments. Pupils have opportunities to take part in the choir and in recorder groups. A very good range of sport is provided, including football coaching and lessons at a local cricket school. An annual residential visit to an outdoor centre in Wales is arranged for the older pupils at Key Stage 2 and this makes a very good contribution to pupils' personal development as well as extending progress in science, history and geography.
52. At the time of the last inspection the school's policies for assessing pupils' attainments were considered to be sound. However, there were weaknesses in the way teachers used the results of these assessments to adjust and improve the curriculum. The school has responded energetically to this judgement and now has assessment practices that are of a very high quality. The information that is gathered gives teachers a detailed view of what pupils know, understand and can do in all subjects. This information is very well used in the further planning of the curriculum. There are particularly detailed records kept of pupils' progress in literacy and numeracy. The deputy headteacher routinely monitors teachers' assessment records to ensure that they are maintained accurately. The school analyses the findings of National Curriculum and optional national tests. It makes very good use of these in planning targets for pupils to achieve and in adjusting its approach to teaching in order to improve standards. For example, findings from national English tests revealed shortcomings in pupils' narrative writing and the school has improved its teaching provision accordingly. Individual records give a detailed picture of pupils' attainment and progress. Samples of pupils' work are retained in their personal records to give additional information and these are reviewed at reasonable intervals.
53. There are good arrangements to track the progress of pupils with special educational needs. The results are well used when reviewing their Individual Education Plans. There are appropriate systems in place to identify pupils who need support in learning English as an additional language. Their progress is carefully monitored and recorded.
54. The attainments of children under five are suitably assessed from their earliest time in school. Class teachers and support staff work closely together in the nursery and the reception classes to monitor their progress.

**59. Pupils' spiritual, moral, social and cultural development**

55. The provision for pupils' moral and social development is very good and is a strength of the school. Arrangements for promoting pupils' spiritual and cultural development are good. The school has maintained the high standards in moral and social development that were noted at the last inspection. There have been improvements in the provision of spiritual and cultural education. There is no variation in the quality of the school's provision for spiritual, moral, social and cultural education for children under five or for the pupils in Key Stages 1 and 2.
56. There is good promotion of pupils' spiritual development in the well-organised morning assemblies. They are able to reflect about the meanings of stories and themes, for example, learning from the New Testament story of Zacchaeus that we can all learn from our mistakes and improve our lives. A calm atmosphere is fostered in assemblies by playing suitable music. Prayers are quietly and thoughtfully led. Acts of worship conform well to statutory requirements and have very significantly improved in quality since the last inspection. Pupils' experience spirituality in various subjects of the curriculum, including music, physical education, science and mathematics. At the end of a good physical education lesson, children in a reception class reflected attentively and sensitively to African music while cooling down from their exertions. In a very effective mathematics lesson, pupils in Year 5 demonstrated their sense of wonder when making new discoveries about the geometrical properties of triangles.
57. Pupils' moral development is consistently enhanced by the very good role models shown to them by teaching and non-teaching staff. From their earliest time in school, they are taught the difference between right and wrong as well as concepts such as fairness, honesty and kindness. In all classrooms there are eye-catching displays of rules. Pupils are involved in suggesting and drawing up codes of behaviour. In the playground, their awareness of the school's high expectations is reinforced by brightly painted notices. Circle time discussions are used well to promote a shared sense of practical care for others. The school's very active promotion of pupils' moral development is reflected in their generally good behaviour.
58. Pupils' social development is promoted strongly in lessons and in the wide range of additional activities offered, including clubs and educational visits. In many classroom discussions, pupils are encouraged to listen respectfully to others. In an excellent literacy lesson in Year 3, sensitive and skilful teaching ensured that very keen pupils waited for their turns to express their knowledge about dental care. Pupils are given many opportunities to collaborate in pairs and groups, for example, in mathematics, science, art and design and technology. They respond by sharing books, tools and other equipment sensibly and with consideration. The sharing of computers is well organised from the nursery to Year 6. Pupils are given a significant degree of responsibility. In most classes, monitors take turns to put out materials and to tidy up. In the nursery, children are taught from the day they enter school that it is their responsibility to put equipment away at the end of each session. Some older pupils are given opportunities to work with children in the nursery, assisting them to use computers during the midday break. Others are appointed as library monitors or to help with arrangements for assemblies. Pupils are provided with ample opportunities to raise funds for charities, including "Comic Relief" and Harvest Festival appeals.
59. Pupils' awareness of their own culture is promoted well, for example, in literacy, art, history, geography, music and religious education. Teachers provide many opportunities for them to develop an awareness of their own locality, as well as making comparisons with life in other places, including nearby rural villages. In religious education, they are given a secure understanding of Christianity, its festivals and the famous people whose lives have shown the impact of their faith. In art, pupils learn about famous artists, including van Gogh and Piet Mondrian. Since the last inspection, there have been improvements in the school's development of pupils' awareness of differing cultural heritages. They hear, sing and perform music from world-wide cultural traditions. There are numerous books, displays and computer

programs that provide understanding and information about peoples with differing cultural and ethnic backgrounds. In geography, pupils explore the similarities and differences between their lives and those of people in an Indian village. Their cultural development is enhanced by visitors to school, including a lady who cooked Indian food and assisted them in their understanding of Divali.

**64. Support, guidance and pupils' welfare**

60. There are good procedures for the support and guidance of pupils. Class teachers and other staff know their pupils well and are responsive to their needs. Pupils feel confident to approach teachers and adults for advice. As a result they feel safe and secure and this enables them to benefit fully from their educational opportunities. Support for children entering the nursery is particularly good. Treated with care and sensitivity, they settle quickly into established routines. Levels of support for pupils with special educational needs are good throughout the school, including very positive assistance from outside agencies.
61. Procedures for the monitoring of pupils' progress are very good, representing a considerable improvement since the last inspection, when arrangements were unsatisfactory. Regular reviews of pupils' progress are now conducted and the results are used to improve planning the curriculum and teaching to meet pupils' needs more closely.
62. Procedures for the promotion and monitoring of good behaviour are very effective. A detailed behaviour policy is in place and is consistently applied. Unsatisfactory behaviour is not tolerated and incidents are dealt with quickly and effectively. Appropriate sanctions are administered where necessary. The school has good strategies for preventing bullying and any instance of racial harassment. Support is received from behaviour management specialists to assist in meeting the needs of pupils with behavioural concerns and the school applies the resulting advice and strategies well. However, there is a need for further support, particularly in the form of classroom assistance, to help teachers in managing some pupils with behavioural concerns.
63. There are extensive and detailed arrangements for promoting good attendance, including rigorous enquiries to investigate reasons for absences. There are home-school consultations and the involvement of the education welfare service. However, the school has not yet succeeded in raising overall rates of attendance to a satisfactory level. Further action, including the setting and monitoring of targets for improvement, is necessary. The last inspection report made similar judgements about the unsatisfactory attendance levels, but there has been a considerable improvement in procedures for monitoring and encouraging better attendance.
64. Arrangements for child protection are very good. The school has adopted the local area child protection policy. An experienced member of staff is the designated responsible person. All staff are aware of their responsibilities in regard to child protection and receive suitable training.
65. In almost every respect, the health, safety and general well-being of pupils and staff are promoted well. There is a comprehensive health and safety policy which is fully implemented and reviewed regularly. Health and safety audits of the school premises are conducted frequently and the findings are recorded. Items requiring attention are passed to the relevant authorities for action. Fire appliances are checked annually and evacuation drills are carried out termly. The testing of portable electrical appliances is also carried out annually as required.
66. The school has developed a health education programme including elements of sex education, hygiene, healthy eating and awareness of drugs' misuse. The school is supported in the delivery of the programmes by the school nurse and, in the case of drug awareness, the police. There are adequate arrangements to provide first aid. Accidents are recorded and injuries are efficiently and sympathetically

dealt with. No health and safety concerns were noted during the inspection.

67. There are shortcomings in the school's arrangements for pupils to eat during the midday break. The supervision of pupils is over-relaxed with the result that many do not sit appropriately, some standing or walking between tables to talk to others. Too little help is offered, especially to younger pupils, when they are trying to eat. During the inspection, it was noted that many older pupils chose to sit in the playground in cold November weather to eat packed lunches, without active supervision. These procedures contrast adversely with the high quality of care, guidance and supervision shown in all other aspects of the school's work.
72. **Partnership with parents and the community**
68. The school provides parents with a good quality and quantity of information. The prospectus is detailed, informative and well presented. Similarly, the governors give parents a complete overview of their activities in their annual report. There are very effective arrangements to inform parents about their children's progress. The written annual report gives a good quality of information and indicates how pupils can improve. Three parents' evenings are held during the school year. At other times, teachers are readily available to discuss any matters or concerns that parents may have. The school has recently published, after consultation, a homework policy and a home-school agreement. Both documents were well received by parents, the majority of whom have returned forms confirming their commitment to the parent - school partnership. Parents of pupils with special educational needs are fully involved in annual reviews of their children's progress and in discussing their future learning targets.
69. There is a good level of parental involvement in the school. This is positively encouraged by teachers. The school has recently appointed a teacher with particular responsibilities to promote the partnership between parents and the community. A number of parents work regularly in the school on a voluntary basis, carrying out a variety of tasks including cooking, hearing readers, assisting in the running of clubs and sport and giving additional supervision on educational visits. They are welcomed as a valuable additional resource. The school maintains a database of willing parent helpers. There is an active Friends of Manford Association which organises social and fund-raising events to raise welcome extra revenue for the school. The events are usually well attended by parents.
70. At the pre-inspection meeting with inspectors, parents made supportive comments about the school, in particular stating that behaviour had dramatically improved and that standards generally were "higher than a few years ago". In their questionnaire, just over half of parents expressed themselves satisfied with the way the school handles suggestions and complaints. However, a minority of parents have expressed the view that concerns about decisions and policies are not always satisfactorily addressed. The school is aware of these sentiments, which largely relate to a specific contentious issue. It is taking steps to strengthen its partnership with parents, as shown by the recent appointment of a teacher with responsibility for this issue.
71. The school's links with the community are good. Use is made of the local area for environmental, geographical and historical studies. Pupils visit the local library on a regular basis. Other visits in the wider locality include the British Museum, Epping Forest Conservation Centre and Marsh Farm, Essex. Visitors from the community include the fire and police officers, theatre, dance and music groups, Christian outreach workers and members of other religious groups. Pupils participate in local sports events and competitions in which the swimming, football, netball and athletics teams enjoy a good degree of success.
72. Further links with the community include the provision of training opportunities for student teachers and for local college students to complete work experience assignments. There are plans to arrange for

Millennium tree planting in a local park. The Harvest Festival celebration was held in the local church and gifts were distributed to local homes for the elderly. There are good links with the receiving secondary school, including visits by pupils before they transfer. Teachers from the secondary school give considerable assistance to the school, including lessons in dance and design and technology. Recent links with local businesses have resulted in the acquisition of new computers and a projector for use in information technology lessons. These links involved pupils in recycling projects and in surveying and clearing litter in the area. Through the Redbridge Business and Education Partnership, the school acquired financial help to develop its environmental area.

73. All the links fostered by the school assist in the broadening of pupils' experiences, providing a sense of community and enhancing the learning opportunities offered by the school.

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

### 78. **Leadership and management**

74. The overall quality of the school's leadership and management is good. The headteacher provides strong leadership, working in close partnership with the deputy headteacher and senior members of staff. They are very well supported by a closely knit team of teachers, classroom assistants and administrative staff. As a result, there is a clear sense of educational direction in the school and a good capacity to continue making improvements. All staff have very positive awareness of their roles and responsibilities. The key issues from the last inspection have been successfully tackled. The implementation of the literacy hour has been well managed and good progress is currently being made in managing the introduction of the National Numeracy Project. The school has coped successfully with an expansion in its numbers and a high rate of turnover among its pupils.

75. The governors' role in the school's leadership has improved since the last inspection. Several governors, including the hardworking and knowledgeable chair of governors, take on particular responsibilities, attend training courses and work hard to support the school. These governors express a strong desire to increase their involvement in the life of the school. As a result, they have accepted additional tasks, including the organisation of the annual meeting and involvement in committee activities. However, the governing body's involvement in monitoring and evaluating the work of the school is underdeveloped as is their shared role in suggesting and considering options for school development and financial planning. Some governors have not attended meetings with sufficient regularity in recent years.

76. At the last inspection it was reported that subject co-ordinators were beginning to have an impact. However, there was no coherent strategy for monitoring and evaluating the work of the school. Since that time, very good progress has been made. Subject co-ordinators, several of whom are recent appointments, generally work very well to support their colleagues and to promote improvements in teaching and the curriculum. There are very positive arrangements to monitor the quality of pupils' work and lesson planning. Through the active leadership of the headteacher and deputy headteacher, classroom lessons are observed and evaluated. Detailed feedback is given to teachers to ensure that good practices are celebrated and spread and that shortcomings are eliminated.

77. The school has a very detailed policy for promoting equal opportunities in all of its activities. This is successfully put into practice, not only during lessons, but also in the extensive provision of extra-curricular activities. The management of provision for the high percentage of pupils with special educational needs is good. Procedures conform to the national Code of Practice. There is regular and beneficial collaboration between the special educational needs co-ordinator, teachers, support staff and specialist agencies. This contributes well to the good progress made by pupils. Arrangements for managing additional support to pupils learning English as an additional language has a very effective

impact, enhanced by co-operation with staff from the Redbridge Language Support Service.

78. School development planning has improved since the last inspection, when objectives were judged to be over-ambitious and to lack a longer term strategy. The current school development plan contains clear and relevant priorities, particularly focusing upon the raising of standards in literacy, numeracy and information technology. These are successfully being implemented with a notable example being the opening of the school's new information technology suite. The development plan identifies allocations of financial and other resources to implement its aims and shows how successes are to be measured.
79. In the school prospectus there are strong commitments to improve pupils' attainments within a friendly, safe and happy environment. These aims are being very well met. The school's aims do not directly refer to the creation of a close home-school partnership and a minority of parents have expressed some dissatisfaction about the management of the communications between themselves and the school. However, there is a hard-working and caring ethos where staff are easily accessible to discuss and respond to queries and concerns. In practice there is an evident commitment to strengthening links with parents.
80. In all respects the school is complying with statutory requirements. This represents a significant improvement since the last inspection. At that time, the provision of information technology, religious education and collective worship did not conform to the required standards.

85. **Staffing, accommodation and learning resources**

85. Staffing

81. The school has a dedicated and hardworking staff. They are well qualified to teach children under five, pupils in the primary age range and those with special educational needs. Arrangements are also made to ensure suitable teaching for pupils learning English as an additional language. As a whole, the teaching staff offers a good balance of subject expertise across the subjects of the National Curriculum, religious education and the agreed areas of learning for children under five. Teachers who co-ordinate subjects are well qualified for their particular areas. The support staff are suitably qualified and experienced for their roles. They make a very positive contribution to pupils' learning. They have a clear understanding of their responsibilities, most giving support to pupils with special educational needs. However, the numbers of support staff are currently insufficient to meet the extensive needs of the large numbers of pupils involved. This is particularly the case where the needs of pupils with behavioural concerns make additional demands upon the time of teachers in some classes. The school acknowledges this situation and is seeking ways of resolving it. Administrative staff and the site manager provide friendly and efficient service.
82. The school organises a detailed and relevant programme for the in-service training of teachers and support staff. This is a strength of the school and ensures that they have full knowledge of their part in implementing priorities, like literacy and numeracy, as well as receiving personal professional development. A form of appraisal is conducted by the headteacher and senior members of staff to assist teachers in their career development and to help them in carrying out their responsibilities effectively. Subject co-ordinators keep up to date by attending courses and pass on information to their colleagues. Arrangements to support newly qualified teachers are very thorough. Each is paired with an experienced member of staff as well as being given guidance in the classroom, feedback on their lessons and access to training.

87. Accommodation

83. Overall, the school's accommodation is very good and makes a very effective contribution to pupils' progress. The school's grounds are extensive and attractively laid out. There is a large hard surface playground and a very extensive field for sport and physical education. Further playground improvements are planned. There is a pleasant enclosed pond within the environmental area which gives good opportunities for practical scientific work. The environment outside of the nursery has been developed very well, providing a garden and ample space for large toys and activities.
84. Within the building there are useful shared areas outside the classrooms giving many opportunities for displays of work, group teaching and storage of books and equipment. Additional rooms provide space for specialist teaching, including the new computer suite and a pleasant and well-equipped special educational needs base. The two halls offer good accommodation for drama, music, physical education and collective worship. There is a separate dining room. The standards of maintenance and decoration are satisfactory throughout the school. There are attractive and well-chosen displays of pupils' work. The library area is small and cramped. The school acknowledges that it does not provide an effective facility for pupils to make investigations and research for information and has longer-term plans to improve it.

Resources.

85. The quality and quantity of learning resources are good overall. In English, there is a good range of big books, equipment and books for guided reading, many of which have been recently purchased for the implementation of the literacy hour. However, many of the individual graded reading books are old and worn and there are plans to replace these. There is a suitable range of fiction and non-fiction books, many of which are stored in classrooms or in topic boxes. Resources in mathematics, art, geography, history, science, music and physical education are of good quality and quantity. The school has greatly improved the resources available for information technology and these are now very good. There have been significant improvements in resources to support learning in religious education since the last inspection. These are now satisfactory, as are the resources available for design and technology. Generally, resources are well stored and accessible. Funds provided by the Friends of Manford Association and by grants from business links have been very usefully deployed to enhance resources, for example, in books and computers.

90. **The efficiency of the school**

86. The school's financial planning is satisfactory. Financial and other resources are allocated in line with targets specified in the school development plan. The headteacher plans the budget which is approved by the finance committee and subsequently by the full governing body. Although governors are aware of the school's priorities, they are currently insufficiently involved at early stages of the budget planning process. Spending is carefully monitored by the headteacher, the school's finance officer and by the finance committee of the governing body. Funds are used well to improve the curriculum and to raise attainment. For example, spending on resources and training to implement the literacy and numeracy periods is having a very positive impact on pupils' progress and attainment.
87. The prudent financial management noted in the last inspection report has continued. The school brought forward a very large accumulated surplus from the last financial year. Much of this money was already allocated to major projects, for example, the development of the computer suite and improvements to security. Building work was delayed. Consequently the school was holding substantial funds in its reserves. The computer suite has now been completed and its use is already raising attainment in information technology across the whole school. The school values the contribution of the Friends of Manford Association, whose members work hard to raise additional funds for projects such as the environmental area.

88. The school makes good use overall of funds allocated for special purposes. There is very effective support for the high proportion of pupils with special educational needs and they make good progress. The school does not yet receive direct funding for supporting pupils with English as an additional language. However, the work of visiting staff has a positive impact on these pupils' progress.
89. The deployment of the school's teaching and support staff is good. Curriculum co-ordinators make good use of time, both in drawing up planning documentation and supporting their colleagues. They also make very efficient use of time when they are released from their classes to monitor standards of teaching and learning in their subjects. Additional support allocated to literacy and numeracy lessons in Years 5 and 6 is having a beneficial effect on standards.
90. The school makes very effective use of its accommodation. Classrooms are generally well organised with attractive displays promoting good standards of work. The school also makes good use of its resources. These are well organised and readily accessible. The computer suite is already in full operation. Time is used very well. Lessons begin punctually and good use is made, for example, of all exterior doors along the extensive corridor area to ensure that pupils come into school promptly and that time is not wasted at the start of sessions.
91. The school's accounts were audited just before the inspection. All major aspects of its financial affairs were reported to be well controlled. Recommendations from the audit have been acted upon. Day-to-day routines, communications and administrative processes run smoothly.
92. The school provides a good quality of education. Key issues from the previous report have been addressed successfully. Pupils are making good progress and there are strong indications that standards of attainment are rising. Income per pupil is below average, taking the extra costs of London schools into account. Pupils' attitudes to learning are very positive, and pupils' behaviour and personal development are good. In view of these factors, as well as the numbers of pupils eligible for free school meals and the low standards in language, literacy and numeracy when children first commence, the school is giving good value for money. This is an improvement on the judgement made in the previous inspection.
- 97.

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

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

93. Children are admitted to the nursery after their third birthday. They enter the reception classes in September or January of the year in which they are five. Nearly all the children in the reception classes have received some pre-school educational experiences, mainly in the school's nursery. When children come into the nursery, their knowledge and skills vary widely, but in general they are below those expected for their age.

94. All children, including those with special educational needs, and those learning English as an additional language, make good progress in the nursery and in the reception classes. By the time they start working on the National Curriculum's programmes of study, the majority of children's attainments are broadly in line with the recommended learning objectives for their age.

### **99. Personal and social development**

95. Children make good progress in the nursery and in the reception classes in their personal and social development. The staff act as good role models and explain clearly what is expected of them. Children are speedily taught to put their hands up and not to call out. Some simple nursery rules are shared with the children. Many of the children are very reticent to speak when they enter the nursery, some are learning English as an additional language. With constant encouragement and the provision of varied opportunities to express themselves, these children are beginning to form positive relationships and to communicate effectively with one another and with adults. They soon answer 'good morning' when their names are called during registration. They participate willingly in the directed activities prepared for them and are learning to play collaboratively, for example, in the home corner with the zoo animals. By the time the children enter the reception classes they can share, take turns and work and play independently or in pairs. For example, children play dice games during a mathematics and wait patiently for others to take their turns. Children show a good level of independence, for example, changing for physical education and getting themselves dressed to play outside. Children respond well to the praise and encouragement they receive from the adults. They show a responsible attitude as they begin to help clear up and put equipment away at the end of sessions.

96. The teaching of personal and social development is good in the nursery and in the reception classes. Teachers foster good relationships between all the adults and children. Purposeful and interesting activities are provided, including a visit to Hainault Forest for children in the reception classes and the study of a rabbit in the nursery. These activities help to develop children's confidence and independence.

101. Language and Literacy

97. Most children make good progress in language and literacy. Most enter the nursery with very limited speaking skills and often communicate in one-word answers and by nods. They are encouraged to answer and speak in every situation. Gradually, their range of vocabulary increases. Children's speaking skills are improved by many opportunities to listen to stories and rhymes. They join in with appropriate responses and also regularly sing and chant to reinforce new words. Teachers talk to children and encourage them to respond through all activities, including role-play. The very attractive story room in the nursery provides a stimulating environment in which children can develop literacy skills. There are many colourful books which children can share together or with an adult. There are a range of papers, pads, pencils and pens in the writing area to foster early writing skills. Children are given the opportunity to listen to rhymes and sing songs every day. Children in the reception classes enjoy sharing big books, can recognise rhyming words and know about ten initial sounds. Most children can read books with an initial range of sight vocabulary and repetitive text with expression and understanding. They are learning to form letters correctly and many can write their name. The visit to Hainault Forest was well used to promote literacy. The children thought of words to describe what they saw and heard, like "twigs snapping" and "leaves crunching".

98. Overall, teaching in language and literacy is good. Adults interact very well with the children, exploiting all opportunities to increase children's vocabulary. They select interesting stories that encourage children to listen carefully. Teachers use praise very well to build up confidence and self-esteem.

103. Mathematical development

99. Children make good progress in mathematical development both in the nursery and in the reception classes. In the nursery, children are presented with many and varied opportunities to count, sort and match shapes. Children in the reception classes recognise and write numbers to six, placing these in order. Many children can throw a dice, add two numbers together and record the answer. Most children understand subtraction and can take one away from numbers up to 10. They use number lines to count forwards and backwards. There are good opportunities for children capable of higher attainment to make faster progress. For example, higher-attaining children can add into double figures and record their answers correctly. Children enjoy mathematical activities. Games frequently reinforce what they are taught. Children play games with dice and spinners, concentrating well and taking turns.

100. The teaching of mathematical development is generally good. Teachers plan a wide range of practical activities promoting understanding of number, space and shape. Teachers know their children well and plan work that is appropriately matched to their previous learning. They make very positive use of incidental classroom situations to promote children's use of number, for example, when putting them into groups.

Knowledge and understanding of the world.

101. Pupils make good progress in this area of learning, both in the nursery and in the reception classes. The very attractive displays in the nursery and reception classes make a very effective contribution to developing children's understanding of the world around them. Children in the nursery have opportunities to feel different materials like feathers, bark, and sponge. They taste various fruits, including pineapple, melon, grapes. They investigate by using binoculars, a kaleidoscope and a magnifying glass. Children in the reception class talk about their model village, which they made following a walk round the neighbourhood looking at the different buildings. They know that they began as babies and can talk about some of the changes that have taken place as they have grown. They know that it is important to keep clean and can name some things that help us to do this, for example, soap, shampoo, flannel. Following a visit from a dentist, they explain the importance of keeping teeth clean. Children in the nursery and the reception classes use the computer competently. In the nursery, they use the computer's mouse to turn the page of a talking story or move clothes across the screen to "dress a

teddy." The children in the reception classes made their own lamps to celebrate Divali, increasing their knowledge and understanding of the wider world. Children handle a range of equipment and materials with growing confidence, working with jigsaws, construction materials and building blocks.

102. The stimulating interactive displays in the nursery and the reception classes provide evidence of good teaching in this area. There are three computers in the nursery. These are always available and loaded with suitable programs to extend children's learning. Children are encouraged to be independent, but teachers intervene and support when necessary. The teachers in the reception classes plan opportunities for children to use the computer in their learning across the curriculum, for example, in literacy to learn particular letter sounds each week.

107. Creative development

103. Pupils make good progress in their creative development. In the nursery they are provided with frequent opportunities for observational drawing, painting and experimenting with modelling materials. They begin to mix two colours of paint to make a third colour and show their fascination when changes occur.

Children in the reception classes build on this knowledge when they mix paint to colour "Elmer the Elephant." The children use a range of containers, paint, coloured paper and joining materials to make musical instruments. They concentrate for a considerable time to make shakers, scrapers and drums. Teachers talk to the children and ask questions throughout each session to extend their vocabulary. Children make 'glasses' using coloured cellophane paper and discover that everything looks green, red or yellow, depending on the colour of paper they have chosen. Children in the nursery listen to music, sing and play percussion instruments every day. They sing expressively and with a growing sense of rhythm. In the reception classes children are taught modelling skills of rolling, stretching, marking and joining so that they are able to make more realistic models. They paint autumn pictures using appropriate colours. Listening skills are developed as they hear and copy simple rhythms. They listen intently as the teacher plays an instrument behind a screen and guess the instrument being played. They can then say whether it is being played softly or loudly. The range of toys available in the nursery garden gives good opportunities for dramatic play, for example, bikes, scooters, ambulance, fire engine, police car, garage with petrol pumps and a crossing patrol uniform. These are used responsibly by the children in both nursery and reception classes.

104. The teaching of creative development is carefully planned. Supporting staff work closely with teachers, making positive contributions to children's learning as when participating in role-play and helping children to select the most appropriate materials for their models.

109. Physical development

105. Children make good progress in physical development. Children with special educational needs are well supported, allowing them to be fully involved in all activities. They consequently make good progress.

Most children can manipulate scissors, pencils, paint brushes and construction equipment with reasonable skill for their age. Children in the reception classes listen very well, watch carefully and follow instructions in physical education. They use space well in dance lessons, being fully aware of the space needed by others. Children enjoy the range of opportunities, both inside and outside, that contribute towards their physical development. They are learning to move in different ways, for example, marching, and to co-ordinate their arms and legs and to vary their speed.

106. Overall, the teaching of physical development is good and is enhanced by the favourable level of outdoor equipment in the nursery garden. Lessons in gymnastics and dance for the reception class children are well planned and make a very positive contribution to their physical development. Teaching and support staff have a very sensitive awareness of the children's safety.

111. Teaching

107. The overall quality of teaching in the nursery and the reception classes is good. This represents an improvement since the last inspection when teaching was judged to be satisfactory overall. There have recently been changes in teaching, the curriculum and the management of the school's provision for pupils in the early years. These are having a good impact upon children's progress. Staff across the three classes plan the curriculum as a team, promoting consistency and ensuring that tasks match children's needs and build well upon their previous learning. There is a high quality of collaboration between teaching and non-teaching staff, who plan and organise activities together. The staff make energetic and successful efforts to settle children within a very caring and secure environment. Links with parents are being improved, for example, through regular newsletters and meetings to explain what the children are learning. Parents are made welcome by the staff who are readily accessible at the beginning and end of each session. Teachers continuously assess the children's progress and use the resulting information to evaluate and adjust the activities planned for them.

112. **ENGLISH, MATHEMATICS AND SCIENCE**

112. **English**

108. At the end of Key Stage 1, the percentage of pupils attaining the expected standard (Level 2) was well below average in reading in the 1999 National Curriculum tests. Pupils' attainments were below average overall in writing. However, the percentage of pupils achieving the higher Level 3 was above national averages in reading and writing. When compared to the results achieved by pupils in similar schools, the proportion of pupils attaining Level 2 was below average in reading and writing. The proportion of pupils reaching the higher Level 3 was much higher than generally found in similar schools.
109. At the end of Key Stage 2, the percentage of pupils attaining the expected standards in reading and writing and in English in the 1999 National Curriculum tests was below national averages. However, results were not significantly different from those found in similar schools. Closer analysis shows that the proportion of pupils attaining at the higher levels at both key stages was above average compared with that found nationally and in similar schools.
110. Evidence taken during the inspection shows that pupils' progress is good throughout the school. This includes the progress made by pupils with special educational needs and those learning English as an additional language. At the end of both key stages, pupils' attainments are broadly in line with national averages. Inspection evidence demonstrates that the implementation of the literacy hour is having a positive effect on standards.
111. Standards of attainment in speaking and listening are in line with those expected nationally by the end of both key stages. Findings are similar to those at the previous inspection. Most pupils in Year 2 listen attentively during whole-class sessions. They show confidence in speaking to the class, for example when reading their poems. Pupils in Year 6 convey their opinions clearly. Higher-attaining pupils are articulate and converse confidently. Most pupils develop their ideas thoughtfully and use relevant subject vocabulary, for example when discussing work in science. Lower-attaining pupils speak with some confidence, but often use a more limited range of vocabulary. Pupils are making good progress in developing their skills through planned opportunities for speaking and listening in all subject areas. For example in Year 1, pupils are encouraged to explain their answers in discussion about the story of "The Little Red Hen" and to take part in role-play. Year 3 pupils make good progress in acquiring and using relevant vocabulary related to their work on the human body, using words such as "incisor", "vitamin" and "fluoride". Pupils have good opportunities for developing and explaining their ideas thoughtfully and for learning to be aware of others' points of view and feelings in lessons such as religious education

and when making constructive criticism of others' work in dance. Pupils with special educational needs and those with English as an additional language also make good progress. They are well supported by teachers and classroom support staff.

112. Standards of attainment in reading are in line with national expectations by the end of both key stages, as they were at the time of the previous inspection. Most Year 2 pupils read simple texts accurately and understand the story. Lower-attaining pupils are more hesitant. Higher-attaining pupils read fluently and with expression, and are already enthusiastic readers. Pupils have satisfactory phonic skills and use these to tackle unfamiliar words. They understand and use alphabetical order, for example to find words in a simple dictionary. By the end of Key Stage 2, most pupils read confidently and with expression. They begin to use the skills of inference and deduction and demonstrate sound skills when working in class on comprehension exercises. Higher-attaining pupils read fluently. They can support their views on the plot by quoting from the text.
113. Pupils' progress in reading is good overall, although not all pupils are sufficiently challenged by their individual reading books. They read during the literacy hour and also read through a system of graded individual reading books. Parent volunteers make a valuable additional contribution to the reading programme by hearing pupils regularly. Pupils make good progress during the literacy hour in reading and understanding a range of different texts. For example pupils in Year 4 make good progress in understanding the use of headlines in newspapers. Year 5 pupils all made good progress in understanding the structure of a passage and the author's techniques as they worked together on a passage from "The Railway Children". The monitoring of individual reading by teachers is inconsistent across the school and some pupils who have progressed quickly are reading unchallenging material. Pupils with special educational needs and those with English as an additional language also make good progress because they receive good support.
114. Standards of attainment in writing are in line with national expectations at the end of both key stages, and this shows an improvement at Key Stage 2 compared with the previous inspection. Presentation of work and handwriting in general is now good, and the school has made significant progress in this aspect. Pupils in Year 2 write stories and accounts sequencing their sentences logically. They begin to use basic punctuation correctly. Higher-attaining pupils write more fluently, using a wider vocabulary and with greater variety of sentence structure. Lower-attainers successfully follow a structure provided by the teacher and compose simple sentences. By Year 6, pupils' writing is often lively, interesting and well organised, for example when Year 6 pupils wrote "newspaper accounts" about the discovery of a frozen mammoth. Higher-attaining pupils punctuate their work well and make imaginative choices of vocabulary. Lower-attaining pupils receive necessary support in organising their writing. They use a more restricted vocabulary and their skills in basic punctuation are not yet secure.
115. Pupils are making good progress overall in writing, although progress in a few lessons is more limited because independent tasks are not always matched well to the needs of all pupils. For example, in a Year 1 lesson activities were too complex for pupils to manage without support. In another Year 1 lesson pupils made good progress in understanding when to use full stops. Year 2 pupils made good progress in a handwriting lesson as they concentrated on practising joined writing. The teaching of phonic skills is generally good and effective links are made between reading and spelling. Teachers skilfully draw pupils' attention to "rules", for example in Year 3, where all pupils began to develop an understanding of how the endings of words change to form the past tense of verbs. Year 5 pupils made good progress in improving their technical skills of punctuation and their use of adjectives as they worked on using dialogue to start a story. Pupils with special educational needs make good progress, often as a result of well-focused support or skilful encouragement from the class teacher. Those pupils with English as an additional language also make good progress, and a scrutiny of pupils' work shows some examples of very good progress over time.

116. Pupils' attitudes to English lessons are good overall. Although there are a small minority of pupils who find it difficult to sustain concentration, most pupils show interest and listen attentively. They show respect for others' ideas and relationships are usually good. Most pupils are eager to offer answers in whole class sessions. Pupils take a pride in their work and most try hard to present their work neatly. Year 6 pupils show a mature attitude and many are eager to finish written tasks in their own time.
117. The quality of teaching is good overall at both key stages. In Key Stage 2, some teaching is very good. Examples of outstanding teaching were observed in Year 3 and in a Year 6 group lesson. Where teaching is best, all pupils are challenged, and there is a focus throughout the lesson on the learning objectives. High expectations, skilful questioning and expressive lively teaching results in very good progress. In one lesson, the teacher was very effective in engaging the pupils' interest by presenting work on guided writing as a joint enterprise so that they felt a strong sense of ownership. All teachers plan thoroughly and planning is good. Resources are well prepared and well chosen. Most classroom organisation is good, although in a minority of classrooms at Key Stage 2 arrangements for the whole-class session show shortcomings when some pupils cannot see the text clearly. Activities are usually interesting and in most classes well matched to the needs of pupils. Teachers ensure that pupils with special educational needs are given good support, and there is good liaison with support staff. The quality of group support by classroom assistants is good. Behaviour management is usually very good and little time is wasted. In most lessons teachers use the end of lesson summary well to reinforce teaching points with the whole class. The quality of teaching at Key Stage 2 has improved since the last inspection.
118. Literacy is promoted well across the school. There are good examples of pupils' writing in all relevant subjects, and written work is effectively displayed in the classrooms, corridor and in the entrance hall. Examples of extended writing in history and geography show that the technical skills of spelling, punctuation and sequencing are becoming well established. Pupils have good opportunities to use reference books and information technology to support their learning. They develop satisfactory skills in locating and interpreting information. Through use of homework there is satisfactory involvement of parents' in promoting their children's literacy skills.
119. The co-ordinator for English provides strong leadership. She monitors and supports teaching and learning and accurately identifies areas for development. The school has appropriately identified the need to renew the individual reading book stock. Many books are outdated, and some quite dull and unstimulating. However, textbooks and resources are of good quality. The library is very small for the size and needs of the school and cannot be used effectively for independent research. However, there are flourishing book clubs and older pupils visit the local library to develop their research skills. Procedures for the assessment of pupils' attainments and their progress, put in place since the last inspection, are very good. Pupils are set individual targets for improvement. These are well established and successfully involve them in monitoring their own progress.
124. **Mathematics**
120. In the National Curriculum tests taken at the end of Key Stage 1 in 1999, the percentage of pupils attaining the accepted standard for their age (Level 2) was below the national average. However, the proportion of pupils achieving the higher Level 3 was well above national averages. By comparison with the results achieved by pupils in schools with similar backgrounds, the percentage of pupils attaining Level 2 is average. The percentage of pupils attaining the higher Level 3, very much higher than that found in similar schools. Evidence seen during the inspection shows that the attainments of the oldest pupils in Key Stage 1 are broadly in line with national averages. A significant minority of pupils are attaining standards above the national average.
121. At the end of Key Stage 2, the percentage of pupils attaining the accepted standards for their age (Level

- 4) was below national averages in the 1999 National Curriculum tests. However, the percentage of pupils attaining the higher Level 5 was in line with national averages. By comparison with the results achieved by pupils in similar schools, pupils' attainments were average, with a somewhat higher than average proportion achieving higher levels. Evidence taken during the inspection shows that the oldest pupils at Key Stage 2 are attaining average standards overall for their age. It also confirms that a significant minority of pupils are confidently achieving higher levels of attainment.
122. Pupils' attainments at the end of both key stages are broadly similar to those recorded at the last inspection. However, there is a significantly higher proportion of pupils at the end of both key stages who are achieving above average standards.
123. Since the last inspection, the school has made considerable improvements in teaching and the curriculum. The subject is currently being given a high priority in the school's development planning. The National Numeracy Strategy is being implemented energetically and successfully. As a result, the curriculum has been improved to give a strong emphasis upon mental arithmetic, raising pupils' competence and confidence. Pupils' work also includes a much greater degree of investigation and problem solving, encouraging them to use and apply their mathematical knowledge. They are also required to discuss and explain their mathematical thinking, using correct terms, with a beneficial impact upon their progress.
124. Pupils, including those with special educational needs and those learning English as an additional language, are making good progress at Key Stage 1. By the time they are seven, the majority of pupils can count in twos, fours, fives and tens, forwards and backwards to 100. They can add and subtract capably and have a secure understanding of the place value of numbers. They recognise patterns made by numbers, for example, when tens are added to numbers. Some explain that "when you keep adding ten the ten's number increases by one, but the other number stays the same". Pupils use mental calculation confidently. They speedily recall addition and subtraction facts to at least 20. Higher-attaining pupils use number squares capably to add and subtract to 100. In discussion and answers to questions, pupils often use correct mathematical language to describe how they have reached their answers to addition and subtraction problems. They understand that there is more than one way to solve a problem and that they can choose which method to use. They can transfer their calculation skills to solve problems using money and measurements. Pupils collect and record statistical data about aspects of their lives, competently making block graphs and using these for comparisons. They know the geometrical properties of simple two- and three- dimensional shapes.
125. Pupils continue to make good progress in Key Stage 2. By the end of the key stage, pupils are developing a good range of mathematical language, using it competently when talking about their work. This language is attractively displayed in many classrooms, reinforcing pupils' learning. Pupils use the four rules of number competently working in thousands, hundred, tens and units. They know a range of tables and can recall known facts, such as doubling, to solve problems. Pupils are acquiring a sound knowledge of geometry, based upon investigations and the use of practical equipment. In a good lesson, pupils in Year 5 made practical investigations to find out about the properties of different triangles, using mirrors to identify lines of symmetry and protractors to measure angles. They recorded their findings sensibly and precisely.
126. Pupils develop their mathematical skills and knowledge in other subjects of the curriculum. For example, pupils in Year 3 draw Venn diagrams to record the differences and similarities between life in Hainault when compared with the village of Blackmore. In history, pupils at both key stages use time lines to record the sequences of events. Pupils use computer programs to extend their understanding of shapes and to perform numerical calculations. In Year 6, pupils record the results of science experiments, first in written tables and then in line graphs.

127. Pupils' attitudes to mathematics are almost always good. They listen attentively to the teacher and are enthusiastic and eager to answer questions. They settle well to tasks, and work with sustained concentration. Pupils take a pride in their work and present it neatly and clearly. The older pupils persevere well in challenging tasks and enjoy the feeling of success. Some show a positive sense of triumph when discovering facts for themselves. Pupils listen with respect when others are explaining their mathematical thinking. Pupils work well independently and also collaboratively when required to do so. They share equipment sensibly. Pupils' positive attitudes contribute to the good progress they make in lessons.
128. Overall, the quality of teaching is good in both key stages. Teachers have a good knowledge of mathematics and have adapted their teaching styles very effectively to the demands of the National Numeracy Strategy. Some lessons for the older pupils in Key Stage 2 are very well taught, with considerable use of investigations and plenty of challenge to motivate pupils. Teachers' management of pupils is very good, including the use of regular praise and diligent circulation around the classroom, giving support and advice. Most lessons are managed at a brisk pace and resources are used very positively. Teachers' lesson planning is very good and clearly identifies the skills they want their pupils to acquire. In the most successful lessons, teachers use a logical, methodical approach to explain concepts, then consolidate pupils' new learning with well-matched tasks. Lessons almost always conclude with a useful discussion and summary of what pupils have learnt. Pupils' work is marked regularly and written comments are informative. Homework effectively consolidates and extends pupils' learning. There are good assessment procedures in place, which are used to improve teaching and the curriculum. The good quality of the teaching received by pupils makes a good contribution to their good progress and improvements in their attainment.
129. At the last inspection several weaknesses were identified. For example, teachers' short-term lesson planning was insufficiently detailed. This situation has been successfully tackled. Assessment of pupils' progress was identified as a weakness in Key Stage 2, resulting in a lack of challenge for pupils capable of higher achievement. They were often set repetitive tasks. Assessment procedures are now good throughout the school and the needs of all pupils are well met. The last inspection report also identified the need for much more emphasis on using and applying mathematics. The school has addressed this issue very well. Resources were judged to be barely satisfactory at the last inspection. They are now good.

134.

#### **Science**

130. The attainment of pupils in science is securely in line with national averages at the end of both Key Stages. This is a similar picture to that seen in the results of the National Curriculum tests and teacher assessments. There have been variations in attainment in the tests over the last three years but the overall picture is one of improvement, particularly in the higher levels at Key Stage 2. In the 1999 teacher assessments, pupils' attainment towards the end of Key Stage 1 was shown to be broadly similar to the national average. Test results for pupils at the end of Key Stage 2 show that overall they were close to national averages. The school has responded well to the findings of the previous inspection and ensured that its higher-attaining pupils are suitably challenged. The effectiveness of their strategies is shown by the increase in the number of pupils achieving the higher Level 5 in the 1999 national tests. Standards achieved at the end of both key stages are broadly in line with those achieved by schools with similar backgrounds, except at Key Stage 1, where the percentage of pupils achieving the higher Level 3 is well above average.
131. By the end of Key Stage 1 pupils carry out simple investigations, finding out about sources of light in a very dark room and exploring how the presence of their shadows is affected by the amount of direct sunlight. They construct electrical circuits and draw these accurately, explaining how they work. They

use their knowledge of circuits correctly to identify which are open and which are closed. Pupils record their findings accurately in writing and in block graphs. Younger pupils recognise differences and similarities between themselves and their classmates. They are able to classify living things according to their similarities and differences. The older pupils learn about common materials and are able to raise questions about their suitability, for example, identifying material that is inappropriate for house building. They undertake simple investigations such as testing the waterproofing of a range of materials and make simple predictions and observations, arriving at reasonable conclusions. They record their findings in a variety of ways using diagrams and graphs, explaining these in writing. As they move through the key stage, pupils, including those with special educational needs and those learning English as an additional language, make good progress.

132. By the end of Key Stage 2, pupils conduct experiments capably, understanding that their tests must be fair. They are able to plan investigations within frameworks provided by their teachers. They are less confident in selecting materials and equipment for themselves, being given fewer opportunities to develop this skill. The oldest pupils have a thorough understanding of forces. They conduct interesting experiments, for example, with elastic bands to test the force exerted by stretching. They recognise that different width bands give different results and make very precise measurements of their results. They discuss comparisons well and make clear recordings of their findings, using line graphs.
133. Pupils make good progress throughout Key Stage 2. This includes those with special educational needs and those learning English as an additional language. They present their work very neatly, recording their findings clearly in writing, line and bar graphs and a variety of diagrams. Diagrams are labelled clearly. Pupils are acquiring the correct scientific vocabulary and using it consistently both in class discussions and in their written work. Younger pupils are acquiring a suitable level of knowledge, for their age, of the workings of the human skeleton. They learn about care of teeth and can explain the effect of sugar and colouring on the condition of their teeth. They understand that dental care and a varied diet are essential to healthy teeth. A scrutiny of pupils' work shows that pupils are covering all the required programmes of study thoroughly and that they are given regular opportunities for investigative and practical work. This is carefully linked to the scientific knowledge that they are acquiring. As they move through Key Stage 2, they take increasing responsibility for planning the layout and recording of their work and in undertaking more complex investigations.
134. Pupils have good attitudes to this subject. They particularly enjoy the practical aspects of science and work well with partners and in small groups. They share equipment well, such as batteries and bulbs in Year 2. Pupils discuss their work sensibly, often using the entire scientific vocabulary they have acquired! They understand the need to handle equipment carefully and safely. Year 6 pupils explain clearly why they need to wear safety goggles when stretching elastic bands with gram weights. Pupils' behaviour is generally good and they pay close attention to their teachers. In a very rare instance during the inspection, a few pupils became restless and wasted time, having a negative impact on the pupils working nearest to them.
135. Overall, the teaching of science throughout both key stages is good. There are some examples of good, and even very good, teaching. In a rare instance, teaching was unsatisfactory. Teachers' knowledge of the subject is at least satisfactory and at Key Stage 2 it is often good. Teachers plan their lessons well, using the school's detailed scheme of work to ensure that pupils' learning builds steadily on what they have been taught in previous lessons. Teachers ensure that pupils capable of higher attainment are properly challenged. They generally take care to provide work that enables pupils with special educational needs to take a full part in science lessons. This is particularly the case when classroom support assistants are available. In a good lesson observed in Year 5, the teacher worked very closely to support pupils with learning difficulties, explaining tasks clearly. Careful explanations and questioning enabled these pupils to make good progress. Teachers manage their pupils very well and establish good relationships. In a very good lesson in Year 3, the teacher's high expectations engaged pupils' attention from the start. In a briskly taught lesson, these pupils quickly increased their scientific vocabulary and

undertook a very capable investigation into the impact of different solutions poured on to egg shells. Teachers generally provide their pupils with an ample range of equipment. However, opportunities are sometimes missed, especially in older classes at Key Stage 2, for pupils to move on to select their own materials. In an unsatisfactory lesson at Key Stage 1, pupils were kept inactive for too long, waiting for conditions to be suitable for their work. As a result, some became restless and during that time little learning took place.

136. Teaching and the curriculum have considerably improved in science since the last inspection. Arrangements are now made to challenge pupils capable of higher attainment. Pupils' written recording of their work is now good. Secure links are made to develop pupils' literacy and numeracy in science lessons. The subject is energetically managed by a very knowledgeable co-ordinator, who has promoted a strong emphasis upon practical and investigative work. There are reliable assessment procedures to measure pupils' progress. Resources have been improved and are now good. Pupils have access to the school's recently developed environmental area.

141. **OTHER SUBJECTS**

141. **Information technology**

137. By the end of both key stages, pupils are attaining the expected standards for their age. This represents a very significant improvement since the previous inspection, when standards were judged to be below national expectations and pupils' progress was unsatisfactory. The subject now meets the requirements outlined in the National Curriculum, in contrast to the situation found at the previous inspection. Until recently pupils had limited opportunities to develop their skills, knowledge and understanding in using information technology because of deficiencies in equipment and an underdeveloped curriculum.
138. Regular lessons in the newly opened computer suite are having a very positive impact on the standards pupils achieve and upon their progress. Pupils at both key stages, including those who have special educational needs and those for whom English is an additional language, make good progress in all aspects of the information technology curriculum. They quickly develop skills. Pupils in Year 1 represent information graphically in pictograms. By the end of Key Stage 1, pupils follow instructions competently to enter a program and set up a new file. They can develop and display their ideas in picture forms. For example, pupils in Year 2 created a fireworks picture using different colours and tools. By the end of Key Stage 2, pupils use information technology with increasing confidence. They open files, enter information, save and print their work, use multimedia presentations and, with help, successfully access the Internet to find information. For example, many pupils in Year 6 are able to open a web site based in the United States. They assemble images, text and sound on a multimedia page to gain ideas for making their own Millennium greetings cards.
139. Pupils are keen and enthusiastic and have a positive attitude to learning. They listen carefully to instructions and collaborate well in pairs. Pupils with more knowledge and experience readily help other pupils. They are careful in their use of the computer. Pupils ask as well as answer questions because they are so keen to find out more.
140. Overall, the quality of teaching is good. Teaching is never less than satisfactory and in some instances it is very good. In the best lessons, pupils are managed well and good relationships have been established between pupils and adults. Planning for lessons is detailed and teachers have secure subject knowledge, as seen in their clear instructions and very good demonstrations of skills. Those teachers who lack confidence and expertise in the subject have enough knowledge of the programs they use to be able to explain tasks clearly and to resolve pupils' difficulties. This owes much to the support given by the

subject co-ordinator who arranges for teachers to work informally preparing the programs they are shortly to use with pupils. Another important factor is the quality of training provided for staff. This has vastly improved since the previous inspection.

141. The curriculum is now well planned. A clear subject policy has recently been reviewed. The co-ordinator gives an energetic lead, developing a scheme of work that successfully gives good guidance to teachers in planning their lessons. Sufficient time is now allocated to the subject. Use of information technology supports learning in other subjects well. Computer programs are used to extend pupils' learning in English, mathematics, science, history, geography, art and music. For example, pupils in Year 6 accessed a program on the Ancient Greeks and Year 2 pupils produced pictures in the styles of famous artists, using artistic facilities available to them on the computer. The subject is further enhanced by the introduction of lunchtime and after-school computer clubs. Plans are in place to use grants under the National Grid for Learning to purchase more computers for the information technology suite.

146. **Religious education**

142. At the end of both key stages, pupils' attainments are in line with the standards outlined in the locally agreed syllabus for religious education. This represents an improvement since the last inspection when it was judged that the requirements of the locally agreed syllabus were not being fully met and that insufficient time was given to the teaching of the subject. The school has worked positively to improve the curriculum, enhance teachers' knowledge and increase resources. All pupils, including those with special educational needs and those learning English as an additional language, are making satisfactory progress at both key stages. This is an improvement since the last inspection when pupils' progress in Key Stage 2 was inconsistent and sometimes unsatisfactory.

143. By the end of both key stages pupils have reasonable recall of the topics they have covered. As they move through Key Stage 1, pupils begin to appreciate that people belong to different faiths. In Year 1, pupils begin to understand the underlying meaning of the Christian ritual of baptism. They learn about the ceremony itself and consider the importance of belonging to the Christian family. Year 2 pupils consider what is special to them and understand that each religion has its special books and artefacts and that these should be treated with reverence. Pupils are beginning to develop a good level of interest in religions other than their own. Year 2 pupils listened with interest whilst the teacher explained how a Moslem would take care of the Koran. As pupils move through the key stage, they develop an increasing willingness and ability to relate what they have learnt to their own experiences and to their own attitudes and behaviour.

144. At Key Stage 2, pupils continue to develop an understanding that religious beliefs affect people's behaviour. By the age of eleven pupils have considered aspects of <sup>2</sup>six major faiths and are acquiring knowledge of rituals, stories and symbolism in these religions. They are developing the facility to reflect on questions of belief and the relevance to their own lives. Pupils in Year 5 are able to express their personal beliefs about creation after considering the teachings of some of the major faiths. Year 3 pupils recall in detail the New Testament story about Zacchaeus the tax collector and discuss the meaning of forgiveness in that story and in their own lives. This ability to consider the underlying themes in the stories develops as they move through the key stage. In Year 6, pupils showed a good level of insight for their age when they imagined what Christ may have thought before his crucifixion.

145. At both key stages, pupils' awareness of religious issues and their capacity to reflect upon the meaning of stories from Christianity and other faiths is considerably extended by well organised assemblies and acts of worship.

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<sup>2</sup> Six major faiths – Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

146. Pupils' attitudes to religion are mostly good at both key stages. They listen carefully and are keen to answer questions about the information and ideas they encounter. From an early age they are prepared to share their own experiences and beliefs. For example, in Year 2 pupils listened with interest whilst a Moslem pupil explained that it was important to her to study the Koran in Arabic.
147. The teaching of religious education is satisfactory overall. However, there is variation. Some lessons seen during the inspection were good and even very good. One unsatisfactory lesson was seen. Teachers usually create positive relationships with their pupils, enabling them to discuss issues and ideas in a sensible and reflective manner. They build time into the lesson for discussions and role-play, either in groups or as a whole class. Teachers also set relevant written work that extends and consolidates pupils' understanding well. This also makes a good contribution to the development of their literacy skills. In the better lessons, teachers' use of stories and discussion enhances pupils' knowledge of particular faiths and helps them to recognise the values and meaning implicit in the religious teachings. For example, in a very good lesson observed at Key Stage 2 the teacher's skilful exposition and questioning enabled pupils to understand why Zacchaeus was an outcast in his community. They could suggest why Jesus chose him, nevertheless. Their insights into forgiveness were extended by relating the story to their own lives and to the importance of making amends for past wrongs. In the one unsatisfactory lesson, the introductory story was rushed, giving pupils too little time to reflect upon its theme. The ensuing discussion did not satisfactorily develop the aims of the lesson, which finished early. Sometimes teachers try to discuss aspects from too many religions in a lesson, confusing pupils.
148. The curriculum co-ordinator has a high level of subject expertise and has successfully introduced a scheme of work based securely on the requirements of the locally agreed syllabus. There is a satisfactory level of resources and books. The school acknowledges that there is a continuing need to extend teachers' expertise and to organise more educational visits to places of worship.

153.

#### **Art**

149. At both key stages, pupils are making satisfactory progress. This includes pupils with special educational needs and those learning English as an additional language, This judgement is broadly similar to that made in the last inspection report.
150. In Key Stage 1, pupils use a suitable range of materials, including paints, crayons, pastels and fabrics to create pictures and collages. Pupils in Year 1 produce attractive displays of their portrait drawings, using pastels. Pupils acquire skills in mixing colours. In Year 2, they learn to make colours lighter and darker. They develop sound observational drawing skills, as when sketching musical instruments. Pupils examine the works of famous artists and use the computer capably to create colourful pictorial designs in the styles of Piet Mondrian and Jackson Pollock.
151. In Key Stage 2, pupils' artistic skills are extended through productive links with other subjects. They express their historical knowledge well by designing and painting Egyptian death masks. In Year 6, pupils use the computer capably to illustrate the legend of Theseus and the Minotaur as well as designing colourful Ancient Greek plates. Pupils in Year 3 use salt, sugar and sawdust to add texture to their paints when composing portraits and collage features. Pupils in Key Stage 2 use a broad range of materials, including clay, chalk, pastels and charcoal. When shading and drawing portraits of others in their class, some pupils in Year 5 use charcoal very effectively. They also extend their drawing skills effectively by making pastel sketches of various fruits. Pupils continue to assess the styles of famous artists, as in Year 3, where they draw faces using techniques observed in Picasso's paintings.
152. Pupils' attitudes to art are good. They behave well in lessons and work with perseverance. They listen

carefully to their teacher's instructions, closely observe demonstrations and readily seek help when they need it. Pupils work well together sharing equipment and ideas cheerfully. They examine and assess one another's work with respect, for example, in Year 6 when creating pictures to show negative feelings.

153. The quality of teaching in art is generally good and occasionally very good. Teachers plan their lessons well and set clear learning objectives for their pupils. They ensure that pupils have a range of suitable resources to choose from. During lessons, teachers encourage discussion among pupils and they circulate well to support them while working. In the best lessons teachers have high expectations of what pupils can do.
154. The school is well placed to improve the quality of teaching and the curriculum in art. There is a newly appointed co-ordinator for the subject who is working energetically to design and introduce a new scheme of work. Following an audit of resources, additional materials have been purchased and the school further intends to purchase further equipment as well as more books showing the work and techniques of famous artists.

159. **Design and technology**

155. Only two lessons in design and technology were seen at each key stage. However, a good range of additional evidence was drawn from the scrutiny of teachers' planning, examples of pupils' work on display and by discussion with older pupils. It is evident that pupils' progress in design and technology is satisfactory throughout the school, including those with special educational needs and those learning English as an additional language. This is a similar picture to that found during the last inspection at Key Stage 2. However, there has been a decline in the rate of progress at Key Stage 1 since the last inspection, when it was judged to be good. This is largely due to a reduction in the time and priority given to this subject in response to the national emphasis upon literacy and numeracy.
156. As pupils move through Key Stage 1, they work with a suitable range of hard and soft materials, such as paper, stiff card, wood and plastic construction materials. They join materials in different ways and in Year 1, pupils capably explain how to attach two strips of card with a split pin, ensuring that these move freely. In Year 2, pupils apply the skills they have acquired to design and make vehicles from wood. These are constructed and decorated to a reasonable standard for their age.
157. Pupils at Key Stage 2 draft plans which reflect careful thought about how they are going to make particular products. Pupils explain why it is important to plan their ideas. They develop increasing skill in discussing ideas and assessing any difficulties before they start making their models. Pupils in Year 4, when designing greetings cards, include a series of levers to make pictures move and produce sketches that show how the levers will operate. Year 6 pupils produce detailed plans for making a wind powered vehicle and are beginning to understand the importance of adjusting their designs to improve their effectiveness. Evidence from lesson observations, scrutiny of work and conversations with pupils show that they work with a reasonable range of hard and soft materials including wood and fabric. The older pupils are able to measure with precision and use such tools as glue guns and hacksaws safely. Pupils in Year 5 evaluate different types of bread and identify their varying characteristics, such as flavour and texture.
158. In the lessons seen, it is clear that pupils enjoy design and technology. They take pride in their work and are keen to talk about their projects. Discussions with pupils indicate that they are aware of safety issues when using cutting tools and the importance of good hygiene when working with food. They mostly collaborate well with others, sharing their ideas and equipment.

159. Overall, the teaching of design and technology is good. In one lesson observed in Year 6, teaching was very good. Teachers try wherever possible to link projects in design and technology with pupils' learning in other subjects. For example, in Year 5, pupils are given opportunities to make musical instruments. Lessons are carefully planned and give reasonable attention to both the designing and making aspects of this subject. Year 6 pupils benefit from working with a specialist design and technology teacher from the receiving secondary school for part of the year. In a good lesson observed at Key Stage 1 pupils were required to design a Christmas card with moving parts. The teacher emphasised the importance of careful design. She explained clearly the different ways in which levers could be used to manipulate the moving parts of the card. The good quality of the presentation and clarity of explanation enabled the pupils to sketch designs in which they identified the moving part and decided how it would move. By the end of the lesson the pupils understood why it was important to label their sketches clearly. In the very good lesson, the teacher showed a significant degree of subject expertise, enabling a group of lower-attaining pupils to design a wind powered vehicle and competently use hacksaws.
160. The subject co-ordinator is in the process of revising schemes of work in design and technology to give improved guidance to teachers in planning their lessons.

165.

### **Geography**

161. Only two geography lessons were seen at each key stage during the inspection. However, further evidence was taken from the scrutiny of past and present work (including displays), planning documents and discussions with pupils and teachers. From this evidence it is clear that pupils are making good progress at both key stages. Pupils with special educational needs and those learning English as an additional language are making similarly good progress. Overall, the rate of pupils' progress has improved since the last inspection, particularly at Key Stage 2.
162. Pupils in Key Stage 1 are soon able to describe the main features of their own locality. The youngest pupils survey traffic patterns along local roads. They also identify buildings and their different uses, including shops, houses, their school and the library. Pupils give sensible opinions about their environment and what they would like to see improved, for example noting litter in the park. Throughout the key stage, pupils represent objects on plans and maps. The youngest pupils track "Jack's route to the Beanstalk" while in Year 2, pupils identify the areas of the world visited by Pooh Bear and Horace Hippo. Older pupils compare their own environment capably with that described in stories about a fictional Scottish island.
163. The younger pupils in Key Stage 2 make very effective studies of the nearby rural village of Blackmore. They make interesting comparisons between village buildings like the school, church, homes and shops with those in Hainault. They give sensible opinions about the two areas, some saying that Blackmore is too quiet. These pupils understand that the siting of villages and towns depends upon landscape features like rivers, hills and the quality of the soil. Pupils' progress is further enhanced by fieldwork activities in Epping Forest. They observe, measure and record the flow of a river and describe their findings using correct terms, such as meander and source. Through links with their historical topic, pupils have a good appreciation of the importance of rivers, knowing about the vital role played by the Nile upon life in Egypt.
164. Older pupils in Key Stage 2 capably compare their own locality with those in the Derbyshire Peak District and in an Indian village. They learn how people meet universal needs for housing, education, employment and food by adapting to widely differing environmental conditions and climates. Their skills in using maps are well developed, both when they identify local features and when finding countries and climatic zones on world maps.

165. At both key stages, the use of firsthand observations, photographs and maps has a good impact upon pupils' progress. The new scheme of work also has a beneficial impact, assisting teachers to provide an interesting and balanced curriculum. This very positively emphasises the development of pupils' practical geographical skills and their use of correct subject language, as well as adding to their knowledge.
166. Pupils' attitudes to geography are generally good. They discuss their ideas and opinions with interest, for example, when identifying features of their locality. They enjoy practical fieldwork activities and behave well when studying outside of their classrooms.
167. The teaching of geography is good overall. Teachers use the new scheme of work well to plan lessons that build steadily upon pupils' previous work. They use a broad range of strategies to motivate pupils, including visits, use of photographs and maps and ample opportunities for discussion. Geographical tasks are carefully matched to pupils' differing needs. Teachers link geographical work well to other subjects. They ensure that pupils' literacy skills are enhanced by carefully presented written work. Pupils use mathematics, for example, when comparing populations of different countries and when drawing intersecting circles to plot contrasts and similarities between different places.
168. Management of the subject is very good, with the provision of the new scheme of work, improvements in resources and active monitoring to ensure that there is secure consistency of approach between classes.

173.

### **History**

169. Three history lessons were seen during the inspection. Further evidence was taken from displays in classrooms and corridors, pupils' work, planning documents and discussions with pupils and teachers. This evidence shows that pupils are making good progress at both key stages. This judgement is the same as that made in the previous inspection report at Key Stage 1, but there has been an improvement in pupils' progress at Key Stage 2.
170. Pupils at Key Stage 1 are gaining a secure awareness of the passage of time. They discuss aspects of their own growth, comparing themselves with teenagers, adults and elderly people. Pupils acquire a positive knowledge of the lives of some famous people, the times in which they lived and their achievements. In Year 2, pupils competently describe how Florence Nightingale worked to improve conditions for wounded soldiers in the Crimean War. They begin to understand how hospitals have changed and developed since Victorian times.
171. Pupils have a growing sense of chronology at Key Stage 2. They use time lines to plot sequences of events within the historical periods they are studying. Pupils have a growing understanding of social and economic developments, for example, about the lives of rich and poor children in Victorian times. Their progress is enhanced by handling artefacts, studying photographs and pictures and making visits, for example, to the Bethnal Green Museum of Childhood. Pupils keenly compare Victorian children's toys with their own, examining the different materials being used and discussing their own preferences.
- Pupils gain extensive knowledge of ancient civilisations. Pupils in Year 6 have extensive knowledge of domestic, religious and political affairs in Ancient Greece, including schools, markets, theatres and religion. Their progress has been particularly extended by participation in a "theme day" organised by teachers in collaboration with visiting actors. Pupils were able to dress in Greek-style costume, take part in a banquet and debate whether to support Hades or Aphrodite as their chosen gods.
172. Strong management of the subject contributes well to the rate of pupils' progress. A new scheme of work has been introduced. This links the history curriculum skilfully with pupils' learning in other subjects. For example, pupils learn songs that reinforce their knowledge of historical facts. In dance lessons,

pupils in Year 6 compose athletic movements to represent aspects of the Olympic Games, including throwing a javelin. Pupils use computers extensively to investigate history. Some use CD-ROM programs that allow them to make realistic studies of life in such periods as Tudor and Victorian England and Ancient Egypt. The oldest pupils use computers very well to write out illustrated descriptions and news reports about the legend of Theseus and the Minotaur.

173. Pupils show much interest in history. They cheerfully discuss their knowledge and give their opinions. When working in groups, pupils collaborate well to record comparisons and information. They share books, pictures and computers well.
174. The teaching of history is good overall at both key stages. Teachers are using the new scheme of work very effectively to develop pupils' historical thinking and their knowledge. Pupils of differing abilities are well challenged by the tasks they are given. In a good lesson investigating Greek gods, pupils with special educational needs worked well to discover and record information while those capable of high attainment made detailed investigations. Teachers organise interesting visits as well as recruiting expert visitors to work with pupils in school. They ensure that pupils' work is neatly presented and recognise their progress by giving careful support in lessons and informative written comments.

## **Music**

175. Pupils' progress in music is good throughout the school and on some occasions it is very good. This includes those pupils who have special educational needs and those who are learning English as an additional language. This judgement is similar to that made in the last inspection report for pupils at Key Stage 1. At Key Stage 2, the rate of pupils' progress has greatly improved since the previous inspection when it was reported to be unsatisfactory.
176. In Key Stage 1, pupils develop an awareness of rhythm, dynamics and pitch, for example, by becoming conscious of the different sounds each instrument makes. They listen carefully to pieces of music to identify such musical instruments as violins, maracas and drums. Pupils in Years 1 and 2 make good progress in learning new songs. They confidently sing a range of songs, aware of the need to keep in time with others.
177. Pupils in Key Stage 2 effectively build on their previous learning and some make very good progress in developing their musical skills. They use a wide range of musical instruments to compose in groups. They organise and perform their compositions expressively. For example, pupils in Year 6 composed different pieces of music to represent various moods and atmospheres as in the fairground or at sea. All pupils effectively learn to play the recorder in Key Stage 2 and are acquiring the skills to read notes on the treble clef stave. In addition, pupils in Year 4 develop their own graphical notation with symbols to represent sounds. The high level of teachers' commitment and their expectations for pupils' achievement have a significant impact on their progress. Pupils in Key Stage 2 sing together confidently and sensitively with clear diction. The progress of those pupils who attend choir or learn to play a musical instrument is very good.
178. Pupils' attitudes to music are very good. They enjoy performing, whether singing or playing an instrument. Pupils demonstrate a good appreciation of music and take pride in what they create. Most pupils listen attentively, are well behaved and persevere at tasks set. In Year 6, the level of concentration is high and is sustained throughout the lesson. Literacy skills are promoted well at both key stages through the emphasis that is placed on learning the words of a wide range of songs and on teaching the correct technical vocabulary.
179. Overall, the quality of teaching is good. Teaching ranges from satisfactory to very good. In the best

lessons seen, teachers have a very secure knowledge of the subject and make very good use of time and resources. They use classroom management to very good effect to create a stimulating and highly motivating learning environment. Pace and content is brisk and this challenges pupils of all abilities and keeps them focused. Teachers work very well together. Planning is effective and they have high expectations of pupils' participation and behaviour. There are notable opportunities for newly qualified teachers to observe good practice so that they can improve their own knowledge and expertise. Where teaching is less effective, in otherwise satisfactory lessons, knowledge and understanding of the subject is less secure. Procedures for assessing pupils' progress are simple but effective and are used to make adjustments to the curriculum.

180. The subject is skilfully co-ordinated. Pupils are provided with a rich programme of music. A detailed scheme of work gives secure guidance for the teaching of skills throughout the school. This is a great improvement since the previous inspection when there was no useful scheme of work. There are many worthwhile opportunities provided for pupils to learn a musical instrument or sing in the choir and make good links with local musical ensembles. Specialist musicians visit the school. All these contribute to the quality of the music curriculum. Pupils are given various opportunities to perform publicly through concerts and celebrations of religious festivals. There is appropriate musical provision across the curriculum, for example, in the choice of songs to support learning about historical knowledge of the Greeks, Romans and Egyptians. Information technology is also used to support pupils' learning.
181. The resources for music are centrally stored and are good in quantity and quality. Instruments reflect western and world-wide cultural traditions and are regularly used to create mood and atmosphere.

182. During the inspection week, the majority of physical education lessons observed were in dance. Two gymnastics lessons were observed and one games session in which pupils received cricket coaching. It was not possible to observe any swimming lessons, but considerable evidence has been taken from discussions with teachers and an examination of planning documents and records of pupils' achievements.
183. In Key Stage 1, pupils make satisfactory progress in physical education. This includes those with special educational needs and those who are learning English as an additional language. Pupils describe some of the effects that exercise has on their bodies. They practise and refine movements, learning some traditional dances as well as developing a more individual response to music. Pupils in Year 1 listen carefully to music from "The Carnival of the Animals" and, following guidance from the teacher, vary their movements as the music changes. Year 2 pupils follow instructions from a tape to learn basic country dance movements, and successfully combine these to perform a simple sequence.
184. At Key Stage 2, pupils' progress in physical education is satisfactory overall. However, pupils make good and sometimes very good progress in dance. Progress is best in Years 3 and 4, and relates directly to the quality of teaching. In one outstanding lesson in Year 3, pupils responded very imaginatively to a well chosen poem and effective music. With the teacher's guidance they developed a very good dance sequence, becoming "Whirlygums", varying pace, level and direction. The quality of movement was often very good. Year 4 pupils also made very good progress as they worked in pairs and then fours to develop dance sequences. Pupils in Year 6 make satisfactory progress as they develop dance sequences linked with their work in history. Pupils are attentive as they watch others demonstrate and make constructive critical comments when asked. Year 5 pupils have very good opportunities to develop their skills by attending coaching at the local cricket school. They learn the correct techniques for batting and bowling, and are making satisfactory progress overall. Many find batting easier to master than the more challenging bowling action. Progress in gymnastics lessons is satisfactory. Pupils work safely alone and in groups to develop and improve sequences of movement, although for a few pupils in one lesson progress was limited because the apparatus was not well organised.
185. Most pupils enjoy physical education lessons and attitudes to dance are very good, particularly in Year 3. Pupils become completely absorbed in the dance and are highly motivated. Their behaviour is good in most lessons. In a few classes pupils with very challenging behaviour find it difficult to participate. Pupils throughout the school try hard and show respect when they watch others demonstrate. Relationships are good and by Year 6, pupils are able to give and accept criticism in a mature way.
186. The overall quality of teaching is satisfactory at Key Stage 1, and good at Key Stage 2. No unsatisfactory teaching was observed, but some outstanding teaching of dance was seen in Years 3 and 4. Where teaching is best, the lessons are very thoroughly prepared. Teaching points are made both while the pupils move and through well-chosen demonstrations by pupils and teachers. The pace of the lesson is exciting, maintaining pupils' interest and total involvement. All teachers show awareness of the need to begin and end lessons with appropriate warm-up and cool-down sessions, although the quality of these vary from very good to perfunctory. Opportunities are missed in Key Stage 2 to remind pupils of the beneficial effects of exercise on their bodies. Teachers are conscientious over health and safety aspects such as removing jewellery, and use of apparatus. However, in a number of lessons teachers did not change their shoes although it is school policy to do so. Behaviour management is good, although there is not enough support for pupils with behaviour difficulties in some classes. As a result teachers are working under additional pressure and their time is sometimes diverted for too long from most of the class.
187. There is an excellent range of extra-curricular activities, many taught by teachers in their own time.

Clubs include football, netball, gymnastics and country dancing. Year 6 pupils take part in adventurous outdoor pursuits when they take part in a residential visit to Wales. Pupils successfully compete against other schools in gymnastics, represent the school in an annual swimming gala, and take part in local athletics competitions. The school has a football and netball team and regularly competes with other schools. Pupils also have the opportunity to have tennis coaching in school. The accommodation contributes very well to pupils' progress, with two large halls, a field and large hard play area.

## Swimming

188. The inspection of this school included a focused view of swimming, which is reported below:
189. Pupils in Year 5 undertake an intensive three-week swimming course at Fulwell Cross pool, attending daily for a half-hour lesson. This year the course started at the end of September, so it was not possible to observe swimming lessons in progress. Judgements are therefore based on information provided by the school.
190. The percentage of pupils who achieve the required standard varies from year to year. Over four years between 75 and 84 per cent of pupils leaving the school were able to swim 25 metres. Provision for swimming has been reduced and there is no longer provision for all pupils to consolidate their skills during weekly lessons in Year 6. Non-swimmers in Year 6 may be taken to repeat the intensive swimming course, although the school felt that this was not appropriate this year for the few children who might be taken. The school has understandable concern for the impact on attainment on literacy and numeracy of missing three weeks work.
191. Pupils are awarded graded certificates for achievement. Records of these are kept, both by the school and by the instructors at the pool. The local authority monitors attainment. Qualified instructors employed by the local authority teach all lessons, so teachers from the school are not involved in planning, teaching or assessing swimming lessons. The school plans to ensure that swimming takes the place of one of the usual physical education lessons. Teachers report that coaches always arrive promptly, so little time is wasted.
192. The school enters the annual inter-school swimming competitions and achieved well this year. Most of those who represent the school attend swimming clubs, and receive regular coaching.
193. Pupils move on to a number of different secondary schools. There is no formal process in place for transferring information about achievement in swimming.
- 198.

## **PART C: INSPECTION DATA**

### **198. SUMMARY OF INSPECTION EVIDENCE**

194. The inspection was carried out by a team of 6 inspectors who between them spent a total of 25.5 days in the school.

During the inspection:

- More than 102 hours were spent in observing lessons, scrutinising pupils' work, hearing them read and holding discussions with pupils about their work.
- 121 lessons or parts of lessons were observed.
- A representative sample of pupils from all classes read to inspectors.
- 21 parents attended a pre-inspection meeting with inspectors and 47 parents returned questionnaires giving their views.
- A meeting was held with the governing body.
- A meeting was held at which the registered inspector spoke to school staff and answered questions.
- Assemblies and registrations were attended.
- Discussions were held with teaching and support staff, including the office staff and the caretaker.
- Discussions were held with individual governors, including the chair of governors and governors with particular responsibilities.
- Meetings were held with representative staff from external agencies, including the Redbridge Language Support Service.
- Discussions were held with some parents.
- A representative sample of pupils' work from all years groups was scrutinised, together with pupils' records, annual reports and Individual Education Plans. Teachers' planning documents were scrutinised.
- Aspects of their work were discussed with pupils.
- Observations were made at breaks, lunchtimes and after school.
- Minutes of governors' meetings, school policy documents, the prospectus, governors' annual report, curriculum and development plans and financial statements were examined.
- Teachers were given feedback at the end of lessons and all teachers with responsibilities for co-ordinating subjects were given an end-of-inspection review of main findings in their areas of responsibility.

## 200. DATA AND INDICATORS

### 200. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	372	3	122	98
Nursery	33	1	4	0

### 200. Teachers and classes

#### 200. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	17.2
Number of pupils per qualified teacher:	21.6

#### 200. Education support staff (YR - Y6)

Total number of education support staff:	8
Total aggregate hours worked each week:	123

#### 200. Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent):	2
Number of pupils per qualified teacher:	16.5

#### 200. Education support staff (Nursery class)

Total number of education support staff:	1
Total aggregate hours worked each week:	25

Average class size	27
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200.

### Financial data

Financial year: 1998 - 1999

£

Total Income	727,633
Total Expenditure	704,741
Expenditure per pupil	1,842

Balance brought forward from previous year	98,894
Balance carried forward to next year	121,786

200.

## 201. PARENTAL SURVEY

Number of questionnaires sent out: 387

Number of questionnaires returned: 47

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	19	64	11	6	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	11	68	11	9	2
The school handles complaints from parents well	8	43	30	15	4
The school gives me a clear understanding of what is taught	13	68	17	2	0
The school keeps me well informed about my child(ren)'s progress	13	66	17	4	0
The school enables my child(ren) to achieve a good standard of work	17	58	21	2	2
The school encourages children to get involved in more than just their daily lessons	8	60	17	15	0
I am satisfied with the work that my child(ren) is/are expected to do at home	6	51	28	11	4
The school's values and attitudes have a positive effect on my child(ren)	13	61	17	8	0
The school achieves high standards of good behaviour	15	47	28	6	4
My child(ren) like(s) school	41	55	2	2	0

### 201.

#### 201. Other issues raised by parents

No significant issues were raised that are not covered by responses to the questionnaire.