

# INSPECTION REPORT

## **MONEGA PRIMARY SCHOOL.**

Manor Park.

LEA area: NEWHAM

Unique reference number: 102731

Head teacher: Mr. Robert Henney

Reporting inspector: Mrs. S.M.Barnes  
16249

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> July 2000

Inspection number: 190517

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Monega Road Manor Park London
Postcode:	E12 6TT
Telephone number:	020 8472 0533
Fax number:	020 8470 7433
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Lewis Boyce
Date of previous inspection:	4 <sup>th</sup> – 7 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. S.M.Barnes	Registered inspector	design and technology	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed?
Mrs.D.Shields	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs.J.Strickland	Team Inspector	English	Pupils' attitudes, values and personal development.
Mrs.L.Wright	Team Inspector	science, information technology.	
Mr.R.Braithwaite	Team inspector	mathematics	Curricular and other opportunities.
Mrs.P.White	Team Inspector	music, religious education, provision for pupils with special educational needs.	
Mr. J.Wilkinson	Team Inspector	geography, physical education, education for children under five.	
Mrs.R.Harrison	Team inspector	art, history, provision for pupils with English as an additional language, equal opportunities.	

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

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

### **INFORMATION ABOUT THE SCHOOL**

Monega Primary School is a three-form entry school attended by 645 boys and girls aged from five to eleven. In addition the school has a nursery that has 52 full time equivalent places for nursery children. The school is situated in the London Borough of Newham and serves a diverse multi-ethnic community. Pupils come from a range of different ethnic backgrounds, the majority of which are Asian, and between them speak 27 different languages. The majority of the pupils speak English as an additional language and nearly half are at an early stage of language acquisition. They come from a range of different home circumstances, including a significant proportion of children from refugee families. The number of pupils who enter or leave the school at other than the reception or Year 6 classes is much higher than average at around fifteen per cent. More than half the pupils are eligible for free school meals. Overall the socio-economic background of the pupils is well below average. Attainment on entry to the school covers the full range but is well below average overall, particularly in pupils' use of English language and their personal and social development.

The school is housed in a Victorian three-story building and has a suitable playground but no playing fields. There is enhanced provision for blind and visually impaired pupils. The proportion of pupils with special educational needs is higher than average, and there is a high proportion of pupils with statements of their need.

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

This is an effective school, with sound leadership and management overall. The leadership of the head teacher and deputy are good. Teaching is currently good for children under five and satisfactory overall throughout the school. Pupils make at least satisfactory progress in all aspects of their learning, and progress for pupils with special educational needs and children under five is good. Pupils throughout the school make good progress in art. Although children begin school with standards of attainment which are well below average, they make good progress overall and achieve standards considerably better than their starting points. Overall the school provides good value for money.

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

- The teaching and learning for children under five in the nursery and reception is now good, and they get a good start to their education.
- Educational provision for pupils with special educational needs is good and for those who are visually impaired it is very good. It is fully inclusive for all pupils.
- The provision for pupils' social and moral development is very good and relationships within the school are good. As a result pupils' behaviour is very good and they have very positive attitudes to their work.
- The leadership by the head teacher and deputy is good.
- There is good teaching and learning of information technology, which has led to a good level of improvement in pupils' standards.
- Progress in art throughout the school is good.
- Procedures for monitoring attendance are very good as are those for child protection and ensuring pupils' welfare.

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

- Assessment of pupils' progress in subjects other than numeracy is weak. (This has been identified by the school as an area for improvement).
- Pupils make unsatisfactory progress in religious education at Key Stage 2.
- Standards in speaking are below average because opportunities for this are variable throughout the school.
- Identification of individual needs of pupils with English as an additional language takes too long and their progress in language acquisition is not monitored with sufficient rigour.
- Experimental and investigative science is not taught regularly enough for pupils in all year groups to make sufficient progress.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory level of improvement since the previous inspection in November 1996 and the school is in a suitable position to continue that improvement. Appropriate action has been taken to remedy health and safety issues identified at that time. There has been a suitable amount of progress in the development of daily planning. There has been a significant improvement in the teaching and learning of children under five and this is now a strength of the school. Expectations have been raised and pupils now make generally satisfactory progress in English and mathematics. There has been a significant improvement in the teaching of information technology and pupils are currently making good progress in their learning. The statutory requirements for information technology are fully met and appropriate time is allocated to geography, history and design and technology. There has been appropriate action to ensure that the school's stated vision aims and values are met. However, while there has been significant improvement in the systems to assess and monitor pupils' attainment in mathematics, they are still insufficiently well developed in other subjects to monitor individual pupil's progress effectively throughout the school.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	D	A
mathematics	C	E	B	A
science	A	E	C	A

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

As can be seen from the table above, the results of the end of key stage tests in English in 1999 were below average. However when compared with the results of pupils from similar schools they were well above average. In mathematics, results were above the national average and well above average when compared with similar schools. Results in science were average and also well above average when compared to similar schools. There have been fluctuations in results over time and these are largely attributable to the significant numbers of pupils who enter or leave school other than at reception or Year 6. The school effectively met the targets set for the numbers of pupils to attain Level 4 or above in the national tests. Inspection evidence shows that standards in English are below average, although pupils make satisfactory progress and generally their achievements are appropriate. Standards in mathematics are currently below average in contrast to the 1999 end of key stage tests, because a significant proportion of pupils left or joined the cohort during the year. Standards in science are average and pupils make steady progress throughout the school. Pupils make particularly good progress in information technology and art. However pupils' skills in spoken English, and attainment in religious education at the end of Key Stage 2 are unsatisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. They are keen to learn and attentive to their teachers.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are well behaved in lessons, as they move around the school and during playtimes.
Personal development and relationships	Pupils' personal development is good. It is particularly good for children under five in the nursery and reception classes. Relationships are good

	throughout the school.
Attendance	Despite the very good efforts that the school makes to promote good attendance, this is below average. Families take frequent extended holidays during term time.

### TEACHING AND LEARNING

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

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

During the week of inspection, all of the teaching of children under five was at least satisfactory and most was good. It was good in ninety five per cent of lessons. Teaching of children under five in the nursery and reception classes is good. As a result they make good progress in their learning in all aspects of the curriculum. At Key Stage 1, nearly all of the teaching was at least satisfactory and nearly half of it was good. On occasion it was very good. At Key Stage 2, ninety four per cent of the teaching was satisfactory or better. Nearly fifty per cent was good and eighteen per cent was very good. On occasion teaching was excellent. Six per cent of lessons were unsatisfactory. Teaching in English is satisfactory overall throughout the school, literacy is satisfactorily taught, and pupils make steady progress overall. Teaching of mathematics is good and pupils make progress that is at least satisfactory and often good. Numeracy is effectively taught and pupils make good progress as a result. Teaching in art and information technology is good and pupils throughout the school make good progress. Teaching of pupils with special educational needs is good and for visually impaired pupils it is very good. As a result, these pupils make good progress towards their learning targets. Teaching in religious education at Key Stage 2 is unsatisfactory and pupils make insufficient progress in their learning of some of the areas of the locally Agreed Syllabus. Teaching in all other areas of the curriculum is satisfactory and pupils make steady progress in their learning. Teaching of pupils with English as an additional language is satisfactory overall. However, identification of the needs of pupils newly arrived in school is not always swift enough and as a result they do not always make optimum progress in their learning.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five in the nursery and reception classes is good and children have a good range of learning opportunities. It is satisfactory throughout Key Stage 1 and 2.
Provision for pupils with special educational needs	Pupils receive good and sometimes very good support from the teachers and classroom assistants and make good progress towards their targets. Provision for special educational needs pupils, particularly the visually impaired, is a good example of inclusive education.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is satisfactory overall. However, their needs are not always swiftly assessed when they enter school at other than nursery or reception.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual development is satisfactory and for their cultural development it is good. The provision for their moral and social development is very good and is a strength of the school.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good. The procedures for assessing and monitoring academic performance are unsatisfactory, except for mathematics where they are good. There is insufficient information in most subjects to guide curriculum planning

	effectively. Procedures for monitoring and supporting pupils' personal development are good. Procedures for monitoring attendance and behaviour are very good.
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Parents have generally positive views of the school. The school has effective links with parents and they make appropriate contributions to their children's learning at school and at home. They are provided with satisfactory information, although not all reports contain sufficient information on all subjects of the curriculum.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the head teacher and other key staff	The leadership of the school is sound overall and that of the head teacher and deputy is good.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities appropriately. They have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The systems for monitoring and evaluating performance are sound.
The strategic use of resources	The strategic use of resources is good. The school makes efficient use of specific grants and other funding. The principles of best value are soundly applied.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• They are well taught and make good progress.</li> <li>• Behaviour is good.</li> <li>• The school is well led and managed.</li> <li>• Pupils are helped to become mature and responsible.</li> <li>• Parents would feel confident to approach the school with questions and problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel their children do not get the right amount of homework.</li> </ul>

The inspection team broadly agree with the positive points raised by parents. Teaching is sound and pupils make at least satisfactory progress in most areas of the curriculum. The school is well led and managed and there is very good provision for pupils' social development. Pupils are given an appropriate amount of work to do at home.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery from a variety of cultural backgrounds and their standards of attainment on entry are well below average, particularly in personal and social development and knowledge of English. The school has developed a "settling-in" policy to support pupils on entry to school, with an appropriate emphasis on language development. The results of assessments when children first join school indicate that standards that are well below average. Children under five who come from homes where English is not the first language, have English skills that are particularly weak on entry to school. Children respond well to the supportive environment and structured curriculum of the nursery and reception classes and make good progress, appropriately supported by multi-lingual support staff. By the age of five most children do not reach the desirable learning outcomes and many still require support with their language development. They are confident learners, and enjoy opportunities to speak although levels of fluency and accuracy continue to be hesitant.
2. Attainment in the national tests in English was below average at Key Stage 1 in 1999. Trends over time show that over the past four years the performance of both boys and girls in reading and writing at seven has been well below the national average. In 1999, it was also well below the standard attained by pupils in similar schools. At Key Stage 2, attainment was well below average for both boys and girls until 1999, but in that year it improved significantly. Results were then very close to the national average and they were well above average when compared with those of pupils from similar schools.
3. All these results should be seen in the school context of low attainment on entry, a high percentage of pupils who do not speak English as their first language, and an above average mobility rate. When these factors are taken into account, it is clear that the majority of pupils make at least satisfactory and sometimes good progress as they move up through both key stages. Pupils make satisfactory progress overall at Key Stage 1. However, standards in reading, writing and speaking are still below average at the end of Key Stage 1. Pupils listen attentively, and when supported by specialist staff, or by peers who can translate information, they are able to learn effectively and make steady progress. Attainment of pupils who have had nursery and reception provision is better than those who enter school at other times. Pupils make satisfactory progress at Key Stage 2 in English, and attainment by the end of Key Stage 2, whilst still below average overall, is closer to matching the expectations of pupils of eleven. Fluency in speaking and writing is improved with respect to accuracy, though a significant number of pupils are still hesitant and are not always able to confidently explain what they are doing. They make errors in simple sentence structures. For example a Year 5 pupil who asked the question "How old you are?"
4. In the 1999 National Curriculum assessment tests in mathematics at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 was well below the national average, whilst those achieving Level 3 was close to the national average. Inspection evidence indicates this situation has remained the same. In 1999, results were close to those of similar schools. In 1999, at the end of Key Stage 2, the percentage achieving the expected Level 4 in 1999 was close to the

national average and those reaching the higher Level 5 was well above average. Pupils' results were well above those of similar schools.

5. At Key Stage 2, the results of the end of key stage tests in science were average. When compared to similar schools the results were well above average. Pupils make sound progress overall, and their attainment in science is at the levels expected of pupils of seven and eleven. The results of the most recent national tests and assessments confirm that standards in science are continuing to rise at both key stages. At both key stages standards are sound across the knowledge and understanding aspects of the learning programme for science. But they are lower in the development of the experimental and investigative science skills from Year 1 to Year 5.
6. Pupils make good progress in art and standards of work are good at both key stages. Progress in information technology is currently good throughout the school and pupils attain standards which are in line with those expected of pupils of seven and eleven at the end of both key stages. They make satisfactory progress in design and technology, geography, history, physical education and music throughout the school and attain standards in line with those expected of pupils of seven and eleven. Progress in religious education is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Pupils attain standards in line with those expected by the locally Agreed Syllabus at seven, but below those expected for pupils of eleven.
7. Pupils with special educational needs are well supported and make good progress towards the targets in their individual education plans. These are mostly based on the development of language skills. There are a very good number of support teachers and assistants for the visually impaired pupils and this is beneficial to their progress. Pupils at various stages of learning English as an additional language also make suitable progress overall. However, as pupils' needs are not assessed immediately on entry to the school, provision for earlier stage learners is not always satisfactory.

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

8. Pupils have positive attitudes to learning, listen attentively and always try hard, even when they do not fully understand all that is asked of them. They behave well, relate well to others, accept support and help willingly and do their best in all subjects. They are sometimes hesitant and shy to offer answers and express ideas, often because they are not confident in expressing themselves in English in whole class situations. They are not so inhibited when working in supported situations, be it with peers, or classroom assistants. Pupils make very good progress overall in their personal development especially those who enter school at an early age and whose attendance is sustained.
9. Pupils' good attitudes and behaviour contribute significantly to their progress and well-being. They enjoy school and are keen to learn and to take full advantage of the opportunities the school provides for them. They are welcoming and friendly to visitors, responsive to teachers, and friendly and supportive in their relationships with one another. Particularly noticeable is the kindly and sensitive way in which most pupils respond to others who need help. They take good care of new comers and those with special needs.
10. Pupils feel secure and confident with the school's behaviour policy system which has high expectations of them, and which acknowledges and rewards good behaviour. No oppressive or bullying activity was seen, and the very rare incidents of poorer behaviour were due to individual problems and were quietly and effectively dealt with by the teacher or class assistant.
11. In circle time and school council, pupils are able to talk about issues in the school which concern them and to make suggestions for improvement. At the meeting of the school council, which was observed during inspection, two representatives from each class took part in discussions. They took the issues very seriously and were prepared to take responsibility for protecting their environment.

12. Parents appreciate and support the school's behaviour policies and some have found the school's procedures a useful guide to ways of encouraging and rewarding good behaviour at home. The school values this partnership and is seeking parents' co-operation in its drive to achieve higher attendance levels.
13. In lessons, pupils are usually attentive and purposeful, and they respond with great enthusiasm to lively and stimulating teaching. They are good listeners, to teachers and to one another. They are used to working collaboratively in pairs or groups. Opportunities to show initiative and take responsibility are provided in the class assemblies, the school council, and the sharing of regular monitor duties in class and at lunchtime.
14. Pupils with special educational needs have very good attitudes to learning. They co-operate well with teachers and support assistants and are eager to please. Most pupils play a very active part in lessons. The attitudes of pupils throughout the school are very good and they admirably support pupils with special educational needs, particularly those with a visual and hearing impairment and those with a physical disability. There are very warm relationships between hearing impaired and visually impaired pupils and others. This is strongly evident throughout the school.
15. Attendance has improved significantly since the previous inspection but, despite the school's very best efforts, rates are still well below figures found nationally. Unauthorised absence remains well above the national average. With the exception of those pupils who do not attend school owing to illness, the high absence rate is due to families who take holiday during term time. There are frequent extended holidays, often without prior notice.
16. The punctuality of pupils has not improved since the previous inspection. Despite the efforts of the school a small minority of pupils are still frequently and persistently late. Late arrival interrupts the orderly start to the school day. It also puts these pupils at a disadvantage because they miss vital teaching.

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

17. Teaching of children under five in the nursery and reception classes is good. Teaching throughout the rest of the school is satisfactory overall. During the week of inspection, all of the teaching of children under five was at least satisfactory and in ninety five per cent of lessons observed it was good. As a result, children make good progress in their learning in all aspects of the curriculum. At Key Stage 1, almost all of the teaching was at least satisfactory and nearly half of it was good. On occasion it was very good. At Key Stage 2, ninety four per cent of the teaching was satisfactory or better. Nearly fifty per cent was good and eighteen per cent was very good. On occasion teaching was excellent. However six per cent of lessons at Key Stage 2 were unsatisfactory.
18. Teachers' management of pupils is very good and good use is made of different teaching methods. Homework is effective in helping pupils to make steady progress in their learning. As a result of the consistent quality of the teaching, the pupils' productivity and pace of working is generally good throughout the school. Pupils are keen to learn and apply a good deal of intellectual and creative effort to their work. The unsatisfactory teaching was largely due to insecure knowledge of the subject being taught and slow pace that resulted in pupils making unsatisfactory progress in their learning. Teaching in English is almost always satisfactory, literacy is generally satisfactorily taught and pupils make steady progress in their learning as a result. Teaching of mathematics is good and pupils make progress that is at least satisfactory and often good. Numeracy is effectively taught and pupils make generally good progress as a result. Teaching in art and information technology is good and pupils throughout the school make good progress. Teaching of pupils with special educational needs is good and for visually impaired pupils it is very good. As a result these pupils make good progress towards their learning targets. Teaching in religious education at Key Stage 2 is unsatisfactory and pupils make insufficient progress in their learning of all of the areas

of the Agreed syllabus. Teaching in all other areas of the curriculum is satisfactory and pupils make steady progress in their learning.

19. The majority of the pupils are at various stages of learning English as an additional language. Teaching of pupils with English as an additional language is satisfactory overall. However identification of pupils' needs is not always swift enough and, as a result, they do not always make optimum progress in their learning. When supported by specialist teachers, classroom assistants or multi-lingual staff, pupils with English as an additional language are helped to make good progress. Support teachers recognise pupils' needs and prepare materials in collaboration with class teachers, for example in an English lesson for pupils in Year 3 looking at alphabet sequencing, individual pupils were well supported. However, when this extra help is not available, for example such as when pupils have only recently joined the school, progress is limited because their needs are not immediately fully assessed, and work is not sufficiently well matched to their prior attainment and ability. Teachers use a range of open and direct questions to extend pupils' speaking and comprehension skills, but sometimes pupils who are slow to respond because they lack fluency and confidence, are not fully engaged in teachers' presentations. Opportunities for practising speaking skills are sometimes missed during oral work in a range of lessons. Specialist support staff have expertise in preparing appropriate modifications to teachers' planning. However, because pupils at early stages of English language acquisition are spread across the full age range, sometimes it is left to the teacher to seek extra guidance. Where classes are not targeted for specialist support, pupils do not always make satisfactory progress.
20. Teachers and other adults who work with the visually and hearing impaired pupils use their skills to enable them to be fully included in lessons and to benefit from all the opportunities offered in the classroom. They have good knowledge and understanding of how their pupils learn. They manage their pupils well and make very good use of the resources available to aid learning. All these teachers are competent communicators with the pupils in their classes and are well supported by other teachers or classroom assistants who can read Braille, and sign for the hearing impaired pupils.
21. Classroom support assistants who work with the special educational needs pupils are suitably involved in the planning process which enables them to provide good support in class and very good support for visually and hearing impaired pupils. Individual education plans for all pupils with special educational needs are available in classrooms and are consistently and effectively used. The joint approach to planning for these pupils enables all those who have special educational needs to make good progress towards their learning targets and to attain appropriate standards of work. The times when pupils with special educational needs are withdrawn from class are minimal, and are carefully planned to make sure that the work done in the classroom is similar to that done in the withdrawal group so that all pupils have equality of opportunity.

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

22. The quality and range of opportunities for learning provided for children under five are good, and they are satisfactory for pupils at Key Stages 1 and 2. Suitable time allocations are provided for all subjects. This is an improvement on the findings of the last inspection, when both information technology and design and technology were judged to receive insufficient curriculum time.
23. Provision for pupils with special educational needs, particularly the visually impaired, is a good example of inclusive education. It is strength of the school that pupils who are visually impaired are able to access the full curriculum despite their disabilities. This was seen when one visually and hearing impaired child went swimming. All pupils have equal opportunities, apart from a minority of pupils with English as an additional language who join the school during Key Stage 1 or 2. The curriculum meets the needs of these pupils. The Code of Practice for pupils with special educational needs is carefully followed.

24. Although the National Literacy strategy has been satisfactorily introduced, it has not yet substantially improved the writing of the pupils. The school is attempting to remedy this by the provision of additional literacy time dedicated to creative writing. However, implementation of the National Numeracy Strategy has resulted in improvement in numeracy and mental arithmetic throughout the school. This is particularly so for those pupils who are in the school from the start of their education. Many pupils, whose first language is not English, join and leave the school other than at reception or Year 6 and this presents many problems for the successful development of teaching strategies. The school has developed adequate policies and schemes of work, which are reviewed according to the priorities of the school development plan, and this has a positive impact on teaching and learning throughout the school. The school has many attractive educational displays which effectively link subjects across the curriculum these have a positive impact on pupils' social development and their academic learning generally. Pupils' own work is particularly well displayed through art and history with attractive examples such as 'snail trails', Victorians, Invaders and Settlers, and many pictures in the style of famous painters.
25. Children under five with English as an additional language have good opportunities to develop their language to access the full curriculum. Opportunities at Key Stage 1 are generally satisfactory, and are frequently good when support staff are available to help pupils make progress. However opportunities for practising speaking skills are sometimes missed during oral work in a range of lessons. Whilst pupils enjoy reading and being read to, many have little access to books outside school, and few opportunities to read or be heard reading. Although there are suitable opportunities to read in groups, there are not enough occasions when these pupils read individually so that their progress can be checked. Pupils have too little extended writing practice in some subjects, for example religious education, and this limits their development of fluency. The school has no induction pack for new starters who have little or no English, and if pupils are not in the classes targeted for support, they are not able to make the same progress as their peers. In addition, a significant number of pupils miss periods of schooling whilst taking family holidays abroad, and the school has no consistent strategy to support these pupils whilst they are away or on their return. Another significant factor that impacts on overall standards is the fifteen per cent or more of pupils who enter or leave the school on a regular basis, in years other than nursery. Support for these pupils is not sufficiently well organised to ensure progress is always satisfactory. The Bangladeshi Achievement Project to raise standards is targeted only at Key Stage 1 pupils, thus does not support pupils at Key Stage 2. The English language support staff have specific target classes each term, and so pupils not in these classes receive limited additional support to access all areas of the curriculum fully. Opportunities to develop speaking are missed in some situations. For example, in year assemblies where pupils are congratulated for good work, they are not always given the opportunity to relate to others the nature of the good work. Pupils are not assessed on entry to the school and frequently several weeks pass before a planned programme is devised for them. The school is aware of these weaknesses in its provision for pupils with English as an additional language and the overall strategy is being reviewed in order to match the needs of the pupils more effectively.
26. Links with the community have been effectively developed since the previous inspection and are now good. They make a positive contribution to enhancing pupils learning opportunities. Pupils benefit from a range of educational visits. For example, pupils have visited the science and natural history museums, the local mosque, and Hindu temple, and recently to the Millennium Dome. Theatre companies, technology workshop groups and representatives from the emergency service make regular visits to the school. These visits enrich pupils' curricular experiences. Members of the local community are invited to the schools activity days when religious festivals are celebrated. Various community groups also regularly use the school premises, such as the gospel church choir. There are good links with colleges of higher education. Trainee teachers are regularly accommodated, a number of which have now taken up teaching posts at the school. Liaison with local schools is good. Sporting events are organised with other primary schools in the area. Despite the fact that pupils transfer to a large number of secondary schools there is generally good liaison and this ensures the smooth transition of pupils to their next stage of education.

27. The school offers a good range of extra curricular activities, which include music, sport and information technology. These take place both at lunchtime and after school and are generally well attended.
28. The planned programme for pupils' personal, social and health education (PSHE), including sex education and attention to drug misuse is satisfactory. However, there is no formal drugs awareness policy and the sex education policy is not fully translated into practice. The school has recognised the need to develop PSHE and has recently been accepted to take part, from September 2000, in the government's healthy schools programme. Circle time is used well to support topics within the PSHE programme. The school council makes a significant contribution to developing pupils' self-confidence and self esteem.
29. Provision for pupils' spiritual development within the school is satisfactory, which is similar to the findings of the last inspection. Pupils are aware of the variety of faiths and cultures represented in the school community and they learn to understand and respect different viewpoints. Pupils have good opportunities in science to reflect on their experiences, knowledge and ideas, which are effectively developed through the subject. Examples were also observed in a dance lesson when pupils created a 'freeze frame' of a pride of lions, and in circle time in a reception class, when they tried to guess and explain what was in their present boxes. In the entrance hall two very sensitive and moving poems by refugee pupils reflect upon their experiences and the effect on their lives. Reflection on values and beliefs is not generally planned into the everyday curriculum however, and examples are rather isolated. The contribution of collective worship to pupils' spiritual development is very limited and does not comply with statutory requirements. With one notable exception, when pupils were invited to consider and reflect on the value of books in their lives, collective worship through assemblies is very limited. Additionally only one member of staff is normally present, so there is very little community development between adults and pupils through assemblies.
30. Provision for pupils' moral development is very good and is a particular strength of the school. Pupils throughout the school clearly understand moral values, personal responsibilities and what is right and wrong. Class rules are well understood and pupils have great respect for each other and adults both inside the school and in the playground. The school has a genuinely caring ethos, and staff provide very good role models for both genders. Likewise, parents are pleased with the values promoted by the school.
31. Very good provision is also made for pupils' social development. The values of co-operation, sharing and helping each other are frequently evident in the school. Especially notable is the care and patience shown by pupils to others with special educational needs, especially of a physical nature. Older pupils often help younger pupils both during lesson and club times. From reception classes onwards pupils are encouraged to take responsibility for different tasks, such as looking after sandwich boxes, cleaning up after lessons, and taking registers some distance through a somewhat forbidding building. For example in one Year 3 Class all pupils have a clearly defined responsibility each day. Pupils also greatly enjoy contributing to the weekly school council, where they express strong opinions and make suggestions regarding such things as pupils cleaning of dinner plates and how to deal with graffiti in the playground. The provision for social and moral development of the pupils has improved since the previous inspection.
32. The school now makes good provision for pupils' cultural education, which is also an improvement on the findings of the last inspection. The diversity of background of both pupils and staff in the school is well used through art, geography, history, and, to a somewhat lesser extent, music, to enhance cultural education. Many visitors, from a wide spectrum of cultures, are invited into the school to talk and work with the pupils. Pupils celebrate special festivals from both British and other cultures, such as Christmas and Diwali, and are encouraged to share their own cultural traditions with their classmates. Many opportunities are given to them to visit places of interest, including museums, and recently, the Dome. Cultural development through appreciation of fine literature is however, not often encouraged. However, a significant number of pupils have a strong

feeling for books and take responsibility for their own reading. Art makes a valuable contribution to pupils' social and cultural development.

33. The many strong friendships between all pupils and in particular the large number of visually impaired pupils are a notable feature of the school's life. Pupils with special educational needs, especially those with visual impairment, are fully integrated into the social life of the school and this contributes to the very good social development of all pupils.
34. The good provision overall for pupils' spiritual, moral, social and cultural development has a very positive impact on the behaviour and attitudes of the pupils and on the learning ethos within the school.

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

35. Assessment procedures for children under five are satisfactory. They are in the form of individual profiles, in which teachers record children's progress effectively. They provide continuity of learning between the nursery and reception classes. Assessment at Key Stages 1 and 2, in mathematics is good. In mathematics lessons learning objectives are clear and are used effectively to focus the teaching and learning. Teachers have a sufficiency of evidence of what pupils have understood and the skills they are developing. This evidence is then used effectively through the National Numeracy Strategy, to plan and shape future lessons. This good practice has not yet been extended across the rest of the curriculum. Although the school has made considerable effort to improving its procedures following the last inspection, assessment in other subjects remains unsatisfactory. Procedures exist but do not, as yet, provide sufficient guidance for teachers to follow, or establish expectations. Although teachers know their pupils' well, records to monitor their academic development vary from class to class. When assessment takes place, it is usually to check what facts pupils have learned. Home reading diaries, for instance, record what books pupils have read, but there is little further comment on targets, progress or how pupils may be helped. Individual target setting and pupil tracking are still in the early stages of development, although good progressive records are kept for pupils with special educational needs. However, the school and especially the recently appointed assessment co-ordinator, are rethinking and re-planning the academic assessment procedures. Its effective progress in mathematics is the basic model for the rest of the curriculum, which the school intends to introduce as soon as possible, following intensive training of staff in consistent procedures.
36. Records for the special educational needs pupils are kept appropriately in each classroom. These include individual educational plans identifying targets and advice from other professionals including speech therapists. The individual education plans now need to identify clear strategies to achieve stated targets. This weakness has been identified by the school and is included in the school development plan so that training on writing will ensure that strategies for teaching are more sharply focused.
37. The day-to-day care of pupils is very good. Teachers know their pupils very well. There is a friendly, relaxed and purposeful atmosphere and because of this pupils will readily ask staff for help and guidance. The views of parents are that children enjoy their time at school. Pupils very much enjoy their time at school and say that teachers are supportive and caring.
38. Procedures for monitoring and supporting pupils' personal development are good. In classrooms, teachers provide effective day-to-day support and guidance for pupils. Records are maintained, by teachers, which effectively track pupil's personal development as they move through the school. Records provide new teachers with an overview of each individual pupil. Circle time makes a significant contribution to pupils' personal development, raising self-esteem and confidence.
39. The school places great emphasis on improving attendance. Procedures for monitoring and promoting attendance are very good. Attendance and punctuality data are regularly reviewed and analysed by the deputy head teacher and the education welfare officer. Letters are sent to parents

if there are concerns about individual pupils' attendance or punctuality and these are followed up with home visits. Attendance is regularly rewarded and pupils value these certificates. The Bangladeshi project worker has made a significant contribution to raising parents' awareness of the need for their children to regularly attend school. As a result the unauthorised absence, of an identified group of pupils, has significantly reduced. The school works very hard, in liaison with the local education authority, to address the issue of extended family holidays taken during term time. Despite the school's best efforts many parents do not support the school's policy.

40. Procedures for ensuring pupils' welfare are very good. The medical needs of pupils are very well catered for. An appropriate number of staff have received emergency first aid training. Child protection procedures are very good and well established within the routines of school life. There is a very good policy providing very clear guidance for staff. All staff have received appropriate training. Since the previous inspection the supervision of pupils at lunchtime has improved. There are an adequate number of adults on duty, relationships are friendly and pro active. Fire evacuation procedures are well documented but records and evaluation of the regular fire drills are informal. Good attention is given to the day-to-day health and safety arrangements. Pupils are carefully supervised at the start and end of the school day and at playtimes when they move up and down the many staircases. Overall health and safety arrangements are comprehensive and extremely well organised. Despite this a number of minor health and safety and welfare concerns were brought to the attention of the head teacher.
41. The school demonstrates real commitment to the care of its pupils with special education needs. The school has effective procedures to identify pupils with special educational needs. Pupils with special educational needs are very well supported by specialist staff and are able to participate in all school activities. This was seen when a technical officer was seen teaching a partially sighted pupil to successfully type on, and use, a computer. Pupils also receive appropriate specialist support from outside agencies and a rehabilitation officer works weekly in school introducing pupils to life skills. She has also organised a very successful 'walking escort' programme which has given visually impaired children independence in coming to school. This high quality of support makes a significant contribution to their progress. Individual education plans for pupils with special educational needs on early stages of the Code of Practice are satisfactory and for pupils at Stage 5 they are good, providing a firm basis for pupils' progress. They contain specific and realistic learning targets for future work.

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

42. Parents have positive views of the school. Since the previous inspection the school has worked hard to involve parents in the life and work of the school. It has generally been successful and overall good relationships have been established with parents.
43. There is an active "parents supporting Monega school" group that organise social and fund-raising events that benefit the school. For example, to enhance the school environment murals have been painted on the playground walls. There was effective consultation with parents in drawing up the home and school agreement and returns have been excellent with virtually 100 per cent returned. A small number of parents provide good support to teachers, for example by helping in classrooms and with educational visits. They are well prepared and involved in activities providing good support and as a result this has a positive impact on pupil's learning. Parents generally respond well to invitations to attend school productions and information evenings. The parents' room is well used by groups such as the mother and toddler group, parents language group and the Bangladeshi parents' support group. When homework is set, and where parents are able, they support this activity for example by hearing their children read at home. Although the established partnership is generally positive not all parents fully support the school's attendance policy. They do not all ensure that their children attend school regularly and on time, as a result attainment and progress of a minority is hindered.
44. The quality of information provided for parents is satisfactory. Regular newsletters are produced. The parents' notice board contains much useful and relevant information, for example about

homework and topics to be covered each term. Individual teachers are also responsible for sending this information via “pupil” post. The school’s “Welcome” booklet, is translated into a number of different languages and contains a variety of useful information for parents and pupils new to the school. The school prospectus and governors’ annual report to parents are of very high quality and statutory requirements are met in full. Parents have the opportunity to attend regular parent’s evenings to discuss their children’s progress, these evenings are very well attended. There is much good practice in providing information for parents, however, reports giving parents information about their children’s progress do not fully meet requirements. They are variable in quality from unsatisfactory to good and often focus on pupils attitudes rather than what they know and can do in all subjects.

45. There is a close and effective partnership with parents of pupils with special educational needs. Learning support assistants offer successful Braille classes to the parents. The school involves these parents at an early stage. They are appropriately involved in reviews of progress and in setting future learning targets.

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

46. This is an effective school, with sound leadership and management overall. The leadership and management of the school by the head teacher and deputy head teacher, are good and ensures clear educational direction for the school. The aims of the school are well reflected in its daily work and there is a shared commitment to succeed. The school has identified appropriate areas for development and the action taken to meet the school’s targets is good. The school development plan is clear and understood by all. It is a sound management tool to effect improvement. There is good provision for professional interviews for teachers. Systems for induction of staff new to the school including newly qualified teachers are good. There are good systems to monitor teaching and learning throughout the school and this has had a positive impact on raising standards throughout the school. The key issues of the previous inspection have been addressed and the school has made satisfactory progress towards resolving them. There is suitable delegation and subject co-ordinators and other staff with management responsibilities generally make a positive impact on progress and improvement. This is particularly the case in information technology, which was a key issue of the previous inspection. However the co-ordination of religious education across the school is a weakness.
47. The governing body are appropriately involved in the management of the school and have a good understanding of its strengths and weaknesses. They are generally effective in fulfilling their statutory responsibilities. They play a suitable part in shaping the direction of the school.
48. The school makes good use of new technology to effectively support administration, and the day-to-day running of the school is efficient.
49. The provision for support in English as an additional language has only become the responsibility of the school since April this year. The head teacher and English language support staff in conjunction with class teachers, have begun to analyse the school’s needs in order to raise standards and are developing a more effective strategy for supporting all pupils who have English as an additional language. A range of data has been collected to isolate different factors that effect standards, including attendance. Plans are now in place to develop induction materials for pupils with limited English, support for short stay pupils, and packs for pupils planning long holidays abroad. However assessment of the needs of pupils new to the school is currently not sufficiently prompt and this causes delay in enabling them to get the most from their lessons.
50. The schools’ accommodation is spacious and generally satisfactory. Educational priorities are well supported by careful financial planning. There are currently plans to improve the nursery accommodation and the toilets throughout the school and to resurface the playground, which is uneven. The staff and pupils manage the difficulties of such a large old building well, with pupils saying how much they like it, ‘because it is big’. There are considerable challenges for provision,

which are effectively met. There has been some redecoration and refurbishment in recent years, for instance, provision of suitable handrails in the stairwells. However, the school still needs to address a number of minor problems. Through their school council, pupils have also expressed a desire for higher playground fences and more wall murals to enhance outside activities.

51. The sufficiency of teachers, and especially that of support staff, to the demands of the curriculum is good. This is an improvement since the last inspection. Teachers are well supported by a good number of skilled assistants who help pupils with special educational needs, including those who are visually or hearing impaired. This has a positive impact on the progress pupils make. Staff are generally well qualified, except in religious education where there is no co-ordinator. There is a good mix of experienced and younger teachers. The school has a good relationship with the support staff of the local education authority, particularly those concerned with special educational needs and visual and hearing impairment. Classroom assistants are efficiently used throughout the school, and work very closely with the teachers.
52. Overall, learning resources are satisfactory. In English and mathematics they are good overall. However, some English resources are used insufficiently and are not particularly accessible because of the size of the building. The book stock in the library and some classrooms is inadequate. The management of the new information technology suite and its resources are good and have contributed significantly to the improvement of standards in this area. Resources for geography have also improved since the last inspection.
53. There is a new co-ordinator for special educational needs who will not be class based from September. The special educational needs co-ordinator, teachers and non-teaching staff who work with pupils who have special educational needs are suitably qualified and experienced for their work. Funds allocated for pupils with special educational needs are spent appropriately and efficiently. Classroom support staff and additional teachers and assistants for the visually and hearing impaired are used appropriately.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to raise standards and the quality of education provided by the school further, the governors and school should:-

- (1) Raise standards in speaking throughout the school by ensuring that teaching and learning allows pupils to make optimum progress. Devise a planned programme for the development of pupils' speaking skills. Ensure that opportunities are regularly given to pupils to extend their speaking skills by practising these skills during oral work in a range of lessons. (Paragraph No. 3. 19. 25. 65)
- (2) Ensure that all parts of the curriculum for religious education at Key Stage 2 are taught with sufficient regularity for pupils too make suitable progress in all aspects of the locally Agreed Syllabus. (Paragraph No. 29. 46. 51. 120-122)
- (3) Put systems in place to assess pupils' progress in all subjects using the good systems recently put in place in numeracy as a model, so that pupils' attainment and progress can be tracked effectively. (This has already been identified by the school). (Paragraph No. 35. 71. 84)
- (4) Put systems in place for the early identification of individual needs of pupils with English as an additional language and monitor their progress in language acquisition rigorously. Develop an induction pack for new starters who have little or no English and a consistent strategy to support these pupils whilst they are on visits away or on their return. Assess pupils speedily on entry to the school so that time is not lost before a planned programme is devised for them. Ensure that pupils in classes which are not currently the focus of additional help are adequately supported. (This has already been identified by the school as an area for improvement). (Paragraph No. 7. 19. 49. 64. 99)

- (5) Ensure that experimental and investigative science is taught with sufficient regularity for pupils in all year groups to make steady progress. (Paragraph No. 5. 78)

In addition to the key issues listed above, the following less important issues should be considered for inclusion in the governors' action plan:-

Despite the very good efforts of the school to improve it, attendance is below average and frequent, extended holidays are taken by some pupils. (Paragraph No. 15)

Reports to parents do not always comment on progress in every subject. (Paragraph No. 44)

The school library does not contain a sufficiently wide range of good quality books (This has been identified as an area for improvement by the school). (Paragraph No. 52. 67)

The requirements for collective worship are not always fully met. (Paragraph No. 29)

Some aspects of the accommodation, such as the nursery area and the toilets, require improvement. (This has also already been identified for action this coming year by the school). (Paragraph No. 50)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	57

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	57	27	4	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	696
Number of full-time pupils eligible for free school meals		340

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	10
Number of pupils on the school's special educational needs register	6	155

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	580

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

***Attendance***

**Authorised absence**

	%
School data	5.5
National comparative data	5.4

**Unauthorised absence**

	%
School data	2.3
National comparative data	0.5

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

***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	45	47	92

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	30	34
	Girls	25	33	35
	Total	54	63	69
Percentage of pupils at NC level 2 or above	School	59	68	75
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	27	33	28
	Total	57	63	59
Percentage of pupils at NC level 2 or above	School	62	68	64
	National	82	86	87

***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	47	37	84

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	32	33
	Girls	29	26	30
	Total	58	58	63
Percentage of pupils at NC level 4 or above	School	69	69	75
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	25
	Girls	27	27	27
	Total	53	56	52
Percentage of pupils	School	63	67	62

at NC level 4 or above	National	68	69	75
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### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	40
Black – other	5
Indian	108
Pakistani	147
Bangladeshi	147
Chinese	1
White	36
Any other minority ethnic group	54

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

### *Exclusions in the last school year*

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

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

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	33
Number of pupils per qualified teacher	21.09
Average class size	29.3

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

Total number of education support staff	25
Total aggregate hours worked per week	609

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25.5

Total number of education support staff	8
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Number of pupils per FTE adult	5.7
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*FTE means full-time equivalent.*

### *Financial information*

Financial year	1999
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	£
Total income	1219074
Total expenditure	1210214
Expenditure per pupil	1627
Balance brought forward from previous year	69865
Balance carried forward to next year	78725

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	749
Number of questionnaires returned	359

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	1	1	1
My child is making good progress in school.	57	36	4	1	2
Behaviour in the school is good.	56	36	4	1	4
My child gets the right amount of work to do at home.	40	37	10	7	6
The teaching is good.	62	32	3	1	2
I am kept well informed about how my child is getting on.	56	33	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	57	31	3	1	8
The school expects my child to work hard and achieve his or her best.	65	27	4	1	4
The school works closely with parents.	51	33	7	2	8
The school is well led and managed.	55	34	3	1	7
The school is helping my child become mature and responsible.	56	34	3	1	5
The school provides an interesting range of activities outside lessons.	49	26	10	4	12

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

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

54. Children are admitted to the nursery from the beginning of the term in which they are four, in line with the agreed procedure of the local education authority. Effective induction procedures are in place, including a registration day for both parents and children, to ensure a smooth transition from home to school. The school has also established a parent-toddler group for one day a week that provides an effective introduction to nursery practice. The nursery provision is for the equivalent of 52 full-time places and, at the time of the inspection, there were 104 children attending on a part-time basis. Children transfer to the reception classes in September and January in the school year in which they are five. Since the last inspection, there has been a clear improvement in the provision for the under fives, particularly in the quality of teaching and the overall sense of direction now evident.
55. Children enter the nursery from a variety of cultural backgrounds and their standards of attainment on entry are well below average overall, particularly in personal and social development and knowledge of English. Many children find nursery is a stark contrast to their previous experience, with the different language and types of activities provided, and at first can only stand and watch. Some children are not yet fully toilet trained and others are still bottle-fed. The school has developed a “settling-in” policy specifically to address these issues, with an appropriate emphasis on language development. On entry to reception, the results of the latest baseline assessments indicate that the majority of children attain standards that are below national expectations. Children respond well to the supportive environment and structured curriculum and, overall, the majority make good progress. However by the age of five, most children do not reach the desirable learning outcomes and many still require support with their language development.
56. The planning of children’s activities focuses upon the desirable learning outcomes specifically so that the curriculum is broad and balanced and appropriately covers the six areas of learning. There are satisfactory assessment procedures, in the form of individual profiles, to record children’s progress and to make sure they are given the right work when they move into the reception classes.
57. Provision for the **personal and social development** of the children is a strong feature of all nursery and reception classes. It is clear that in both children have settled well into planned routines. Class teachers and support staff provide good role models and children are beginning to demonstrate appropriate relationships with all adults by the time they are five. Relationships are good, fostered through praise and sensitive encouragement. The children also appear comfortable with visitors and are beginning to develop sufficient confidence to try to engage them in conversation. They make good progress in this area of development.
58. Children make good progress in **language and literacy**. In the nursery, the skills of speaking and listening are encouraged through focused activities. For instance, children are encouraged to sound out the syllables of their own name and listen attentively to others. Staff use appropriate questioning skills to try to encourage children to answer questions, though there are at times missed opportunities to expand upon children’s responses to encourage further development. A good range of story-books is used effectively by staff, and children are introduced to the conventions of reading. In reception, literacy skills are encouraged for example most children are able to recognise and make words beginning and ending in “g”. Higher attaining children can write simple sentences independently, retelling stories. Lower attaining children can recognise some letter sounds and are attempting to write associated words. The majority of children have no difficulty in making correct letter shapes and tracing their names accurately.

59. In **mathematics**, children make good progress. On entry to the nursery, many children cannot recognise colours or identify different shapes. They are introduced to sorting and matching everyday objects through a range of activities and are encouraged to place them in a recognised sequence. Their knowledge of numbers is developed through familiarity with singing number rhymes and songs. Most children can count to five accurately by the end of reception. In reception children are beginning to extend their vocabulary through practical activities and are familiar with relevant terms such as “bigger than” and “in front of”. They can count in twos accurately and recognise a “pair” of socks. They are becoming more aware of the number operations of addition and subtraction in shopping, and use coins to 50p competently.
60. Children’s **knowledge and understanding of the world** develops well and, overall, they make good progress. Children explore and select materials, such as small sticks and building blocks, and join them to make houses based on the story of “The Three little Pigs”. Appropriate use is made of computers to reinforce both numeracy and literacy skills and children are able to use the mouse confidently to work through most programs independently.
61. Suitable opportunities are provided for the children’s **creative development** and they make satisfactory progress. They develop their skills using paintbrushes to experiment in colour mixing. They are encouraged to make colour patterns through squeezing paint across large sheets of card. There are planned sessions for all children to sing and they are introduced to basic rhythms with a suitable range of percussion instruments available. Most children can distinguish between high and low sounds and use appropriate percussion with new songs. In activities children develop competence in using a variety of tools and instruments to express their ideas.
62. Progress in **physical development** is good overall. In the nursery, there is an adequate, separate, secure, outdoor play area with a range of large play apparatus designed for under fives, although there are no safety surfaces. Children play well together, they take turns sensibly on the slides and assist with clearing the sand, which also benefits their social development. In reception, children have regular access to the hall and are able to use a range of equipment responding well to the demands of the larger apparatus. They co-operate well and the activities are used to increase the children’s self-confidence.
63. The quality of teaching for children under five is good overall and very good in encouraging children’s personal and social development. Lessons are planned well with suitable resources provided to match the needs of the children. Most lessons are well paced, and class management effectively supports children’s learning as staff manage children’s behaviour well. For the large number of children under five, the provision of support staff is appropriate and they are deployed effectively with focused activities for specific groups. Parents receive helpful information from the school, and attend children’s assemblies. The staff promote a good relationship with parents which helps support the children’s learning.

## ENGLISH

64. Standards in English are below average at the end of both key stages. However they should be seen in the school context of well below average attainment on entry, a high percentage of pupils who do not speak English as their first language, and an above average mobility rate. When these factors are taken into account, it is clear that the majority of pupils make at least satisfactory and sometimes good progress as they move up through both key stages. Work observed during the inspection shows standards similar to those indicated by the results of the national end of key stage tests. At Key Stage 2, improvement in writing is being maintained. Pupils with special educational needs are well supported and make good progress. Pupils at various stages of learning English as an additional language also make suitable progress overall. However, as pupils’ needs are not always assessed immediately on entry to the school, provision for earlier stage learners does not always give them the best possible start.

65. Pupils' ability to listen carefully is well demonstrated in lessons and assemblies. They pay close attention to teachers and listen helpfully to one another, sustaining concentration and responding appropriately. Their attainment in speaking is less satisfactory. Most pupils are ready to talk in groups and to answer questions in class, and there is some lively chat in playground and dining hall. The nature and range of their talk is limited in many lessons, however, where pupils would benefit from more open questions, fuller discussion of points of language and the drawing out of some of their own ideas and opinions. In the lessons where this does happen, pupils respond well and there is evident extension of vocabulary and thought. There is no planned programme for development in speaking, and in neither key stage are pupils experiencing the full range of oral and drama activities with sufficient regularity.
66. In their writing, pupils of all abilities at both key stages make steady progress in acquiring the basic skills. Work is usually well presented, helped by regular practice in handwriting, though not all pupils are using joined writing by the beginning of Key Stage 2. At both key stages, pupils make regular use of dictionaries, and their understanding of spelling is reinforced in weekly tests. In frequent written exercises, they establish and practise the points of grammar and punctuation being covered in literacy, but there is less extended and imaginative writing. The school has wisely sought to improve this by allocating two hours weekly to creative literacy, with more emphasis on a range of writing tasks and reading stimulus. In a few of the lessons observed insufficient links were made between reading and writing. For example, pupils working on an interesting animal topic had not been introduced in their reading or classroom display to a wide selection of poems and descriptions of animals drawn from both children's and adult literature.
67. Shared reading in literacy lessons has improved pupils' comprehension skills and, in both key stages, pupils were seen enjoying reading together. Reading individually, some pupils still have too few strategies for tackling unfamiliar words and do not make enough use of phonic or contextual clues. The school lacks a detailed reading policy to ensure more consistency of methods, especially when new teachers join the staff. Reading records are kept of groups, but individual progress, difficulties and targets are not adequately recorded and, in general, many pupils do not read to an adult regularly enough on an individual basis. Private reading is encouraged by a weekly lesson in the library for all pupils but this is the only access they have to the school library and the quality of classroom libraries is often poor. The school has identified this as an area for improvement and there are plans to purchase more books in the near future. The enthusiastic response to a class reading of a Harry Potter novel in Year 6 and to *The Jungle Book* in Year 4 shows that pupils enjoy learning about literature. At present, displays around the school and in the library do not give pupils much information about books and writers they might enjoy, or present poems they can read and discuss. Cross-references, and recommendations are not used enough in lessons to introduce a suitably wide range of literature for pupils at Key Stage 2. Sometimes good opportunities are missed. For example, during the week of the inspection the deputy head teacher gave a very lively assembly for Key Stage 2 pupils about her own reading enthusiasms. It was full of references that could have been fruitfully followed up in class, but no other teachers were present at the assembly to hear it and to make use of it.
68. Pupils' attitudes and behaviour contribute significantly to their progress in English. They are well-motivated ready to work hard and to co-operate with teachers. They collaborate effectively in groups and pairs and listen when others are speaking. They respond very eagerly to stimulating teaching and, even when their interest is less engaged they keep working and are not easily distracted.
69. The co-ordinators have ensured that the structure of the literacy hour is fully understood by teachers. It has been well resourced. A generous sum was allocated for literacy and they have spent it judiciously on sets of books that provide appropriate and attractive material for teaching. The school has taken account of the recommendations for English in the last report. The implementation of the literacy programme has been conscientious, and good teaching and learning was seen in literacy lessons in both key stages. The strengths of the literacy teaching are in the positive learning atmosphere established and in the very good pupil management, which is a feature of lessons in both key stages. Liaison with support teachers and classroom assistants is effective

and some good teamwork was seen, particularly in the work for pupils with special needs and those being supported by the Bangladeshi project.

70. The quality of teaching is satisfactory overall. During the week of inspection it ranged from very good to unsatisfactory and much of it was good. In better lessons seen, particularly in Key Stage 2, teachers' had good knowledge of language themselves, there were a stimulating and inventive variety of approaches and activities, pace was brisk and questions suitably challenging. In these lessons pupils were absorbed and alert throughout and they worked with obvious enjoyment. However in a small number of lessons, the conclusion was rushed and did not allow pupils to review and consolidate what they had learnt. Where teaching was least successful, a lack of challenge and interest in the content of the lesson led to some restlessness and evident boredom, though pupils remained compliant and did their best. In these lessons there was not enough talk about aspects of language or demonstration of how it is used. Some of the hunting for synonyms in dictionary or thesaurus was pointless or misleading, since pupils were not being helped to recognise the subtleties of language and to see how word meanings are affected by different contexts.
71. There are some examples of very good marking in English, in which teachers set targets, review progress, and help pupils to see how they can improve their work. This good practice is not sufficiently widespread. Often comments on a piece of writing are limited to "Well done" or "Good effort". Assessment generally is not thorough or detailed, and there is no system for recording attainment and progress in speaking. Assessment of reading progress does not focus enough on what skills pupils need to learn next, and pupils' own books do not provide an adequate record of their progress in writing.

## **MATHEMATICS**

72. The findings of the previous inspection were that pupils made satisfactory progress but attained standards below national expectations at both Key Stage 1 and Key Stage 2. This inspection indicates an improved situation. Currently, standards are below the national average but pupils' results in the end of key stage tests were well above those of similar schools. Over a period of four years, there have been wide variations in performance, although the average points score shows pupil performance over this time as being close to the national average. An explanation for these fluctuations is the very significant percentage of pupils who join or leave the school at other than reception and Year 6. There is clear evidence that those pupils who remain in the school throughout their education make good progress and, by the time they leave the school at eleven, are at least in line and sometimes above national expectations in mathematics.
73. Overall, pupils make good progress in their learning at both key stages. The overall quality of teaching is good and the National Numeracy Strategy has been successfully introduced. However, there are frequent arrivals and departures of pupils from the school, a significant proportion of whom speak little or no English on entry. Pupils with special educational needs are well provided for and the great majority make good progress. The subject is soundly managed and mental skills have improved markedly since the introduction of the numeracy strategy, as has the use and application of mathematics in every day life. However, data handling skills are weaker and although it is regularly taught tasks are not challenging enough. Information technology is used well to support mathematics in a few classes, but very little in others. Tasks are generally well matched to pupils' existing attainment and, through setting, flexibility is achieved in helping pupils to understand their tasks.
74. By the end of Key Stage, 1 most pupils choose the right apparatus to weigh a bag of flour, measure a piece of string or the height of water in a jar. Higher attaining pupils can use data about their heights to make simple bar graphs. They can also find several ways to make £1.50 and some can round numbers to the nearest ten. Children in reception can confidently match coins up to 10p and also add single digit numbers up to ten. They know the names of basic two-dimensional shapes such as triangles, circles and rectangles. Higher attaining pupils in Year 1 can add three numbers

to 20 and know their correct place on a number line. They understand simple mathematical language like 'smallest' and 'largest'. A characteristic of many pupils is their impulsiveness, which sometimes causes them to make silly mistakes. Pupils especially enjoy working with numbers. Many are at early stages in learning English, which slows their progress, which is nevertheless, good overall.

75. During Key Stage 2, pupils make at least satisfactory, and sometimes good, progress in their number work. Higher attaining pupils have strategies for doubling three figure numbers like 128, can make accurate mental approximations of problems such as  $93 \times 178$  and work to two places of decimals. They can use these skills to solve everyday problems such as conversion of foreign currency for example from pounds to American or Australian dollars. They also estimate the total cost of a shopping bag full of different items. The ability to solve money problems is also well used, but at a lower level in Year 3, where many pupils correctly identify and work with coins up to £1. They are also beginning to understand more clearly mathematical language such as 'digit', 'partition' and 'inverse'. In Year 4 pupils are beginning to understand simple decimals and fractions and conversion. These pupils greatly enjoy the rapid two-minute mental number tests, which they have at the beginning of many lessons. Some can work out quickly in their heads  $\frac{1}{4}$  of 20,  $\frac{1}{3}$  of 24, and explain that  $\frac{1}{4}$  is " $\frac{1}{2}$  of  $\frac{1}{2}$ ". Pupils in Year 5 have a good understanding of angles. They understand the meaning of 'acute', 'obtuse', 'equilateral' and 'rotate'. Pupils with special educational needs generally make good progress. They are well supported by very competent adult helpers and good resources for instance extra lighting and much larger print for the visually impaired.
76. Teaching in mathematics is good overall. During the week of inspection it was never less than satisfactory. In the majority of lessons was good, occasionally very good, and on one occasion excellent. All teachers work very hard to provide tasks that are well matched to pupils' needs. They enjoy challenging their enthusiastic pupils in their mental sessions with most setting good pace and clear targets. Teachers take great care to establish exactly what the lesson objectives are and what they expect pupils to learn by the end of the session. Pupils' learning is enhanced by uniformly good planning, reflecting on-going assessment by most teachers, good questioning skills and very good relationships and respect between all concerned. Teachers establish a good working atmosphere in their classes and as a result pupils try hard with their work.
77. Most pupils have a genuine enthusiasm for mathematics, especially mental number work. Although at times they can be quite noisy and exuberant in their independent group work, their conversation is almost always about the task in hand. They work well together in pairs and groups and try hard to complete their work within the time allowed, often volunteering to continue in their own time. Several were heard to ask for homework. They are eager to learn and their overall behaviour in lessons is almost always good or very good. This is particularly so in introductory sessions and plenary sessions, when they are notably quiet and attentive.

## SCIENCE

78. Pupils enter Key Stage 1 with weak language skills, but their understanding of the science aspect of the learning programme for young children is beginning to develop satisfactorily. Scrutiny of work and observations of science lessons show that pupils make sound progress overall, and attainment matches national expectations. Standards have been maintained since the previous inspection. The results of the most recent national tests and assessments confirm that standards in science are improving at both key stages. Teachers' high expectations that the pupils will work hard, and the good relationships that exist between teachers and pupils, are reflected in the pupils' progress. However, pupils are not taught in a systematic way to ask their own science questions and this restricts their overall achievement.
79. At Key Stages 1 and 2, standards are average across the knowledge and understanding aspects of the subject. They are lower in the development of investigative and experimental science skills from Year 1 to Year 5. This is partly linked to many pupils' weak English language skills, but

also due to the lack of a structured and supportive whole school plan for this aspect of the curriculum. The lack of regular science lessons throughout each term means the pupils have insufficient opportunities to practise newly acquired skills and the associated language. At Year 6, pupils' greater fluency and understanding of English, regular science lessons throughout the year, and very thorough teaching enable them to make good progress in this aspect and reach national expectations. Pupils with special educational needs receive well-targeted support from class teachers, and make good progress in their learning at all stages.

80. Teaching is satisfactory overall at both key stages. The teaching scheme for knowledge and understanding of science is clearly structured, following a clear sequence to develop early science concepts. However, variations in teachers' interpretation of this scheme, especially at Key Stage 2, have led to some work being pitched at too high a level early on, and some work repeated in different year groups at the same level, in the same contexts. The way in which co-ordination of science is managed, by a working party with a rolling programme of responsibility, does not enable early identification and remedy of this type of problem, and this is unsatisfactory. However, the management team is aware of this weakness and is taking steps to adopt teaching schemes and approaches that will make this less likely to happen. The practice of year group teachers planning together, satisfactorily ensures that peer groups receive similar learning experiences.
81. Pupils use a variety of techniques to record their observations. For instance, Key Stage 1 pupils list healthy and non-healthy foods and write about how we should care for our teeth. They draw circuits to show how a bulb lights, and sort materials according to whether they are opaque or transparent. They perform simple tests to find out which materials are absorbent and which are not, and many pupils are in the earliest stages of predicting what might happen. Some higher attaining pupils, can use their experience of painting on sugar paper and wrapping sandwiches in aluminium foil to offer simple explanations of the properties of the different types of material. Teachers support their pupils well, giving help where needed whilst encouraging them to take an independent approach to organising their work.
82. At Year 4, the pupils know that a complete circuit is needed for a bulb to light and they display this knowledge through circuit diagrams. They understand the role of a switch, but do not link this knowledge to the property of electrical conductivity. They make conclusions based on general knowledge rather than their science learning. Pupils have a good understanding of food chains and food pyramids and use the associated terminology correctly. Much time has been spent on studying the solar system, which is not a required part of the learning programme. As a result too little time is given to experimental and investigative science. The pupils do very little investigating of their own questions and do not measure their observations in standard measurements. This means that as they move through Year 5 they are unable to display data graphically and use them to notice trends in results and evaluate findings. Although pupils receive support through worksheets and teaching, the higher attaining pupils are not challenged enough. At Year 6, more time is devoted to science teaching and the pupils work very hard to produce neat and attractive work. For example they record in detail the changes in pulse rate according to exercise, and display the results as line graphs, using them to make correct, general statements linking cause and effect, based on their science knowledge. They use diagrams increasingly to show their understanding of more abstract science concepts, such as directions of the force of friction. Insufficient use is made of information technology to promote learning in science.
83. At both key stages, the pupils work hard and help each other in practical situations. They have positive attitudes to learning science, which contribute significantly to their achievement of overall sound standards. Teachers take care to vary the ways in which pupils record their work. Homework is used effectively to enrich the pupils' science lessons in interesting ways.
84. Formal methods of assessing the pupils' attainment and progress are not sufficiently developed. However, the teachers try to evaluate the results of each lesson, and what particular pupils have achieved that is significant, and they adjust their planning accordingly. The marking of work is varied, but overall it is good, although pupils are not always sufficiently involved in assessing their own progress. The very best is exemplary and clearly indicates to the pupils the areas for

improvement as well as asking questions that extend their thinking. This evaluative marking provides an very good example of how teachers might develop their practice.

85. The findings of this inspection reflect very closely those of the previous inspection, which noted some strengths and some areas for improvement. In order to raise standards further the school is making plans for the improvement of the science curriculum, which show a developing understanding of the teaching requirements in all aspects.

## **ART**

86. Only lessons in Key Stage 1 were seen and judgements are based on observations of displays and pupils' work generally. Pupils of all abilities make overall good progress in art and achieve standards that are above those expected for their ages. This is an improvement on the previous inspection when progress was judged to be "satisfactory overall" and achievement was "good at Key Stage 2". Teachers make a very positive effort to celebrate pupils' achievements. Effective displays of pupils' work relate to their skills development in the subject, and link with other subjects, such as "Romans and Egyptians" and a study of an Indian village in geography. The displays flood the school with vibrant colours and designs that enhance the halls and corridors and encourage pupils to appreciate what they and their peers have achieved. This contributes effectively to pupils' learning from each other thus raising standards overall.
87. The quality of teaching is good, and the subject enjoys a high profile in the school. All classes are expected to contribute work for display in the school. Pupils in all classes are presented with good opportunities to explore a wide range of art activities. For example, pupils in Year 2 develop their skills of patience when working with tubes of fabric paints to apply building designs from their sketch books on to silk. They begin with a relatively greater force than the task requires, but with good guidance and skilful teaching they are helped to achieve some delightful results. Teachers have high expectations of all pupils. Work is challenging, but teachers' enthusiastic approaches, clear links to other areas of the curriculum, and use of a wide range of resources enable learning to be effective. Teachers demonstrate good subject knowledge, motivate pupils through good guidance and support and encourage them to reflect on their work and how they can improve. The same good guidance helps them to develop skills in portrait drawing with good attention given to proportion and shade effects.
88. Detailed observation and design, and skilful selection of colour and materials to reflect an understanding of textures, is developed well throughout the school. At the end of Key Stage 2, pupils have experienced a wide range of art activities. Some really exciting effects of collage using coloured magazine clippings demonstrate pupils' eye for working to re-create works by Monet and Matisse. In a Year 3 class pupils applied big bold block designs in the style on Mondrian, and explain how they used examples by the artist to reflect on their sketches. Pupils' work on applying 'hot and cold' colours to leaves and abstract shapes demonstrate well their ability to mix and match shades for impressive impact. The use of terracotta shades effectively demonstrates pupils' learning on how these reflect the African culture they have studied in art. A display of detailed oil and chalk pastels drawings in a Year 6 classroom shows pupils' attention to detail when observing mini-beasts.
89. Very good use of sketch books helps teachers review pupils' skills and support them appropriately to improve. Information technology is incorporated in teaching about colours and designs using the 'Dazzle' program to good effect. Relationships are very good between pupils and between staff and pupils. Classes are managed well and where available, support staff are used effectively to give pupils more one-to-one support. In this way, all pupils are helped to make good progress.

90. Pupils take great pride in their work and, once given good guidance, they work hard to produce some really effective results. They develop skills to work sensibly with materials, and when expected to do so they share resources and help each other to produce the best work they can. For example, in a Year 2 lesson, a pupil translated the teacher's instructions for his friend, so that he could understand and make appropriate progress. Pupils settle to work quickly, and are confident when trying out new skills. Their enthusiasm for the subject is evident from work they produce. The subject is effectively co-ordinated and makes a valuable contribution to their social and cultural development. Very good use is made of project weeks to carry out larger scale work. Imaginative use of artefacts from many other cultures and examples of a diverse range of artists' work effectively enhance the overall quality of resources.

## **DESIGN AND TECHNOLOGY**

91. Pupils of all levels of prior attainment, including those learning English as an additional language and those with special educational needs, make satisfactory progress in design and technology at both key stages. The school provides sufficient, suitable opportunities for pupils to make worthwhile gains in all aspects of the subject. Standards are in line with those expected of pupils of seven and eleven at the end of Key Stage 1 and 2. This represents a marked improvement since the previous inspection, when there was "little evidence that pupils have learned systematically the skills of designing and then making products."
92. At Key Stage 1, pupils examine at clothing for different weather conditions. They design "Millennium clothing" in work linked to art. They have suitable experiences in food technology, learning how to mix icing to the correct consistency as a topping for biscuits. At Key Stage 2, pupils design and test paper aeroplanes to see which travel furthest. They evaluate the results and hypothesise which travel furthest and why. They design dog kennels to encourage imaginative play, and design and test parachutes to lower eggs without breaking them. They develop a sound awareness of various forms of movement and make attractive models with moving parts using simple pneumatics. Older pupils design and make wheeled vehicles and test them to see which will roll furthest down a slope.
93. The overall quality of teaching is satisfactory and in lessons seen during the week of inspection it was good. The school provides learning opportunities for all pupils that are always at least satisfactory and often good. Lessons are well planned and the challenges set by teachers are interesting to the pupils and cause them to think carefully. As a consequence, pupils build steadily on their knowledge and understanding of fitness for purpose. Teachers' sound subject knowledge and provision of suitable resources help pupils in developing good knowledge and understanding of various aspects of design, including food technology. As a result of this sound teaching, pupils make steady progress in their learning at both key stages. The subject is effectively co-ordinated and as a result of their teaching, pupils have a positive attitude to learning about design and technology. They develop good awareness of the importance of careful thought before starting to make an artefact and about evaluation and modification afterwards. Their good levels of interest and concentration help them to gain knowledge and understanding of aspects such as how to cut and mould different materials effectively.

## **GEOGRAPHY**

94. At the end of both key stages pupils attain standards that are consistent with those expected for their ages, and they make satisfactory progress throughout the school. Pupils with special educational needs are well supported and make satisfactory progress. During the inspection because of the timetable for the subject only two lessons were observed, one at each key stage. Appropriate evidence was obtained from a detailed scrutiny of pupils' work, displays and

photographic evidence of past activities, discussions with pupils and staff, and scrutiny of teachers' planning. The previous report did not make any firm judgement on standards.

95. At Key Stage 1, pupils are able to draw simple pictorial maps based on the local neighbourhood. They can recognise features, such as houses and roads, and trace an appropriate route to school. They produce sketch maps of the school building, the grounds and of the immediate neighbourhood. Pupils in Year 2 recognise the topography of the local streets using aerial photographs, and they are able to use directional and positional language appropriately to explain their routes. Suitable use is made of data handling using block graphs to compare the number of different types of shops in the vicinity. There are also appropriate literacy links in the pupils' work on weather relating to different poems.
96. At Key Stage 2, pupils are beginning to recognise the similarities and differences between contrasting locations based upon their visit to Leigh-on-Sea. They understand how changes in the environment influence human activities, particularly types of pollution and the need for recycling materials. More opportunities to develop literacy skills are provided when pupils are encouraged to write their own independent account of a visit to the local park. Younger pupils can write independently about a typical day in the life of a boy in Southern India. In discussion, older pupils are able to use a world map competently to identify continents and oceans and many can recall their involvement in the "Coastline 2000" project. They are also familiar with the sequence of compass points and the use of co-ordinates in map reading.
97. The quality of teaching is satisfactory. The lessons observed were suitably planned and appropriate use was made of a range of sources to support the pupils' topic work. Sufficient challenge is provided for all pupils and the work is appropriately matched to their needs. Pupils' response to the subject is good overall. They enjoy the opportunity for orienteering based on their visit to Fair Play House. In their follow up work to the visit, they follow their teachers' instructions and remain focused on their topics. Overall they are well behaved and share any resources sensibly where appropriate.
98. The curriculum meets statutory requirements. There is a suitable policy and a scheme of work to support the planning with appropriate coverage of the programmes of study based on block sessions in different terms. However, the present policy of not planning any geographical work for a whole year, particularly Year 6, is inappropriate. The school is aware of this and intends to modify planning with the introduction of the new curriculum in September. The present curriculum is well supported by sound co-ordination, sufficient resources and by educational visits outside the school.

## **HISTORY**

99. Only lessons in Key Stage 2 were seen, and so judgements are largely based on evidence from pupils' books, teachers' planning and work displayed around the school. Pupils of all abilities make satisfactory progress overall, and their attainment is in line with that expected for pupils at the end of both key stages. Pupils with special educational needs are generally well supported and this enables them to make satisfactory progress. Where appropriately supported, pupils learning English as an additional language make satisfactory progress. On occasions, where pupils' have recently transferred into school with levels of English language acquisition at an early stage of development, and additional staff support is not available, progress is limited and is sometimes unsatisfactory. Teachers are generally aware of pupils' ability and usually group pupils so they can support each other's learning. The previous inspection report made no judgements about standards and progress in the subject.
100. The youngest pupils understand about their own past from work on families and can relate to sequences of events from a short time ago to long ago. Pupils at Key Stage 1 understand that a millennium is a long period of time and that time capsules they made will inform people in the future of what is important now. They recognise that toys, clothes and houses have changed over

time and, from work on the local area, they know that old buildings are very different to look at when compared to new ones.

101. At Key Stage 2, pupils recall with relish work on the Egyptians, talking excitedly about mummies, and life after death. They have a clear fascination for how cultures vary, and understand how historians gather information by looking at evidence. The concept of chronology is satisfactorily extended, and pupils explain how they interpret the past using sources such as pictures, clothes, and writings. In a Year 6, lesson pupils used pictures to explore what they knew about Victorians in terms of social classes. Whilst most understood the concept of upper, middle and working class, a few, with English as an additional language, equated 'upper class' with 'first class' signifying the 'best' class. Pupils demonstrate a wide range of knowledge, for example about the Tudors and the lifestyles of people in those times and how things had changed by Victorian times. Older pupils are able to evaluate the reliability which can be placed on historical evidence, and understand that sometimes information is open to interpretation. Pupils use information technology effectively to research topics. They gather information from the inter-net and CD ROM facilities, for example, about famous Victorian explorers and the Great Fire of London.
102. Teaching and learning is satisfactory at both key stages. Teachers are enthusiastic and make learning interesting by introducing a good range of artefacts and resources to illustrate the subject. Where appropriate, visitors, such as a 'Tudor' actor are engaged to bring the subject alive, and pupils recall such lessons in vivid detail. Skilful questioning helps pupils explore their ideas and extends learning effectively, as seen in a lesson on Victorians for Year 6. Good use is made of a study of the local area to enable pupils to develop a sense of the past in the world around them. Teachers pass on their enthusiasm for the subject to pupils. Because relationships are good and teachers' inspire confidence, pupils' attitudes and response to history are good as a result. The majority are eager to learn new facts and enjoy the stories attached to significant events. They reflect well on how life must have been for people at that time and make interesting observations based on evidence and their own ideas.
103. If appropriate artefacts are not to hand in school, they are located through the Local History Unit. The subject is soundly co-ordinated and enjoys a high profile across the school. Pupils have suitable opportunities to visit local places of historical interest including a good range of museums.

## **INFORMATION TECHNOLOGY**

104. The previous inspection judged pupils' attainment to be below national expectations at the end of both key stages. Since then, positive and emphatic progress has been made towards improving standards in all aspects of the information technology curriculum, and the attainment of all groups of pupils at both key stages now matches national expectations.
105. The computer suite now provides for regular information technology lessons and there are computers in every classroom to support work in other subjects. The number of computers is adequate for such a large school and their use is carefully timetabled for maximum efficiency. In addition, regular lunchtime computer clubs give all pupils the opportunity to develop their information skills further. These clubs are very popular and are attended by most pupils over the course of a year, contributing significantly to rising standards, and pupils' enjoyment of their learning. The co-ordinator works hard to maintain the system effectively, enabling maximum use to be made of it. All classes have a taught 45 minute lesson each week, and each pupil has additional access to a classroom computer to work on related tasks. This provision enables most pupils throughout the school to make good gains in their learning of information technology skills. Progress has been particularly good at Key Stage 2, as the pupils did not experience a structured learning programme until three years ago. Throughout the school pupils with special educational needs, and those in the early stages of English acquisition make good progress, as they receive very good support from staff, which enables them to join in lessons fully with their peers.

106. Lessons are based on a good quality scheme of work, which has been adapted appropriately by the co-ordinator to the school's circumstances. They are well planned, and their purposes are shared clearly with the pupils. The teachers' sound questioning techniques and well-structured teaching of new skills contribute to the pupils' good progress, and they are encouraged to relate new learning to what they have learned previously. In this, they are supported effectively by the teachers' good use of the large demonstration screen in the information technology room. Pupils in the reception classes successfully sequence numbers and use different criteria to sort shapes and make patterns. They match words and pictures to support their learning in literacy. At the end of Key Stage 1, most pupils can enter, save and retrieve their own work, largely unaided. They use the space bar, and shift and delete keys accurately, rapidly learning the layout of the keyboard to enable them to write simple poems and stories. Pupils' learning in mathematics and geography is effectively supported by entering data and displaying it as bar charts, such as features of the houses in their community. The pupils design complex patterns and images with dexterity and confidence, rotating and repeating them. They respond enthusiastically to the teachers' high expectations of independence in using the computers and enjoy working on tasks, with sustained concentration. At the end of Key Stage 2, pupils can discuss the advantages of using data bases to access information, for example on features of Islam. They confidently merge text, pictures and sound, and use a digital camera to create good quality art-work. The pupils write and amend simple procedures to control a simulated robot in order to draw shapes on screen. They make and test predictions when using a simulation programme that requires them to design a machine. They talk animatedly and knowledgeably about what they are doing and why. The pupils are highly motivated and enthusiastic about information technology and look forward to the lessons.
107. The pupils' learning is well supported by good teaching overall. The co-ordinator gives excellent support to teachers new to the school by helping them with their lesson plans and teaching approaches. As a result, the majority of teachers are confident in their knowledge of information technology and pupils enjoy the lessons they teach. In all classes information technology and related homework tasks are used to extend learning in other subjects, and pupils use computers confidently to research history, geography and religious education projects. However, the use of information technology to support learning in the classroom is not yet firmly embedded in practice, though the teachers are aware of the need to do so and are working towards this end.
108. At present, assessment of pupils' attainment and progress is informal, but the co-ordinator has an accurate awareness of standards throughout the school through his regular classroom visits. His excellent leadership and the good support provided by the head teacher ensure that information technology provision continues to develop in a measured and effective way.

## MUSIC

109. Pupils make generally satisfactory progress throughout the school, and those with special educational needs make good progress. This represents an improvement since the last inspection, when attainment was judged to be satisfactory or better at the end of Key Stage 2 but unsatisfactory at the end of Key Stage 1.
110. Pupils make satisfactory progress in performing and composing. Singing is given a strong emphasis and pupils of all ages and attainment join in with songs and rhymes with tuneful enthusiasm. They quickly learn new songs and sing together with obvious enjoyment. Skills of composition are given appropriate emphasis, and pupils are given suitable experiences in learning about these aspects of music. However, they are only given limited opportunities to listen to an appropriate range of styles and comment upon them. There are lost opportunities in assemblies, when music is played but not introduced or discussed.
111. Younger pupils enjoy experimenting with instruments when singing their action songs. Pupils in a Year 1 class worked very well together when they played their percussion instruments to each other, showing that they knew the difference between loud and soft. These pupils listened very carefully to each other's music, and were well supported by a classroom assistant, which enabled

them to make good progress in controlling percussion instruments. Pupils in Year 6 were able to work together to compose and perform a piece of music that conveyed feeling on a theme. Other pupils in this year group were able to play instruments to a tape-recorded song but they had no opportunity to evaluate their own performance.

112. The quality of teaching is satisfactory overall. Teachers' skills range from good to those who are less confident in their knowledge of the subject. However, the use of a comprehensive commercial scheme enables all teachers to plan and deliver lessons appropriate to the needs and prior attainment of the pupils in their class. Pupils with special educational needs are well supported within groups and they are very enthusiastic about this subject, participating with enjoyment.
113. Pupils' attitudes to music are at least satisfactory and sometimes good, particularly when teachers have clearly planned lessons and good control. This has a positive impact on the progress made and as a result, pupils make steady progress in their learning. Relationships are very good. The help that pupils give each other in music is at times very good, for example when a pupil supported a friend with special needs in playing their instrument.
114. The school has recently placed a stronger emphasis on music by appointing a new co-ordinator. This has resulted in music being soundly co-ordinated and having a higher profile in school and also the creation of a school choir. The quality of the choir has recently been recognised, and it has progressed to the second round of a national competition with its Millennium Song. This choir also regularly sings at community events. There are now recorder classes and regular tuition for instruments that contribute to a higher standard of music.

## **PHYSICAL EDUCATION**

115. At the end of both key stages pupils attain standards that match those expected for their ages, and overall they make satisfactory progress. Pupils with special educational needs are well supported and also make satisfactory progress. This is similar to the judgement made in the previous inspection.
116. At Key Stage 1, in gymnastics, pupils practise basic actions of travelling on both the floor and on apparatus competently. With practice, they refine their ways of travelling altering their speed and adjusting their bodies to support their weight. Most pupils can devise their own sequence of movements to suit the apparatus, though some still lack overall co-ordination. In games lessons, younger pupils are beginning to throw and catch a small ball accurately. When this is extended to working in small groups moving bean bags, rings and balls, the majority of pupils at first require practice but, as the lesson progresses, can be seen to be improving.
117. At Key Stage 2, the majority of pupils continue to make satisfactory progress in games, passing and receiving a ball. They clearly understand the principles of attack and defence and practise making passes avoiding interception in small team games. In gymnastics, most pupils are improving their sense of control in their work on the "five star award" training, refining long and high jumps, shuttle relays and skipping. In dance, pupils are encouraged to express themselves imitating the movements of a lion as well as attempting facial expressions. In all lessons they are familiar with the need for appropriate warm up and cool down sessions as well as basic safety procedures.
118. Pupils' response to the subject is good. They enjoy their lessons and work well collaboratively in teams. Pupils listen attentively to instructions, and all classes, including the youngest, are able to distribute apparatus as required in a sensible and orderly manner. Overall their behaviour is good and pupils remain focused on their activities with little disruption.
119. The quality of teaching is satisfactory overall with some particularly good features. Most lessons are suitably planned and include all the resources required appropriate to the activity. This has a positive impact on the progress pupils make. Many lessons include effective demonstrations of

relevant gymnastic and games techniques by staff or selected pupils to illustrate specific skills. Another good feature is the opportunity allowed for self-evaluation by the children to allow them to improve on their own past performance. However, in a few lessons, there is too much time spent on explanations, with the majority of pupils sitting passively, resulting in a lack of pace. Pupils are generally managed well with clear, on going assessment to modify their actions. Pupils benefit from the provision for outdoor and adventurous activities as well as suitable provision for extra-curricular activities.

## **RELIGIOUS EDUCATION**

120. Pupils make satisfactory progress at Key Stage 1 and standards of attainment are generally in line with the requirements of the locally Agreed Syllabus by the end of Year 2. Pupils of all levels of prior attainment make similar progress in their learning, with the exception of pupils with special educational needs who make good progress. Pupils make satisfactory progress in the earlier years of Key Stage 2, but unsatisfactory progress overall and, at the end of Year 6, standards are below the requirements of the locally Agreed Syllabus. This is a decline in standards since those reported than at the time of the previous inspection, when they were judged to match the expectations of the locally Agreed Syllabus at the end of both key stages.
121. At Key Stage 1, pupils make satisfactory progress in their understanding of social and moral issues. Pupils in Year 1 discuss how they feel when their brothers and sisters upset them. They come to an appropriate understanding of how to deal positively with angry feelings and learn how important it is to heal relationships. When sharing experiences, pupils show respect for each other's contributions. Pupils in Year 2 discuss friendship when they learn about the life of Jesus and his disciples. Pupils in Year 3 and 4 are learning about some different world religions and the importance of festival food and sacred animals. Pupils in Year 5 show how Muslims demonstrate respect and relate this to their behaviour in everyday life. In Year 6, pupils are able to explain the rituals of preparing for 'special days' of worship for their own personal religions. However, their knowledge beyond their own faith is limited and they do not fully understand the importance of worship rituals in other peoples' lives and religions. In discussion, they are able to demonstrate that they have knowledge of religious symbols, traditions and rules, but are not able to express thoughtful views on these issues. The older pupils in Key Stage 2 demonstrate good knowledge and understanding of Islam and Sikhism, but a very limited knowledge of Christianity. They can say that religion is important to many people, but they do not recognise the importance of religious beliefs in shaping the identity of faith communities.
122. In the lesson observed at Key Stage 1, both teaching and learning were good. Good questioning led pupils to make good progress in their understanding of different emotions at different times. It is clear from discussions with pupils and the work in their books that they make generally satisfactory progress in their learning and that the quality of teaching is satisfactory overall. At Key Stage 2, the overall quality of teaching and learning is unsatisfactory. As a result, pupils do not consolidate their knowledge and understanding sufficiently. During the week of the inspection teaching ranged from unsatisfactory to good. Good teaching was seen in Year 5 when a teacher with good subject knowledge encouraged pupils to use the computers to research information on 'Respect in Islam'. In the unsatisfactory lesson observed questioning was ineffective. It did not maintain pupils' interest or ensure that they acquired new knowledge to increase their understanding of religions other than their own. Pupils are generally attentive and well disciplined, and these aspects have a positive impact on their progress in learning. Most pupils are very willing to respond to questions and take part in discussions. The previous report raised two issues relating to teaching, one being a lack of opportunity for pupils to undertake personal research and this issue has been tackled successfully. However the other weakness of pupils discussing issues rather than recording them on paper has shown little improvement.
123. The curriculum is based on the locally Agreed Syllabus and meets statutory requirements. There are no formal procedures for assessment and no formal means of monitoring pupils' academic progress in religious education. There is no subject co-ordinator so the lack of clear leadership and monitoring of quality and standards has contributed to a fall in standards in Key Stage 2.

Religious education plays a satisfactory part in the provision for pupils' spiritual, moral, social and cultural education.