

# INSPECTION REPORT

## **AYLOFF PRIMARY SCHOOL**

Elm Park, Hornchurch

LEA area: Havering

Unique reference number: 102272

Headteacher: Miss A Shea

Reporting inspector: Doris Bell  
16413

Dates of inspection: 31 January – 4 February 2000

Inspection number: 191497

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	South End Road Elm Park Hornchurch Essex
Postcode:	RM12 5UA
Telephone number:	01708 451463
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr L Graves
Date of previous inspection:	8 July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs D Bell	Registered inspector	Art	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mrs J Reid	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents? Attendance Links with the community
Mrs C Gordon-Smith	Team inspector	Design and technology, Geography, Physical education	How good are the curricular and other opportunities offered to pupils?, Spiritual, moral, social and cultural development
Dr K Singh	Team inspector	English, History, Equality of opportunity, English as an additional language	Assessment and its use
Mrs M Presman	Team Inspector	Mathematics, Information technology, Music	Attitudes, behaviour, personal development
Mrs L Palmer	Team Inspector	Under fives, Special educational needs, Science, Religious education	Staffing, accommodation and learning resources

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# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Ayloff Primary School is a large primary school for 368 boys and girls aged 4 to 11. The number of classes rose from 12 to 13 at the beginning of this school year to accommodate the increase in pupil numbers that has taken place since the last inspection. Pupils are taught in single age classes, except for one group of 6 and 7-year-olds, who are taught together. Most pupils come from the mixture of private and local authority housing estates close to the school and remain in the school through to the age of 11. This year, pupils' attainment on entry to the school is broadly in line with that found nationally for four-year-olds. In 1998 it was slightly below. Six per cent of the pupils come from ethnic minority groups and 3 per cent from homes where English is an additional language. Sixteen per cent of pupils are known to be eligible for free school meals. Four pupils (0.8 per cent) have statements of special educational need (SEN). In total there are 59 pupils (16 per cent) on the register for SEN. All of these figures are broadly in line with those found nationally but the SEN figure fluctuates considerably from year to year. In the current Year 3, for example, 33 per cent of pupils have SEN and a further 18 per cent qualify for additional literacy support.

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

Ayloff is an effective school. It has improved considerably since the previous inspection and is enabling pupils to reach increasingly higher standards at the age of 11. This is largely because of the high proportion of very good teaching in Years 5 and 6. In these two years, the work pupils are given to do is consistently challenging and they respond well. All pupils show an eagerness to come to school and to learn, and the behaviour of the vast majority is good. The governors and senior managers are responding appropriately and effectively to the challenges they face with regard to improving pupils' achievement in the 5 to 7 age range. The school is fully committed to improving standards and teaching in all age groups. It is led and managed in a very cost effective way and provides sound value for money.

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

- Pupils at the end of Key Stage 2 achieve above average standards in science.
- There is a high proportion of very good teaching in Years 5 and 6.
- Children under five are achieving above average standards in language and literacy.
- The successful implementation of the National Strategies for Literacy and Numeracy is raising teachers' expectations of what pupils can do in both key stages.
- The headteacher has successfully established a climate in which the regular monitoring of teaching and learning takes place and clear targets are set for further improvement.
- Governors are very effectively involved in managing the school and undertake their role as a critical friend very seriously.
- The school cares well for its pupils, fosters good attitudes and values, and promotes good behaviour.

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

- Standards and teaching in English and mathematics in Key Stage 1.
- Standards in history in both key stages and the management and organisation of the subject throughout the school.
- Targets set for the end of Key Stage 2 in English and mathematics could be more challenging.

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

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

The school was last inspected in July 1996, shortly after the appointment of the present headteacher. Since then improvement has been good. The quality of teaching has improved in both key stages, rising from 73 to 93 per cent satisfactory or better. All unsatisfactory teaching is being closely monitored and teachers have targets for improvement. Teaching methods and learning activities are now mostly well matched to pupils' needs and pupils are more effectively involved in their learning. They have 'personal development books' that follow them through the school and are used to work out what each individual needs to do next in order to improve. Schemes of work are in place for all subjects. Assessment procedures are good and information gained from assessment is used to guide planning. Teachers

accurately record and monitor pupils' progress in English, mathematics and science and keep appropriate records of progress in other subjects. Information and communication technology provision and standards have improved considerably. Setting in mathematics has been successfully extended to all Key Stage 2 classes and is leading to higher standards in this subject. All pupils with special educational needs receive appropriate additional support towards the targets set in their individual education plans. The headteacher and staff wisely explored all minor weaknesses in the previous report and have also addressed the vast majority of them effectively.

## 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	B	D	C	C
Mathematics	C	C	B	B
Science	E	C	A	A

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

This table shows a positive picture of standards at the end of Key Stage 2. The school's results have improved in line with the national trend in this age group over the last three years. Most of the current Year 6 pupils are attaining average standards in English and mathematics and above average standards in science. In mathematics, the pupils in the higher ability groups are already working at the higher level. 'Booster' classes are set to begin after the inspection to help pupils who are borderline achieve the highest level of which they are capable. Given the good achievement of the current Year 6 pupils and the high level of challenge in the teaching, the targets set some time ago for English and mathematics for this school year are not challenging enough.

The results of the 1999 National Curriculum tests for seven-year-olds were well below the national average and the average for similar schools in writing and mathematics. In reading, the results were well below the national average but very low in comparison to similar schools, placing the school in the bottom five per cent of all schools. One of the reasons for the low attainment at the end of Key Stage 1 in 1999 was the high percentage of pupils (33%) identified as having special educational needs. However, in this age group, standards have declined since 1997 against a rising trend nationally and pupils are not achieving well enough. Teacher assessment indicates that speaking and listening skills are good and that standards in science were above both the national average and the average for similar schools. Standards attained by the current Year 2 pupils are below average in reading, writing and mathematics and average in science.

In both key stages, standards are as expected for pupils' ages in art, design and technology, geography, physical education and religious education. In information and communication technology (ICT) standards are in line with the national expectation for pupils aged 7 and above for pupils aged 11. Pupils also attain good standards in music by the age of 11. In history, standards in both age groups are lower than in most schools.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school and show good levels of interest in their learning.
Behaviour, in and out of classrooms	Good; pupils behave well in and around the school, respect their learning environment and take care of the many resources left freely available for their use.
Personal development and relationships	Good; pupils help with daily routines, offer to help each other and adults and become increasingly confident in their ability to manage and organise some of their own work.



Attendance	Satisfactory; most pupils attend regularly and arrive on time.
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## TEACHING AND LEARNING

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

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

The quality of teaching is at least satisfactory in 93 per cent of lessons. It is very good in 29 per cent of lessons and good in a further 29 per cent. Teaching is unsatisfactory in 7 per cent of lessons. This represents a considerable improvement since the previous inspection when 27 per cent of teaching was unsatisfactory. The good and often very good teaching in the 7 to 11 age group enables pupils to achieve well and make very good progress. Teaching is at least satisfactory in 84 per cent of Key Stage 1 lessons. However, an analysis of pupils' work over time indicates that 5 to 7-year-olds do not learn or achieve well enough in English or mathematics in relation to their attainment on entry and therefore teaching is unsatisfactory in Key Stage 1. In Key Stage 2 teaching is satisfactory in English and good in mathematics.

In good and very good lessons, teaching is well planned, lively and inspirational and successfully builds on what pupils already know. Teachers value all pupils' contributions, extend their knowledge well and challenge them to work even harder. Pupils become highly motivated and respond well to the high expectations of their work rate and behaviour. The occasional unsatisfactory management of pupils' behaviour, slow pace and insufficient use of practical resources to support pupils' learning lead to some unsatisfactory teaching because pupils do not achieve enough in such lessons. Literacy and numeracy skills are successfully taught in most lessons and teaching is usually well planned to meet the needs of pupils of all levels of prior attainment, including those with special educational needs and those for whom English is an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; all subjects are taught and appropriate provision is made for personal, social and health education. There is also a good programme of extra-curricular activities in which many pupils eagerly participate.
Provision for pupils with special educational needs	Satisfactory; pupils are taught in class and in withdrawal groups. They have suitable individual learning targets that are reviewed regularly. All statutory requirements are in place.
Provision for pupils with English as an additional language	Satisfactory; good support is provided to help these pupils understand the nuances of language in different subjects and this enables them to make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development, including personal development, is good. Provision for spiritual and cultural development is satisfactory. More could be done to introduce pupils to the range and diversity of cultures that exist in Britain to-day.
How well the school cares for its pupils	The school continues to care for its pupils well and monitors both their personal and academic progress satisfactorily. The outcomes of this are used to support their further learning and to adapt this to meet any identified weaknesses.

The school's partnership with parents is satisfactory. Parents receive appropriate information about their children's progress. Most have signed up to the home/school agreement and their involvement in and impact on their children's learning is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher is well supported by governors and all staff. she has instigated several initiatives aimed at raising standards and the quality of teaching. Most curriculum co-ordinators manage their subjects well.
How well the governors fulfil their responsibilities  The school's evaluation of its performance	Very well. Governors are fully involved in the life of the school. They are very aware of its strengths and weaknesses and hold the school to account well for the quality of education provided.  Good; all results are analysed; the quality of teaching and learning is monitored; weaknesses are identified; targets are set for improvement and the school brings in external support where necessary to help it achieve its aims.
The strategic use of resources	Very good; governors are fully involved in the strategic planning, management and use of resources and hold the school to account well for its decisions.

Staffing is adequate and appropriately deployed. The accommodation is adequate but is in need of redecoration externally. The outside area is under-developed as a learning resource for young children and the use of the playgroup room for special educational needs withdrawal groups is unsatisfactory. In addition, the canteens are in desperate need of refurbishment and do not provide an effective environment for pupils' learning on the few occasions they are used for this. Resources are very good and are very well used, well cared for, well organised and easily accessible. The governing body is keenly aware of the principles of best value and ensures that the school applies these well when purchasing resources. It questions the reasons for further resources or other spending in terms of the benefits for the pupils and targets its spending well to improve standards and provision.

## **PART B: COMMENTARY**

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

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

1. The results of the 1999 National Curriculum tests for eleven-year-olds were in line with the national average for English, above the national average for mathematics and well above the national average for science. The English results were in line with those found in similar schools. The mathematics results were above and the science results well above the averages for similar schools. The percentage of pupils achieving the higher level, level 5, was above the national average for English and well above the national average for mathematics and science. Teacher assessments were considerably below the test results particularly at the higher levels. The majority of pupils currently in Year 6 are achieving the nationally expected standards in English and mathematics and are achieving above these in science. In mathematics, most pupils in the higher sets are already working at the higher level. Over the past four years, standards in all three subjects have risen in line with the national trend. There are no significant differences between the achievements of boys and girls. All achieve equally well and boys do better in English in this school than they tend to do nationally. The reason for the difference between the test results and the achievement of the current Year 6 cohort in mathematics and science is that booster classes have not yet started to help pupils who are borderline achieve the highest level of which they are capable.
2. The picture is quite different at the end of Key Stage 1. The 1999 test results showed that pupils' attainment was well below the national average and the average for similar schools in writing and mathematics. In reading it was well below the national average but very low in comparison to similar schools. This puts the school in the bottom 5 per cent of schools for reading at the end of Key Stage 1. In this key stage, teachers under-estimated pupils' achievements at the higher levels in reading and mathematics. The teacher assessments for science in 1999 indicate that pupils' attainment was above both the national average and the average for similar schools. Pupils currently in Year 2 are achieving below average standards in reading, well below average standards in writing and good standards in speaking and listening. They are achieving below average standards in mathematics and satisfactory standards in science. Since 1997, standards have declined at the end of Key Stage 1 in reading, writing and mathematics.
3. Inspectors are satisfied that the leadership and management of the school have analysed thoroughly the reasons for the decline in standards at the end of Key Stage 1 and have established a range of appropriate and effective strategies to secure improvement. These include the rigorous monitoring of teaching by the headteacher and the deputy, and the employment of a part time teacher to enable Year 2 pupils to benefit from being taught in smaller ability groups for some time each week to try to help them achieve higher levels in the tests. A phonics early intervention programme was successfully introduced into the reception classes at the beginning of this school year, in order to try to improve pupils' literacy skills from the youngest age and the positive effect on reading and writing in the reception classes is already evident. The staff are now using the results of baseline assessments to track pupils' progress to the end of Key Stage 1. Teachers already use the end of Key Stage 1 tests as a basis from which to track pupils' progress across Key Stage 2. This information, together with that collated from a range of other tests, is fully and effectively analysed to identify and address areas of weakness in pupils' learning. The outcomes are also used to set targets for the end of Key Stage 2 tests. The targets currently set, however, are not challenging enough given the attainment and progress evident in the current Year 6 cohort.
4. In 1998, the school started to use baseline assessment to test children on entry to the school. The 1998 results indicated that their attainment was slightly below average. However, the attainment of the 1999 cohort is in line with national expectations in all six areas of learning. All children in this cohort are likely to reach the expectations for five-year-olds in all areas of learning and to exceed expectations in language and literacy. Children who are five have already done so. There are 28 children still under the age of five.
5. Pupils achieve good speaking and listening skills at the end of both key stages, becoming increasingly confident and more articulate as they move through the school. The below average standards and the unsatisfactory progress in reading in Key Stage 1 are seen in pupils' inability to

use their knowledge of letter sounds in different combinations to decode unfamiliar words, resulting in much hesitation in reading and a lack of understanding of what is read. This is a result of teachers using inappropriate texts and paying insufficient attention to the range of reading strategies available and is now being addressed through the successful introduction of a structured phonics scheme in this age group. Unsatisfactory reading standards hinder pupils' progress in writing and only higher attaining pupils spell accurately and use punctuation consistently well. In general, spelling is weak and pupils find it hard to read back what they have written.

6. In Key Stage 2, pupils learn to read fluently and with expression, and are encouraged to use books for a wide variety of appropriate purposes to enhance further their reading abilities. They enjoy reading in this key stage, read for pleasure and for information and use their skills well throughout the curriculum. Pupils extend their writing abilities well in this age group. They write well constructed poems and short stories and can sustain ideas throughout them. Note-taking is secure across a range of subjects and pupils use paragraphs accurately and most achieve good standards of spelling, often using dictionaries and thesauruses to check this or to find alternative words. They realise the importance of and use appropriately, the drafting and re-drafting process to improve their work. Most pupils do not yet write for a wide enough range of audiences, however, or sustain a story long enough to be able to set it out in different chapters or episodes. By the end of this key stage, however, handwriting is neat, joined and legible and work is well presented.
7. In mathematics, pupils in Key Stage 1 do not do enough practical work to help them understand and use number. For example, in one Year 2 lesson, the teacher's objective was that pupils should learn the concept of adding 18 or 28 by rounding to the nearest 10 and subtracting 2. In their group work, the majority of pupils continued to count on in 18 or 28 individual steps and really needed some apparatus to help them understand the concept of rounding. This was not made available to them and consequently the majority did not make enough progress. Number work is, however, better than other areas of mathematics in this key stage. In Key Stage 2, pupils' progress is good across all areas of the subject. They learn to use specific mathematical language well, increase their mental skills considerably and by Year 5 most can work competently with both decimals and fractions. By Year 6, most pupils know what is meant by the terms 'acute', 'obtuse' and 'right' when referring to angles and know the sum of the angles of a triangle. Pupils use their numeracy skills appropriately in other subjects, for example, science as they measure and record findings, and in design and technology where they learn to measure accurately in order to make their artefacts.
8. In science, pupils learn from an early age the importance of experimenting and investigating, making predictions and subsequently recording their findings. In Key Stage 1, they do this in a variety of ways as they investigate materials and find out about living things and what they need to survive. They build well on these skills in Key Stage 2 and learn the importance of ensuring a fair test when they are investigating, for example, the differences in heart rate before and after exercise. They also learn which materials can or cannot conduct electricity and the processes by which solids can be changed into liquids.
9. Pupils achieve the nationally expected standards in information and communication technology at the end of Key Stage 1. At the end of Key Stage 2, pupils' attainment exceeds the nationally expected standards. This reflects the hard work that has gone into improving this subject since the last inspection and the commitment of the co-ordinator and teaching staff to ensuring that pupils make good progress throughout the school. In religious education, pupils' attainment is in line with the expectations of the locally agreed syllabus at the end of both key stages. Pupils achieve satisfactory standards in art, design and technology, geography and physical education in both key stages. They achieve good standards in music at the end of Key Stage 2 but unsatisfactory standards in history in both key stages. The unsatisfactory achievement in history happens because there is not enough teaching of the key skills of historical enquiry and interpretation of history.
10. Pupils with special educational needs make satisfactory progress towards the targets set in their individual education plans. They receive good support in the majority of lessons and in withdrawal groups. Their work is marked regularly and their targets adjusted if necessary to support their learning needs. Pupils for whom English is an additional language are also supported appropriately and make satisfactory progress and achieve satisfactory standards in relation to their prior attainment.

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

11. Good induction procedures ensure that children settle quickly into school routines and develop positive attitudes to school and to their learning. Children learn to work co-operatively and independently as the need arises, and to care for and use all resources safely and sensibly. They take care of their environment and soon take responsibility for hanging up their coats and selecting their activities.
12. In both key stages, the vast majority of pupils display good attitudes to the school and to learning and these contribute in great measure to the progress they make, particularly in Key Stage 2. They are eager to come to school and quickly involve themselves in a wide range of activities in and out of the classroom. The vast majority of parents of children in all age groups indicate that their children like school, although almost a quarter of the responses from parents of six and seven-year-olds indicate a tendency to disagree with this. In discussion with inspectors, pupils did not confirm this view. Pupils' attitudes to school are enhanced by the views expressed by most of their parents, namely, that the school's ethos and values are good. Pupils in Key Stage 2 respond well to the good quality teaching they receive and readily rise to the high expectations their teachers have of both their behaviour and work rate. In most lessons, pupils are very clear about what is acceptable behaviour and usually behave well. They learn to consider the effect of their actions on others and to respect ideas and beliefs that differ from their own.
13. A small number of parents expressed some concerns at the way in which the school had dealt with some incidents of bullying. However, a sample of pupils with whom this was discussed are clear about what to do if any should occur and are confident that their teachers will handle any such incidents well. There have been no exclusions in the last two years. Pupils also behave well in the playgrounds and in the dining room. They form good relationships with each other and with their teachers and this enhances their personal development and their learning. Pupils develop self-discipline well in the dining rooms through the examples set by the older pupils to the younger ones. From a young age, pupils willingly give out books and materials, take registers to the office, and tidy away after themselves in the classroom. As they get older, they take increasing responsibility for their own learning. They readily access the materials and resources they need, use the library well and show confidence and initiative by suggesting to the teacher that they give out, for example, electronic notepads to help their English work in Year 6. They take care of all resources and materials available to them, including the many books, equipment and other displays in the corridors. They take pride in their work and readily celebrate the achievements and efforts of other children.
14. Attendance continues to be satisfactory. Unauthorised absence is in line with the national average. The school and the Educational Welfare Officer work well together to reduce levels of unauthorised absence. Pupils are punctual to school and lessons start promptly.

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

15. The quality of teaching is satisfactory or better in 93 per cent of lessons. It is very good in 29 per cent of lessons, good in a further 29 per cent, satisfactory in 35 per cent and unsatisfactory in 7 per cent. This represents a considerable improvement on the previous inspection when 27 per cent of teaching was unsatisfactory.
16. The teaching of pupils under five is satisfactory or better in 92 per cent of lessons. The 8 per cent unsatisfactory teaching represents one literacy session in which it was not clear what pupils were expected to learn through the different activities and tasks organised for them and they consequently made little gains in knowledge and understanding. The same teacher went on to teach a very good and very well organised language and literacy session later in the week, in which pupils made very good gains in learning about rhyming words and word patterns. Where teaching is good, as in a lesson where children were learning about the properties of air, well planned and enthusiastic teaching ensures that there is a range of opportunities made available for pupils to explore and investigate how air moves. They make good gains in learning as they make fish and flap them with their books and use a timer to measure how long it takes to blow up a balloon. The teacher is also careful to promote literacy and numeracy skills while children are doing this by requiring them to use the correct vocabulary and to measure time. In this age

group, teaching is good in 34 per cent of lessons and satisfactory in 50 per cent. Teachers have a sound understanding of the needs of children under five and plan their lessons and activities to suit the children's differing needs. Their use of a recently introduced phonics programme is producing clear evidence that pupils are learning to read and write much more quickly and are achieving above average standards in language and literacy. Teacher assessment is thorough and it is well used to alter planning on a daily basis to meet pupils' needs as a result of evaluating prior teaching and learning.

17. Teaching is satisfactory or better in 84 per cent of lessons in Key Stage 1. It is very good in 11 per cent and good in a further 16 per cent. Teaching is also unsatisfactory in 16 per cent of lessons in this key stage. This does, however, represent a significant improvement since the last inspection when a very much higher percentage of teaching was unsatisfactory (40 per cent) and teaching was considered to have significant weaknesses because of poor organisation and slow pace. Although teaching is much improved as a result of rigorous monitoring and the setting of targets for improvement, elements of these weaknesses remain. Pupils do not make sufficient gains in learning over time in this key stage in literacy and numeracy and therefore the quality of teaching is judged to be unsatisfactory in spite of the improved statistics.
18. Where teaching is good, as in a Year 2 religious education lesson, pupils are highly motivated by the good use of religious artefacts and are eager to find out more about, for example, Hindu gods and shrines. Effective revision of previous work prepares them well for the new learning they are to acquire and this is explained clearly to them. As a result, they are keen to participate fully in the lesson. Similar good practice was seen in a very good Year 1 geography lesson that built very successfully on the learning pupils had gained from a local walk. The good use of an overhead projector to retrace the route helped pupils to consolidate their previous learning and to extend their map work by using simple symbols to represent, for example, the post office and a zebra crossing. As the pupils then drew their own maps, the teacher circulated, asking developmental questions to push their learning further and they made very good progress in using and understanding simple maps. Teachers are careful to reinforce literacy and numeracy skills appropriately in other lessons by, for example, insisting on correct spellings, punctuation and presentation when recording work across all subjects and accurate counting and measurement in science.
19. In Key Stage 1, the unsatisfactory teaching occurred in three lessons. One lesson was a class literacy session where, although the planning was sound, the slow start to the lesson and the slow pace within it led to some ill-managed pupil behaviour and a lack of sufficient progress for the majority of pupils. Another was a numeracy session in which the teacher's objective was that pupils should learn the concept of adding 18 or 28 by rounding to the nearest 10 and subtracting 2. In their group work, the majority of pupils continued to count on in 18 or 28 individual steps and really needed some apparatus to help them understand the concept of rounding. This was not made available to them and consequently the majority did not make enough progress. The third unsatisfactory lesson was a literacy session in which ten pupils with learning difficulties, mostly due to behavioural problems, were withdrawn from the Year 2 class for support work. The pupils' poor behaviour and the teacher's unsatisfactory management of it led to their making very little progress in the session. The same pupils were seen to behave appropriately when being taught as part of the whole class. The regular class teacher was absent for most of last term and she has worked hard since Christmas to gain control of these pupils and achieve an effective learning environment for all pupils in her class. She has been well supported in this by the headteacher and the deputy head. The school also purchased the services of a Local Education Authority expert on behaviour management. The work is ongoing but the effects of the positive approach to discipline are beginning to have the desired effect on pupils' learning.
20. The quality of teaching is much better in Key Stage 2 than in Key Stage 1 and as a result, pupils make good progress in this key stage. There has also been a major improvement in teaching in Key Stage 2. It is now satisfactory or better in 96 per cent of lessons, including being very good in 41 per cent, good in a further 32 per cent and satisfactory in 22 per cent. Teaching is unsatisfactory in 4 per cent of lessons, representing 2 lessons in this key stage.
21. The most effective teaching occurs in Years 5 and 6 and has a major impact on pupils' learning in their last two years in the school. A very high proportion of very good teaching occurs in Year 6. Teaching is always at least good in one Year 3 class and one Year 4 class. In all of these classes, the teachers' good subject knowledge enables them to teach skills and subject matter in lively and inspirational ways across a range of subjects and they successfully stimulate and

challenge the intellectual and creative abilities of pupils of all levels of prior attainment. In the very good lessons, very effective and challenging questioning helps to consolidate, extend and verify what pupils already know and understand. The methods chosen always match the particular focus of the lesson and teachers ensure that all time is used very effectively. Relationships are good throughout the school but in these classes they are very good. Work is well matched to pupils' prior attainment and the teachers quickly pick up on any weaknesses in learning and help pupils to improve their work either immediately in class or by planning further opportunities for them to do so. Pupils are enabled to work well for extended periods of time, often independently, and make very good progress. The very effective use of support staff, for example in Year 6, helps lower attaining pupils and those with special educational needs to make very good progress in their work also.

22. One of the best examples of very good teaching occurred in a Year 6 literacy lesson where pupils were studying a challenging extract from 'Great Expectations' by Charles Dickens. The teacher challenged the pupils to achieve a greater understanding the text through questions such as "What do the comments 'when the church came to itself' and 'give it mouth' mean?" and pupils confidently offered good suggestions as to the answers. Further questioning helped pupils to explore the style of writing and the teacher insisted on the use of accurate quotations from the text before allowing the pupils to explain what they meant. Excellent use of time limits in this lesson led pupils swiftly through a revision of the use of similes and metaphors in descriptive writing. Through these, pupils' understanding of the text was further enhanced by their having to add to it to create further suspense, or to make the character of the boy appear more scared; or to change the text by using dialogue to create effective descriptions of the characters and the atmosphere. These tasks were very well matched to pupils' prior levels of attainment and a classroom support assistant was used very effectively to help lower attaining pupils make good progress. During the lesson, the teacher pulled the class together at different points to check where each group was up to and to enable pupils to give examples to support other pupils. The Teacher then used the final plenary very well to recap on what had been done, using examples of pupils' work from each group to evaluate with them what was good and what could be improved. Pupils were very clear about their work and how they could improve it because of this approach and also because of the very effective marking in their books. The very good use of praise for work and effort throughout the lesson helped to raise pupils' self esteem and spurred them on to do even better.
23. In the remaining Year 3 and Year 4 classes, teaching is mostly satisfactory but there are isolated examples of unsatisfactory teaching in each class. One of these lessons was a physical education lesson, where the teacher's lack of subject knowledge meant she did not focus well enough on the clear learning objectives she had set and pupils were not sufficiently challenged to improve their levels of skill. The other was a music lesson where slow pace led to pupils making unsatisfactory progress because there were not enough instruments to go round and the organisation of the activity was inappropriate.
24. Pupils with special educational needs are well supported in classes and teachers' planning shows how work will be adapted to suit their needs. This ensures that they make the progress of which they are capable in each lesson. For example, in a Year 1 science lesson, pupils with special educational needs were given the same task about growing but could record their thoughts and findings using pictures, with adult support. Other areas of the curriculum are sometimes planned to meet the needs of lower attaining pupils by the same task but allowing for pupils to complete the activities at their appropriate level. Pupils with special educational needs make satisfactory progress in relation to their prior learning and the targets set in their individual education plans. The pupils for whom English is an additional language also make satisfactory progress. Although all are fluent English speakers, the use of the designated support teacher helps the two pupils who require further support to understand better the nuances of language associated with different subjects.
25. The staff of the school have made good progress with regard to the two key issues related to teaching from the last inspection. There is consistent planning throughout the school and, in most lessons, a good match of work to pupils' needs. In the main, teaching in Key Stage 1 tends to lack inspiration and teachers' expectations of what pupils can do are not high enough, although there are clear indications that the National Strategies for Literacy and Numeracy are raising these. There are major implications for teachers in this key stage in the next school year as a result of the improved work in the reception classes that is leading to above average standards in language and literacy in that age group.

26. In Key Stage 2, teachers' expectations of what pupils can do are consistently high in most classes. The weakness here is that teachers have not yet got the confidence to set higher targets to challenge both themselves and the pupils although the good progress pupils are making clearly indicate the need for an upwards review of the current targets. There are now many opportunities in Key Stage 2, although less in Key Stage 1, for pupils to develop independent learning and enquiry skills. The range of teaching methods used is much wider and whole class direct teaching, group, paired and individual work are all used at least appropriately in most lessons to match the particular learning focus. The weaknesses identified in the last inspection with regard to teachers' subject knowledge in information technology, science, mathematics and music have all been successfully addressed and the impact on pupils' learning is very noticeable. There are some weaknesses in history teaching. This is because teachers do not focus well enough on teaching key historical skills and pupils are too often given low level tasks to do such as colouring in or completing worksheets. Such tasks do not enable them to apply the good research skills evident in, for example, their English and geography work.
27. Teachers' planning is good. Teachers plan together in year groups to make sure the pupils have similar experiences. What pupils are expected to learn is always clear and suitable work is planned for pupils of different abilities under the headings 'core', 'support' and 'extension' work. This is especially so in the core subjects of English, mathematics and science, but where relevant, is used also for other subjects. This method of planning is particularly effective in ensuring that arrangements for pupils with special educational needs are met and teachers are careful to include reference to their individual education plans. Lesson plans are monitored weekly and subject plans are monitored every half term to make sure that the curriculum is covered fully. Teachers assess and mark pupils' work regularly. Marking is supportive and comments show pupils what they need to do to improve. Teachers confidently alter their planning on a daily basis as a result of their marking and assessment to ensure that weaknesses are dealt with and strengths built upon. They also use homework effectively and regularly to consolidate and/or extend the work pupils do in class, and sometimes to help them prepare for new learning in, for example, topic work. These approaches support well the learning of pupils of all levels of prior attainment.

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

28. The curriculum provided by the school is good. It is broad and well balanced and offers a wide range of experiences relevant to the ages, stages of development and needs of all pupils including those under five, those with special educational needs and those for whom English is an additional language. It meets statutory requirements. The time given to the various subjects is appropriate and in accordance with national guidance. All subjects of the National Curriculum are included and there is an appropriately strong emphasis on English and mathematics. The recent National Strategies for Literacy and Numeracy have been introduced effectively and are being implemented well. The school has effective ways of teaching the basic skills.
29. The curriculum is well planned to provide consistency and equality of access for all pupils within each year group, and ensures that pupils' progress is continuous as they move through the school. Appropriate attention is paid to the recommendations of the Code of Practice to ensure equality of opportunity for pupils with special educational needs. The curriculum also includes personal and social education and teaching about the use and misuse of drugs. Health and sex education form part of the science programme. Religious education is provided in accordance with the locally agreed syllabus. All areas of the curriculum, including personal and social education have appropriate policies. All subjects have good schemes of work that have been recently reviewed. The majority are fully implemented. They are drawn up in a common format that enables cross-curricular work to be planned effectively. This was seen in Year 5 when science was linked with design and technology to make moving model vehicles. The governing body meets regularly to discuss curriculum matters and is well informed. There is no evidence of gender bias and it is a good feature of the provision that boys and girls work very well together.
30. The overall planning of the curriculum is good. There is a good balance between skills and knowledge based work and a two-year rolling programme of topics in subjects other than English and mathematics ensures that pupils in mixed age classes cover all required areas of the different subjects at the appropriate levels. This effectively meets the needs of the pupils



currently in the school and reflects the school's aim to provide equality of access and opportunity for all pupils.

31. The policy for special educational needs complies with the Code of Practice and is monitored and reviewed well by the governor for special educational needs and the special educational needs co-ordinator (SENCO). The SENCO is well qualified and has a good understanding of the procedures for identifying pupils at the earliest possible moment for support. There are clear learning targets in the pupil's individual education plans and these are reviewed termly with staff, parents and appropriate outside agencies, for example, the educational psychologist. The SENCO liaises well with staff, parents and governors and gives satisfactory support for pupils with the exception of a small group in Year 2 who present particularly challenging behaviour. The progress of pupils with special educational needs is communicated to governors through the headteacher's report.
32. There is also appropriate provision to help pupils who need additional language support. The majority of pupils for whom English is an additional language speak fluent English and are appropriately provided for within the classroom. Two pupils, who are considered to be at the early stages of English acquisition receive additional support from an external agency on one morning per week to help them access the nuances of language associated with different subjects. This provision is enabling them to make satisfactory progress.
33. The school analyses test and other results and uses the information to set targets for individuals, groups and at whole school level. It also provides extension work for some pupils identified as needing extra challenge. The provision is carefully and regularly evaluated and reviewed to make sure that all available time and resources are effectively used.
34. There is a good range of extra curricular activities including games, chess, music and art that enhance pupils' academic, personal and social development. There are several sports teams, which practise regularly and achieve considerable success in local matches. Most are open to both boys and girls. Sports clubs are in place across the juniors and league matches are arranged for pupils in Years 5 and 6. Pupils learn to swim at the local pool and outdoor adventurous activities take place both in the school grounds and at the nearby country park. Pupils also have access to instrumental music tuition from as early as Year 1.
35. The school has appropriate links with the community that also enhance pupils' academic, personal and social development. It takes part in a local initiative linked to literacy where reading partners for pupils are arranged through the Havering Business Education Partnership. Volunteers from Havering Voluntary Agency help in classes. Various visitors come to talk to the pupils in lessons and assemblies. These include the police, the local librarian, fire officers, the vicar, and a nurse. A music ensemble has visited the school and a drama group has performed in school to contribute to pupils' understanding of an aspect of geography. However, there is an absence of visitors from other cultures to share their lifestyle and traditions with pupils. Nearly all classes make many worthwhile visits outside school to enhance the curriculum. These range from a local walk in Year 1 to a residential visit in Year 6 and include visits to Kew Gardens, the Natural History Museum, a power station and Colchester Zoo. Some pupils enter the Borough Infant and Junior Music Festivals.
36. Since the previous inspection there have been a number of improvements in the curriculum and in the learning opportunities provided. The information technology provision now meets statutory requirements. All subjects have appropriate policies and good schemes of work. The curriculum is well planned, well co-ordinated and monitored carefully to ensure good continuity and progression. The provision of extra curricular activities remains good.

### **Spiritual, moral, social and cultural development**

37. The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. The provision for moral and social development is good.
38. There is satisfactory provision for spiritual development. Pupils have some opportunities to develop spiritual awareness and reflect on their own and other peoples' lives in assemblies and in some lessons, especially in religious education, art and music. However, some opportunities are missed or not well developed. There is little evidence that the impact of man's intervention on the earth is considered or that the effects of scientific discoveries on daily life are discussed, for

example, to enable pupils to begin to form a personal philosophy. The school provides daily acts of worship for all pupils in accordance with statutory requirements. They are appropriately planned and include opportunities to reflect on religious and moral issues.

39. The provision for moral development is good. Class rules and the school code are well displayed. Pupils are taught right and wrong in a variety of ways, both directly as in a series of assemblies about truth and honesty, and indirectly by example. Teachers have high expectations of good behaviour. The good relationships between adults and pupils are characterised by good manners, courtesy and respect. There is a good behaviour policy, which is consistently applied by all staff. Pupils are left in no doubt about what constitutes acceptable behaviour and staff provide good role models in this respect.
40. The provision for social development is good. Pupils have many opportunities to work together in pairs and groups. They develop a team spirit in sporting activities and have social opportunities in events such as the joint projects with other schools and on visits outside school. There are appropriate community links, for example, with older people in the area. The school provides well for the personal development of the pupils. They are given increasing opportunities to take more responsibility as they get older. In Year 1 they learn to dress and undress without help, taking care of their own possessions. By Year 6 they take responsibility for tasks around the school. They learn to carry out their own investigations and they are expected to undertake more homework tasks and remember to return the work at the right time. The teachers take care to help the pupils to gain independence and self-esteem by offering them suitable opportunities. Some of the older pupils organise charity events with the minimum of adult intervention, although they are appropriately supervised throughout.
41. Provision for cultural development is satisfactory. The pupils have access to a range of music in differing styles. There are several good examples of the pictures of well-known artists and of pupils' work inspired by them but there is little evidence of work of artists from outside of the Western European cultures. The religious education programme includes teaching about the major world religions and the artefacts and festivals associated with them. In geography, pupils study contrasting locations. The school has purchased some multicultural music instruments and pupils were taught a Hindu dance in their study of that religion and the place of dance within it. There is, however, little study of cultural contrast to help pupils achieve a greater understanding of their own lives and of the richness and diversity in English society today.

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

42. The school continues to provide a safe and secure learning environment for its pupils. Teachers know their pupils and their backgrounds well and take good care of them. There are successful measures in place to promote good behaviour and create an environment where pupils feel safe and free from harassment and bullying. Parents hold differing views on the success of the school's procedures for dealing with bullying but the majority feel that the headteacher deals with this effectively should it occur and this is supported by the inspection evidence. The school is keen to raise pupils' self esteem and promotes this through the use of praise, assertive discipline procedures and the good range of awards given for progress, behaviour, effort and standards.
43. Child protection procedures are effective and are known to all staff. There are effective health and safety procedures in place and first aid procedures are formalised and appropriate. Some parents expressed concern that delivery vans continue to come into the school grounds at lunch times. The school has done all it reasonably can to prevent this by telephoning companies and placing notices in strategic places. Parents of reception children expressed concern that, since the beginning of this term, they have to stand behind a line in the playground and allow their children to enter school unaccompanied. Inspectors share their concern that because of the nature of the school buildings, these young children sometimes disappear out of sight of their parents before they are in the care of their teacher. The situation happens in reverse at the end of the school day and occasionally leads to parents not knowing what has happened to their children if they are later leaving the classroom than their classmates.
44. The school has satisfactory procedures for monitoring pupils' academic and personal development. There are good procedures in place for day to day assessment. Pupils' work is marked regularly and comments are written to tell pupils what is good about their work and how to improve it further. These assessments are used to alter daily and weekly planning if necessary, to group pupils according to their prior attainment in all classes, to set groups for

mathematics and to select pupils for 'Booster Groups' and for Additional Literacy Support. There are pupil development records in place for pupils of all ages, in which pupils record their own progress. This gives them a good understanding of their own learning. Their attainment and progress is assessed every half term and pupils are moved up or down sets or ability groups as necessary to meet their learning needs.

45. The school has good procedures for analysing the results of the Key Stage 2 tests and uses these to identify areas needing improvement in English, mathematics and science in order to raise standards further. It is now using the optional national tests in Years 3, 4, and 5 to assess and track pupils' attainment against their end of Key Stage 1 test results. There are no such procedures in place to track pupils' progress as systematically in Key Stage 1 although there are documented plans to introduce a nationally approved test in Year 1 and use this to track progress from baseline assessment to the end of Key Stage 1. Currently the data collated from baseline assessment is analysed but the information is not used well to plan learning in Year 1.
46. Pupils with special needs are assessed regularly and the targets are entered in their individual education plans. Statements for special educational needs are reviewed annually. Pupils for whom English is an additional language are assessed half termly by the specialist staff and appropriate targets are set.
47. There is no policy to guide teachers regarding the keeping of written records for foundation subjects or for religious education. However, teachers keep their own individual records and use these to inform their planning and the annual reports to parents. Since the last inspection, satisfactory improvements have taken place in assessing, recording and reporting pupils' progress. The systems are manageable and are supported by portfolios of moderated work for English, mathematics and science. The portfolios provide helpful guidance for teachers. They are not used as effectively as they might be, however, as teacher assessments at the end of both key stages are considerably lower than the test results. The targets set for Key Stage 2 in 1999 were lower than pupils' actual attainment in the tests and the targets set for the Year 2000 are not challenging enough considering the current attainment of the present Year 6 cohort.

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

48. The great majority of parents are well satisfied with the school and say it has improved a great deal in recent years. Most are pleased with the standards and with the progress pupils are making. They think their children are taught to read and write well and to be good at mathematics. Inspection evidence supports these views, particularly in reception and Key Stage 2. Inspectors share the concern voiced by a small number of parents over the less than satisfactory standards achieved at the end of Key Stage 1.
49. The school has satisfactory links with parents. There are formal opportunities for parents to meet the teacher and gather information about their child's progress at least once a term. The Open Day in the summer term has displays of pupils' work and parents can discuss their child's written report with the teacher. The headteacher and teachers are readily available, by appointment, to talk to parents if they have concerns. However, approximately one fifth of parents who replied to the questionnaire do not think they are well informed about how their child is getting on. Inspectors found that they are given appropriate information on progress and are involved at the early stages of any difficulty being identified. However, opportunities for informal contact and communication are limited due to the arrangements for the delivery and collection of pupils, put in place for safety and security reasons.
50. The school consults and involves parents of children with special educational needs appropriately. Parents have copies of their child's individual education plan and are appropriately involved in the termly reviews where progress in achieving the targets set in the individual education plans are discussed and, if appropriate, new targets set. All parents are informed either by letter or orally when pupils are placed on the special educational needs register.
51. The general information provided to parents is satisfactory. The school brochure and governor's annual report to parents are written clearly and concisely. There are regular newsletters, and letters on specific topics sent home. The annual reports to parents are satisfactory. However, they do not always highlight weaknesses in English and mathematics, for example, nor do they consistently provide specific learning targets in these subjects, especially for the higher attaining children. Parents are informed in advance of the topic their child will be studying to give them

ample opportunity to be involved in their learning.

52. The impact of parents' involvement with the work of the school is good. Many parents help in the school and in extra-curricular activities such as the art and sports club. Most parents attend the parents' evenings and school events. They were consulted on the home-school agreement and most parents have signed. The school has held a curriculum evening on numeracy and workshops for parents of children with special educational needs to involve parents in their child's education. These were well attended. The school encourages parents to be involved in the work their children do at home. Homework is of appropriate range and type and is given regularly. Parents appreciate the homework diaries and the home/school reading diaries. Inspectors found that the reading

diaries are not used as effectively as they could be to identify reading difficulties or show parents where and how to help their children with them. The Parent Teacher Association is very active and provides a wide range of social and fund raising events, which are well supported. They raise large amounts of money and are currently using it to improve the school playground environment.

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

53. The quality of leadership and management is good. Since the last inspection, the headteacher has instigated a number of initiatives designed to raise standards and improve the quality of teaching. These have been particularly effective in Key Stage 2 but have not made enough of an impact on teaching and learning in Key Stage 1. The headteacher and governors are fully aware of the strengths and weaknesses of different teachers. The headteacher's rigorous and regular monitoring of teaching is clearly documented as are the targets set for the staff to improve their work. All unsatisfactory teaching remains a cause of major concern to the governors and headteacher and there is clearly documented evidence of how the school is dealing with it through rigorous and frequent monitoring and the setting of targets for improvement. Careful consideration has also been given to the placing of teachers in different age groups and parallel classes so that they can support each other.
54. All staff with management responsibilities work together as a team. They have clear, written job descriptions that are reviewed annually. The co-ordination of mathematics, science, religious education and information and communication technology is good. In all other subjects, co-ordination is satisfactory. All co-ordinators monitor planning and pupils' work. The co-ordinators for English, mathematics and information and communication technology have benefited from the release time organised by the headteacher to enable them to monitor the quality of teaching, give demonstration lessons and support staff in their work in these areas. As a result of the focus on these three subjects, the monitoring of teaching in other subjects has been put on hold. Co-ordinators are well supported in their monitoring by the headteacher, who also monitors teachers' planning and pupils' work as well as undertaking classroom monitoring across all subjects. The effect of all the monitoring has been improved standards, shared good practice and the identification and addressing of some common weaknesses. The work is well documented. Co-ordinators are also responsible for drawing up development plans for their subjects, managing their own budgets and identifying relevant in-service training in conjunction with the deputy headteacher who oversees the management of subject spending. Staff training is well planned and staff are encouraged to attend courses for their own self development and to address the issues arising from the school development plan.
55. There is a strong sense of purpose in the school and evidence of a shared commitment from all staff to raising standards. The staff of the school work hard to achieve its aims and successfully creates an effective learning environment for its pupils. The governing body is fully and effectively involved in all areas of school life. Governors have a very clear overview of the strengths and weaknesses in teaching and learning and fulfil all their statutory duties. Both the chair of governors and the chair of the finance and premises committee demonstrate good knowledge of the test results and the measures being taken to improve standards at the end of Key Stage 1. They also have a clear commitment to ensuring that the school adds value to pupils' education as they move through the school. Governors have addressed well the issues raised in the last inspection and the systems now in place indicate that they have good commitment and capacity to improve further.

56. Governors are very shrewd and effective when it comes to spending money. The chair of finance has a good understanding of the governing body's responsibility to ensure that spending is targeted wisely to follow the school's stated priorities and that there are systems in place to check the effectiveness of spending on pupils' learning. There was a large sum of money carried over from the 1998/99 financial year. This was the result of prudent financial management to fund the extra class that was put in place at the beginning of this school year. The principles of best value are applied well.
57. The additional funding received for special educational needs is small but the school adds to it considerably to fund a part time co-ordinator to support pupils as best it can. The governor with responsibility for this area liaises well with the co-ordinator, is aware of the funding allocation and checks spending with him. As in other areas, the money is spent wisely with a clear view to improving provision for the pupils. The management of special educational needs is good. The school has also spent wisely the money it received from the National Grid for Learning funding to improve the provision for information and communication technology.
58. Staffing levels are good and all staff are appropriately deployed. There is a satisfactory appraisal scheme in place with updated job descriptions. This is an improvement since the last inspection. The headteacher has not been appraised recently. However targets for both headteacher and deputy headteacher are set and monitored carefully by the governing body.
59. The accommodation is adequate and is used as effectively as it can be. However, it is in poor condition and in some instances this creates a less than effective learning environment for the pupils. Recent redecoration has improved the overall appearance of the main buildings and the interior is further enhanced by high quality displays of pupils' work, showing that their efforts and achievements are highly valued. This is an improvement since the last inspection. Most classrooms are of an adequate size for most curriculum subjects but are cramped for practical subjects such as design and technology, limiting the size and nature of the projects that can be attempted. The practice of teaching pupils with special educational needs in the playgroup room in the afternoon is not conducive to good learning. Pupils in Years 5 and 6 find it difficult to adjust to the size of the furniture and the poor learning environment the room creates. There is nowhere for the teacher to display pupils' work to celebrate pupils' achievements and spur them on to greater effort, and the teacher is unable to organise his resources effectively for ease of access for himself or the pupils so that independent learning skills can be promoted effectively. The governing body and the staff have identified areas for developing both the external appearance of the school and the grounds in the school development plan. However, the buildings still remain as they were in the last inspection, worn and dilapidated externally and the mobile rooms and canteens are in a poor state of repair. The canteens do not provide an effective environment for pupils' learning on the few occasions they are used for this. Personal development for the under fives in taking responsibility for themselves is limited because of the difficulty in accessing the main building and outside areas. The outside area is underdeveloped and limits physical development and knowledge and understanding of the world for the under fives. Staff, parents and governors have begun a programme to improve the playground and use various grants effectively to develop the school grounds. For example, the installation of a seating area and plants in wheelbarrows and hanging baskets are beginning to improve the outside area.
60. The school is very well resourced. The impact of these resources has a positive effect on raising standards and they are used very effectively to support learning. Governors have an effective role in monitoring the use of resources and apply best value principles well here also.
61. Systems for financial administration are unobtrusive and well managed by the school's administrative officer. She ensures that all records are kept up to date and that the latest financial information is available to the headteacher and governors when they need it.

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

62. The school is already addressing the weaknesses in standards and in teaching in Key Stage 1 but in order to accelerate this, the headteacher, governors and staff should bring about:

*Raised standards in English by:*

- Improving pupils' reading skills by ensuring that they are always given suitably challenging

texts that are not either too easy for them, as in the case of higher attainers, or too hard, as in the case of some lower attainers;

- Improving the use of reading diaries by indicating clearly to parents and carers what needs to be done to help improve pupils' reading skills;
- Improving pupils' spelling by increasing their phonological awareness so that they can then improve their writing skills and be able to read back what they have written.

*Raised standards in mathematics by:*

- Improving the quality of teachers' planning to provide more practical opportunities for pupils to use and apply mathematics and explore number

*In both subjects:*

- Further improve the quality of the monitoring of teaching in this age group in order to check even more rigorously on its impact on pupils' learning in literacy and numeracy.

*(Paragraphs: 2, 3, 17, 19, 52, 73, 75, 89, 90)*

In both key stages:

Improve the provision for history by:

- reviewing the curriculum to meet the current requirements and ensuring that the key skills of historical enquiry and interpretation are taught progressively throughout the school;
- ceasing to use so many worksheets and 'cut and paste' activities and providing pupils with more opportunities to use their literacy skills in this subject.

*(Paragraphs: 9, 120 – 123)*

At the end of Key Stage 2:

- set more ambitious targets for pupils and teachers to achieve at the end of Key Stage 2 and monitor that these remain challenging enough as pupils make gains in learning.

*(Paragraphs: 3, 70, 88)*

*In addition to the above key issues, the governors should also include in their action plan:*

- Improved communication with parents over the procedures for the delivery and collection of young children

*(Paragraph: 43)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	29	29	35	7		

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	368
Number of full-time pupils eligible for free school meals	n/a	59

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	59

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	29	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	16	20
	Girls	19	22	23
	Total	32	38	43
Percentage of pupils at NC level 2 or above	School	60 (72)	72 ( 76)	81 (79)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	24
	Girls	20	21	27
	Total	36	38	51
Percentage of pupils at NC level 2 or above	School	68 (76)	72 (72)	96 (91)
	National	82 (81)	86 ( 85)	87 (85)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	27	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	17
	Girls	23	22	26
	Total	35	36	43
Percentage of pupils at NC level 4 or above	School	76 (66)	78 (60)	93 (74)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	22	21	19
	Total	32	32	30
Percentage of pupils at NC level 4 or above	School	70 (65)	70 (56)	65 (63)
	National	68 (63)	69 (65)	75 (72)

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	2
Chinese	2
White	339
Any other minority ethnic group	23*

\* unspecified

This table refers to pupils of compulsory school age only.

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	25.03
Average class size	28.3

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

Total number of education support staff	6
Total aggregate hours worked per week	88

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

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

### **Financial information**

Financial year	1999
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	£
Total income	600,758
Total expenditure	595,704
Expenditure per pupil	1692
Balance brought forward from previous year	42172
Balance carried forward to next year	47226

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	368
Number of questionnaires returned	123

Percentage return: 33.42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	34	9	2	0
My child is making good progress in school.	47	43	8	1	1
Behaviour in the school is good.	34	52	6	5	2
My child gets the right amount of work to do at home.	20	54	18	3	4
The teaching is good.	44	52	3	0	1
I am kept well informed about how my child is getting on.	28	49	18	5	0
I would feel comfortable about approaching the school with questions or a problem.	42	48	8	1	1
The school expects my child to work hard and achieve his or her best.	42	54	3	0	1
The school works closely with parents.	20	54	21	4	2
The school is well led and managed.	31	54	7	1	7
The school is helping my child become mature and responsible.	33	55	6	1	5
The school provides an interesting range of activities outside lessons.	16	41	22	5	16

### Other issues raised by parents

The delivery of young children at the beginning of the school day, and the collection of them at the end.

## **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**

63. There are 50 children in the two reception classes. All attend full time and 28 are still under five. All children start the reception classes in September and have a staggered entry into full time education by the first half term. On entry to the reception classes, baseline assessment indicates that children's attainment is in line with national expectations in all the six nationally agreed areas of learning. All children are likely to reach expectations for five-year-olds in all areas of learning and to exceed expectations in language and literacy. Those children who are five years of age have already done so and are being taught in accordance with the Key Stage 1 curriculum. The good quality of display, learning resources and well-organised classrooms with designated areas set out to match the areas of learning stimulate children's learning. Progress is satisfactory in mathematics, knowledge and understanding of the world, creative, physical, personal and social development and good progress is made in language and literacy. Attainment and progress has been maintained since the previous inspection.

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

64. Good class management ensures that children work co-operatively, enjoy good relationships with each other and with their teachers and they behave well. Children are encouraged to work independently and this is supported by easily retrievable resources. For example, in the writing area children confidently select appropriate writing tools, scissors and glue and willingly tidy away. Children co-operate well, encouraged by good modelling of behaviour by staff in the reception classes. For example, when working in the writing area, one child requested, 'Can I have some glue?' and another replied, 'I'll get you some'. Children's taking responsibility is fostered by expectations of them to hang up their own coats and care for their environment. Further development for taking responsibility is limited by the accommodation, which restricts easy access to the main school building and the outside environment. This inhibits free flow play limiting children's opportunities and experiences of making choices. The enthusiastic teaching in, for example, the lively reading of the story 'Mr Big goes to the park' ensures that children attend to lessons well and respond appropriately. Children gain experience of social interaction in the role play area. However too much adult direction limits imaginative play.

#### **Language and Literacy**

65. Most children can confidently speak in sentences with an increasing vocabulary, encouraged by the good questioning skills of staff in the reception classes. For example, children's vocabulary was extended when they were asked during a discussion if they knew what 'indestructible' meant. Children enthusiastically join in singing rhymes, listen avidly to stories and participate willingly in discussions, for example in 'circle time', where they learn to empathise with a character who had been left out by others. They confidently offered suggestions and asked questions. Speaking and listening is best promoted when teaching is lively, enthusiastic and engages the children's imagination and interest. Good opportunities to revise book language for example author, title and illustrator are provided extending children's knowledge and understanding of literature well. Where lessons are lively and well-paced children confidently build simple words, for example 'dig' and suggest rhyming words. The teachers' good subject knowledge supports good opportunities to extend knowledge and understanding of language, for example, children are challenged by being asked 'What comes at the end of the sentence?' All children attempt to guess words using initial sounds as cues and most are able to sound out words effectively using their knowledge of sounds. This skill has been well promoted by the rapid response phonics programme, which has been successfully introduced and is having a very good impact on children's learning. The effective introduction of the structure of the National Literacy Strategy has led to some good teaching in both classes and has successfully supported children's reading skills and word recognition. Higher attaining children are reading simple books confidently. The majority of children are recognising basic words consistently and lower attaining children have appropriate skills to attempt reading using pictures as cues. All children are aware that print conveys meaning. The effective provision of attractive writing areas where children enthusiastically choose to write has promoted writing skills well. Children confidently select pencils, felt-tips and paper and can write their names independently. The higher attaining children are writing simple words and all children make good attempts at copying writing from a

model, in for instance, recording work. Good links are made with technology, for example, the computer generated alphabet chart which the children had made. All children make good progress in language and literacy and children with special educational needs are well supported. Attainment is above that expected for pupils' ages in this learning area and older children are already beginning to reach the standards expected at the beginning of Key Stage 1.

### **Mathematics**

66. Good planning and the use of assessment to inform further learning in this subject enable children to make satisfactory progress in number activities and to count with confidence. Opportunities are provided throughout the curriculum for them to develop their mathematical skills. For example, children make shapes in the sand and gain experience of volume in the water tray. Most children can count and recognise numbers 1 to 10. Action rhymes such as 'Ten fat sausages' where good resources are used to maintain interest, reinforce number recognition and enable children to begin simple addition and subtraction operations. Older children can add two numbers together giving answers up to a total of 10, for example, 4+1 and 3+2. Support staff are used well to give small group support. The teachers' relationships with the children are good and encourage a positive attitude to the subject. Older children are already achieving the standards expected of five-year-olds and are ready to begin Key Stage 1 work.

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

67. By the age of five, children achieve satisfactory standards and make appropriate progress in knowledge and understanding of the world. This includes, for example, learning about the properties of air as they experience a variety of activities to gain knowledge of how air moves. This includes imaginative activities, for example, seeing a wind sock blow using a fan, listening to the wind in the trees and using a parachute outside to generate enough wind to make it rise. Where teaching was imaginative children became fascinated and enchanted by the experiences. However some less inspiring delivery limited some children's experience and they made less progress in their understanding of how air moves. Evidence from photographs indicates that children experience a variety of activities including visits to a country park and work with small construction equipment. Computers are used effectively for children to gain knowledge of information technology and they confidently use a mouse and drag icons across the screen. The role-play area provides children with opportunities to explore visiting other countries and the map, globe and postcards extends their knowledge of the wider world. Children celebrate birthdays. This promotes their understanding of the past. The limitations of access to the undeveloped outside area means that children do not have sufficient first hand experience of growing and studying living things. The environmental area has a pond, logs and trees. However this is not easily accessible on a regular basis.

### **Physical development**

68. There are limited opportunities for children to develop strength and control of their whole bodies through physical activities as the outside area has limited access. Opportunities to develop spatial awareness are provided in physical education lessons and because of these, children are enabled to make satisfactory progress and achieve appropriate standards in this area of learning. They can jump, kick and control large balls, run and respond to music appropriately. The limitations of using a taped programme, however, results in children sometimes having to sit and listen for too long a time as directions are given or activities are of a sedentary nature. Fine motor skills are well developed through opportunities to use scissors and writing tools. Children have good pencil and mouse control.

### **Creative development**

69. Children are offered a wide range of experiences that stimulate their imaginations and enable them to make satisfactory progress and achieve satisfactory standards in this area of learning also. They are given opportunities to use paint and materials to make collage, print with shapes and their hands and weave accurately with brightly coloured ribbons. Good use of artists such as Henri Rousseau stimulates children to create imaginative paintings and the good quality displays, for example, the millennium collage provides good models to support this area of learning. Imaginative play in the role-play area is slightly limited by too much adult direction. Children are involved in singing and have some experience of using musical instruments. However joining in with singing practice has a limited impact on their musical progress.

70. Teaching in the reception classes is satisfactory or better in 92 per cent of lessons. The 8 per cent unsatisfactory teaching represents one lesson early in the week where the teacher's organisation of work in the literacy hour was less than satisfactory. The same teacher acquitted herself well in a good language and literacy session later in the week. Teaching is also very good in 8 per cent of lessons and good in 34 per cent. The area is well led by the co-ordinator, who has a clear idea of the needs of the curriculum and for assessment. For example, the early years' teachers observe and assess additional skills to those required in the whole school assessment programme as this does not fully meet the needs of the under fives. Baseline assessment is used effectively to set individual targets. There is a clear vision to improve provision by, for example, developing the outside area. The accommodation, although spacious, is in poor condition. It does not allow easy access to the outside for free flow play and physical development and thereby limits children's progress in these areas.

## ENGLISH

71. The results of the 1999 English National Curriculum tests for eleven year-olds were in line with both the national average and the average for similar schools. The percentage of pupils achieving the higher levels was above the national average. Over the four years from 1996 to 1999, the results have fluctuated but overall have risen in line with the national trend. The majority of pupils currently at the end of Key Stage 2 are achieving the nationally expected standards in English. There is no significant difference in the standards achieved by boys and girls and boys do better in English at this school than they do nationally. The emphasis that the school has placed on raising attainment at the end of Key Stage 2 has begun to pay dividends. This now means that the targets set some eighteen months ago are not ambitious enough for the current cohort of pupils.
72. The percentage of seven-year-old pupils who reached the expected levels in the 1999 standard tests was well below the national average in both reading and writing. When compared with similar schools, the results were very low in reading and well below average in writing. This means that in reading, the results were in the lowest five per cent achieved nationally. The number of pupils who reached higher levels in reading and writing was also well below average. In reading, teacher assessments were even lower than the test results. These figures show a decline in standards since 1997 from below average to well below in reading and from broadly in line to well below in writing. The extent of this decline meant that the pupils entered Key Stage 2 one term behind the national average in reading and approximately half a term in writing. Of these pupils, currently in Year 3, 33 per cent are on the register for special educational needs and a further 18 per cent are receiving additional literacy support. The pupils currently at the end of Key Stage 1 are achieving below average standards in reading and writing.
73. At the end of both key stages, pupils achieve good standards in speaking and listening. Teachers provide good opportunities for pupils to increase their confidence in speaking and listening and they make good progress. Pupils ask and answer questions in classrooms, explain their work to other pupils and confidently engage in public speaking in assemblies. They listen attentively to teachers in all classes, and to one another. During the literacy hour, they listen to teachers' explanations and instructions and speak and listen in plenary sessions. They respond well to opportunities to debate various issues such as 'Should children be given homework?'
74. In reading, standards are below average at the end of Key Stage 1 and pupils' progress is unsatisfactory. Higher attaining pupils can read a simple text and use a range of clues, including phonics, pictures, and word building techniques to work out unfamiliar words. They show they can use their understanding of the text to establish meaning. These pupils too often have to read books that are too easy for them and do not meet appropriate challenges in the text to develop their reading skills further. The majority of pupils know most sounds of the letters of the alphabet but their ability to use this knowledge to build unfamiliar words is not well developed, thus hindering their progress. Teachers do not always choose texts at the appropriate level of challenge for class or group reading during literacy sessions. Sometimes the texts are too easy, and at other times too hard. In both cases this leads to unsatisfactory progress. The reading club, home / school reading and paired reading system all make a good contribution to the development of reading. However, the comments in pupils' reading record books only indicate the date and the name of the book read. There are no diagnostic comments to indicate what pupils need to do to improve their reading skills, to show parents and carers how they can

contribute to reading progress by working with the children at home to overcome their weaknesses.

75. In Key Stage 2, pupils make good progress and achieve satisfactory standards in reading. Higher attaining pupils read fluently with expression and represent different characters by changing voice. They show good strategies for tackling unfamiliar text and can explain nuances in their reading. The majority of pupils in Years 5 and 6 can recount the main features of their books and can describe the characters and the plot, indicating their preferences for the character. They readily offer their opinion about the author. These pupils read for pleasure and regularly take books home. The stock of fiction and non-fiction available for pupils in the school and class libraries is very good and this helps to challenge and extend their reading skills. All pupils know the purpose of contents, index and glossaries in books and can use them effectively. They know how to use the index and access the library for developing research skills.
76. Attainment in writing in Key Stage 1 covers a very wide spectrum from the few who are capable of writing good prose and imaginative poetry to the majority who are working at well below the expected levels. Higher attaining pupils are able to write stories using capital letters and full stops and some are beginning to use question marks and inverted commas. They write descriptive poetry such as 'cottage high upon a craggy cliff'. Their handwriting is neat, and they are beginning to join letters. They use the read, write and remember method to learn spellings and spell accurately in their creative work. However, the majority of pupils' writing development is hindered by the lack of their reading ability. Most pupils need a great deal of help with spelling and find it hard to read back what they have written.
77. At the end of Key Stage 2, the majority of pupils achieve the nationally expected standards and make good progress in writing. A small proportion of higher attaining pupils is working at above the level expected for their age. Pupils make better progress in Years 5 and 6 than in Years 3 and 4 because of the consistently good quality of teaching in the top two years. They write poems and short stories, which are well constructed and ideas are sustained and developed. In one class, after a good discussion on the difference between the spoken and written word, pupils were able to write good imaginative beginnings to their stories and made notes to complete the story later on. A combination of very good teaching and the use of appropriate resources created an enthusiastic response and pupils improved their creative writing skills. Pupils use a wide range of punctuation correctly and know how to set their writing out accurately in paragraphs. They take notes and improve their work by drafting and re-drafting it beyond the correction of spelling and punctuation. Spelling is usually accurate. Pupils have a good understanding of grammar make good use of thesauruses to improve their vocabulary skills. Their extended writing skills are not yet sufficiently developed to enable them to write long stories, for example with two or three episodes or chapters, or to write for a suitably wide range of audiences. The majority of pupils' handwriting is good. They regularly practice to improve their skills and write neat, legible and joined letters. The school policy is implemented consistently across the school and pupils' work is well presented.
78. In both key stages, pupils with special needs (SEN) make satisfactory progress towards the clear and measurable reading and writing targets in their individual education plans, both when they are in the classroom and when withdrawn for special teaching. Pupils are well supported both in class and in withdrawal groups. Specific tasks are planned for them to ensure their equal access to the curriculum. For example in a Year 1 science lesson, they were given the same task about growing as other pupils but could record using pictures, with adult support. Pupils with SEN learn to write legibly in sentences as they respond to questions about different texts.
79. The quality of teaching is satisfactory or better in 87 per cent of lessons. In Key Stage 1, this reduces to 67 per cent of lessons, with unsatisfactory teaching in 33 per cent (2 lessons). There was also one very good lesson in this key stage when 6 higher attaining Year 2 pupils were taught away from the classroom as part of the school's strategy to raise attainment in this key stage. The absence of tight management of pupil behaviour, poor pace in the lesson and some inappropriate tasks were the main reasons for the unsatisfactory teaching seen. Teachers show an understanding of the National Literacy Strategy, and where teaching is satisfactory or better, they keep the lesson at a good pace and provide appropriately challenging activities to which the pupils respond well. For example in one lesson, as pupils were learning about how to construct a sentence, they clearly enjoyed proving that they had an increased understanding of where a full stop was needed by raising their hands eagerly at the correct places in the text read by the teacher. The vast majority of pupils behave well and follow instructions appropriately in all

lessons.

80. In Key Stage 2, teaching is never less than satisfactory. It is good in just over 44 per cent of lessons and very good in a similar proportion. This high standard reflects the amount of time and energy that the school has invested in raising standards in the subject and implementing the National Literacy Strategy effectively. Teachers know the National Literacy Strategy well and are competent at using its structure. Lessons are well planned, the pace of lessons is good and they use a range of effective activities to focus on different aspects of literacy. The learning aims for all lessons are written up on the board and progress towards them is discussed at the end of the lesson. Teachers are very skilled in the management of their pupils' behaviour. Their expectations of this and of pupils' work rate are high. Pupils respond accordingly, concentrating well on their work and showing an increased eagerness to succeed. Questions are carefully phrased to encourage pupils to think creatively and activities carefully selected to match the intended learning outcomes. They group pupils according to their prior attainment and prepare tasks to suit their needs, making sure that these tasks take pupils to the next steps in learning. Pupils respond eagerly by listening carefully to instructions, concentrating hard and persevering to complete their tasks. They enjoy English lessons and are keen to make progress.
81. Two pupils who have English as an additional language are well supported by the authority's support service. The teacher visits the school for half a day per week and supports them both in and out of the classroom. The targets for learning are set half-termly and progress is measured against them. Both pupils are making satisfactory progress.
82. Literacy skills are taught in all subjects. Pupils write about their science experiments, describe historical events, explain mathematical methods and concepts, relate scripture stories and learn appropriate vocabulary such as grace, God, shrine. In some classes, pupils were seen to be making good use of information technology to develop their reading and writing skills. In two classes, pupils were using computer notebooks to check spellings and extend their vocabulary through the use of thesaurus.
83. The school has carefully analysed the 1999 end of Key Stage 1 results and has implemented a sound improvement strategy. This strategy includes grouping pupils according to their level of ability, and more sharply focused teaching is provided through the 'booster group' and through the additional literacy support to improve standards in literacy. The school has also adopted a commercially produced literacy programme of known quality to improve pupils' phonic skills in Key Stage 1. This is already having a positive impact on pupils' learning. Teachers work well with support staff, who in turn make an effective contribution to pupils' progress. Parent volunteers and reading partners also make a good contribution to pupils' learning.
84. English, including a daily literacy hour following the National Literacy Strategy structure, is predominant in the school's timetable and a generous amount of is allocated in order to further pupils' learning in this subject. For example, after the literacy hour teachers spend ten to fifteen minutes reading books such as 'Harry Potter' aloud to the whole class. The National Literacy Strategy is effectively implemented throughout the school and has had a positive influence on teachers' medium and short term planning, which is of good quality. The clear policy and guidelines for teaching English provide good guidance for teachers.
85. There are good procedures in place for day to day assessment. Pupils' work is marked regularly and comments are written to tell pupils what is good about their work and how to improve it further. These assessments are used to group pupils according to their ability in all classes and to select those who would benefit from booster classes or additional literacy support. Pupils are helped to gain a good understanding of their own learning through development records, to which they themselves contribute.
86. The school uses the Qualification and Curriculum Authority's optional tests for each year group. The results of these are systematically recorded and pupils' progress is being tracked against their Key Stage 1 results. There are currently no such procedures to assess Key Stage 1 pupils' progress. There is a school assessment portfolio of moderated work to support teachers in understanding of National Curriculum levels. This is not, however, used effectively and the result is that teacher assessments at the end of both key stages are lower than the test results. The

targets set for Key Stage 2 in 1998 were lower than pupils' attainment in the 1999 tests and targets set for year 2000 appear to be lower than the levels that could reasonably be expected from the current Year 6 cohort.

87. The leadership and management of the subject are satisfactory. Monitoring of the curriculum through classroom visits is a good feature as is the involvement of the governor for literacy because it raises awareness and knowledge of standards and progress at management level. Weaknesses are identified and targets are set to address them. These are followed up in further monitoring visits, which are undertaken by both the co-ordinator and the headteacher.
88. There has been satisfactory progress in English since the last inspection in 1996. The school has improved learning resources in all aspects of English. There are very good resources for literacy, including an excellent range of large books and stories printed on overhead transparencies. These ensure that all pupils in the class can see the text being read and become successfully involved in reading. The library has a wide range of good quality fiction and non-fiction books, colour coded for ease of reference. All pupils understand the system well and know how to use the books to improve their reference and research skills. A handwriting policy has been implemented and the majority of pupils now have good handwriting skills. However, since the previous inspection the standards at the end of Key Stage 1 have declined from good to below national average. This is largely due to changes in the cohorts of pupils attending the school but is also to do with the quality of the teaching of literacy. The school is implementing appropriate strategies to improve this.

## **MATHEMATICS**

89. In 1999, standards at the end of Key Stage 2 were above both the national average and the average for similar schools. The percentage of pupils achieving the higher level, level 5, was well above the national average and well above the figure given in the teacher assessment of pupils' work. In Key Stage 2 over the last four years, the standards in this subject have risen in line with the national trend. The school has set targets for the end of Key Stage 2 in 2000 but they are not sufficiently challenging for pupils or for the teachers. These targets were set some time ago and since being set the pupils have made good progress because of good and often very good teaching in Years 5 and 6. The school has not considered the possibility of changing these targets. They are low in relation to national averages and also low in relation to pupils' present attainment and rate of progress. The majority of pupils currently at the end of Key Stage 2 are achieving standards in line with those expected nationally and those in the higher sets are already working at the higher levels. 'Booster classes' are set to begin to target those pupils who are borderline to try to help them achieve higher test results.
90. In 1999, the results of the National Curriculum tests for pupils at the end of Key Stage 1 were well below both the national average and the average for similar schools. In this key stage, as in Key Stage 2, the teachers' assessment of the percentage of pupils likely to achieve the higher levels was much lower than the percentage that actually achieved this level. Standards at the end of Key Stage 1 have declined over the past three years as the national trend has risen. However, the 1999 cohort had particular difficulties. Now in Year 3, there are 33 per cent on the register for special educational needs and a further 18 per cent receiving additional literacy support. Pupils currently at the end of Key Stage 1 achieve below average standards and do not make enough progress throughout the key stage.
91. By the end of Key Stage 1, pupils achieve below average standards in all areas of mathematics and their progress through the key stage is unsatisfactory. During the inspection insufficient work was seen of pupils having completed work in using and applying mathematics. In the teacher's assessment of pupils' attainment, fewer pupils reached the expected level in this area than in number or in shape and space. Their number work is better than the other areas of mathematics and most pupils can carry out simple numerical calculations in their head. They learn their tables and become progressively more competent with number work as they move through the key stage.
92. All pupils, including those with special educational needs make good progress in Key Stage 2 and



learn to use specific mathematical language well. In Year 5, the majority can halve and double numbers to 100 accurately. They know how to order fractions and can find the equivalent decimal of a given fraction. In Year 6 the majority know the difference between an acute angle, an obtuse angle and a right angle, and know the sum of the three angles in a triangle. Pupils' numeracy skills throughout this key stage become progressively better and this enhances their competencies in mathematics. They also use their numeracy skills appropriately in other subjects, for example, science and design and technology.

93. The quality of teaching is satisfactory or better in 93 per cent of lessons. In 27 per cent of lessons it is good and in a further 33 per cent it is very good and has a very positive impact on pupils' learning. It is unsatisfactory in 7 per cent of lessons, representing one lesson out of the three observed in Key Stage 1. A high number of lessons was observed in Key Stage 2 because of the setting arrangements. These enable pupils' work to be more tightly focused at an appropriate level and are having a very positive effect on the progress of pupils of all levels of prior attainment in Key Stage 2.
94. Where teaching is good, the teacher sets a quick pace to the lesson and often sets timed targets so that pupils have to work hard to keep up. Most teachers have good relationships with their pupils and praise them for improvement rather than just for getting all work correct, thus building self-esteem and promoting progress. Often, the shared aims of the lesson are written on the board and teachers and pupils constantly refer to them during the lesson to assess the progress being made. Most teachers have high expectations of behaviour and their good classroom management helps pupils to improve their learning. Pupils respond with good behaviour and a willingness to persevere even when they find the work particularly challenging. They behave well in mathematics lessons and clearly enjoy the subject. The work that teachers plan for them usually builds on what they have done in previous lessons. This enables them to consolidate existing knowledge and skills and extend their learning. In some classrooms there are good displays of pupils' work that include key mathematical language and a large number line. These support pupils' use of correct mathematical vocabulary and aid their counting skills. Many lessons start well with a good mental mathematics session, which sharpens pupils' mental skills. Most teachers have a good understanding of the National Numeracy Strategy and deliver it confidently, supporting pupils' progress well, particularly in Key Stage 2. They plan a good balance of activities involving pupils in tackling calculations and explaining them, while clearly teaching the principles of good mental calculation. This has a very good impact on pupils' progress.
95. In the majority of lessons tasks are well planned for different groups of pupils, including those with special educational needs, thereby allowing all pupils to achieve at an appropriate level, and extending the work of higher attaining pupils. In one lesson, for example, the teacher was very particular that pupils use mathematically correct language. Pupils learned to 'put a zero after a number' and not 'add a zero to a number' when the number has been multiplied by 10. Adult support is well used to help pupils understand key mathematical concepts. Where teaching is very good, pupils work at a good pace and the work is challenging. Where there are weaknesses, they occur because the pace of the lesson slackens during the mental mathematics part of the lesson and apparatus is not used to help, for example, Year 2 pupils who have difficulty understanding the difference between odd and even numbers. Appropriate homework is set and used well both to consolidate pupils' learning and to challenge them further.
96. The National Numeracy Strategy has been well implemented. It has enhanced the quality of teaching and learning in mathematics, particularly in Key Stage 2, and the subject is well resourced. Most teachers use the digit cards effectively and with a good brisk pace, which keeps pupils stimulated and improves their number skills. The mathematics curriculum is well managed. The subject co-ordinator and the headteacher both monitor the quality of teaching and clear targets are set to address weaknesses found. This has had a positive impact on the quality of teaching and learning and has led to considerable improvement since the last inspection.

## SCIENCE

97. The 1999 National Curriculum test results at the end of Key Stage 2 were well above both the national average and the average for similar schools. The percentage of pupils achieving the higher grades was also well above the national average. Standards in science have improved considerably since the last inspection. In Key Stage 2, the 1999 teachers' assessments

considerably under-estimated the percentage of pupils achieving the expected or higher levels. They were well below in each case. Pupils currently at the end of Key Stage 2 are achieving above average standards in science and progress is good in this key stage. A substantial proportion of pupils at the end of Key Stage 2 is likely to achieve higher levels in all areas of science.

98. At the end of Key Stage 1, teacher assessments indicate that the percentage of pupils reaching the expected levels was above both the national average and the average for similar schools. Trends over three years show satisfactory improvement in Key Stage 1 for pupils achieving expected levels which is an improvement since the previous inspection. Teachers' assessments found weaknesses in some strands of science, including the study of materials and their properties. Pupils currently at the end of Key Stage 1 are achieving satisfactory standards in science and they make satisfactory progress in this key stage.
99. In Key Stage 1, pupils investigate materials appropriately, using magnets to sort metals from non-metals. They investigate squashing and stretching materials to change their shape and test for stretching using a variety of materials. They record their findings through observational drawing and by using clip art on the computer. They gain good knowledge and understanding of living things through good questioning and discussion of, for example, the care of babies and similarities and differences between babies, children and adults. Good references are made to previous learning. For example, pupils can answer questions such as 'What makes people grow?' by identifying good food to promote growth. There are insufficient opportunities provided for pupils to predict and hypothesise. At the time of the inspection there was no evidence of Attainment Target 4, Physical Processes. However appropriate work is clearly planned in the scheme of work for subsequent terms.
100. In Key Stage 2, pupils enthusiastically explain how they designed a flood warning system. They were very clear about the criteria for the design and made very good links to their learning in geography about rivers in Perth. In this work, they drew very effectively on their previous knowledge of connecting a circuit and good conductors for electricity to enable them to carry out the investigation independently. They readily discuss and hypothesise why there are differences in their heart rate before and after exercise, prompted by very good questioning from the teacher. The very good relationship between adults and pupils allowed teachers to challenge pupils' results and draw from their errors to promote understanding. Pupils respond to this teaching well. Higher attaining pupils are beginning to identify why tests can be unfair, For example, when testing their heart rate, pupils could offer explanations such as 'when you are sitting down you are not using so much energy therefore the test is unfair'. Pupils learn to classify materials as good or bad conductors and investigate the changing of materials from solid to liquid. Pupils with special educational needs are well supported by classroom assistants and also make good progress in this subject. Almost all pupils can record their work using scientific language appropriately and pupils with special educational needs are encouraged, with adult support, to record their work using, for example, pictures with captions.
101. The quality of teaching is never less than satisfactory. In 17 per cent of lessons it is good and in a further 33 per cent, very good. The good and very good teaching takes place in Key Stage 2. The scheme of work ensures full coverage of all attainment targets in both key stages and teachers' good planning enables all pupils to access a broad and balanced curriculum in science that ensures they make good progress over time. This is an improvement since the previous inspection. In Key Stage 1, good planning and good subject knowledge ensures pupil's understand what they have to do, participate appropriately in discussions and persist in tasks. However, the teachers' delivery of the subject is largely uninspiring, which at times does not support the sustaining of interest or concentration. This results in some restlessness. Good links are made to literacy and numeracy that help to consolidate pupil's understanding of the subject. In Key Stage 2, the good use of pupil's explanations as examples of good practice and the encouragement of listening skills promotes pupils' concentration and interest. What they are expected to learn is clear. These learning intentions are shared with pupils and enable them to understand what they are learning and what they are achieving. Good links are made with

numeracy, for example, in a lesson in about reflection, work with mirrors was used to reinforce knowledge of doubling numbers and to consolidate understanding of angles. Good use of resources, a brisk pace and enthusiastic teaching helps pupils' to sustain interest and develop a positive attitude to science. For example, the inspiring delivery of a lesson about the respiratory system held pupils' attention well and encouraged them to participate fully in the lesson. In this lesson, a pupil with special educational needs was well supported by a classroom assistant who had a clear understanding of the learning objective for the lesson. Good marking extends pupils' knowledge and shows them how to improve their work. There are good links to literacy, for

example, effective questioning extends pupils' understanding of the meaning of words such as 'soaring' and 'properties' (of wind), and work on capital letters and full stops is reinforced when writing up an investigation. Occasionally, some unclear instructions or explanations in lessons limits the understanding of pupils and some use of resources, for example the handle of a bucket to demonstrate how the rib cage moves when we breathe slightly confused pupils.

102. The subject is well led and the co-ordinator is currently developing strategies to address the low attainment at higher levels in Key Stage 1. There is good monitoring of planning. Monitoring of the teaching of science has not taken place recently as the school has concentrated on monitoring the implementation of the National Literacy and Numeracy Strategies. There are good, well used and cared for resources including an environmental area which has a pond, plants and trees and bird feeders. The good quality of displays in the classrooms enhances this subject well.

## **INFORMATION TECHNOLOGY**

103. Pupils achieve standards that are above the national expectation at the end of Key Stage 2. Standards are in line with the national expectation at the end of Key Stage 1. In Key Stage 1, pupils build on their work in the reception classes where they develop good mouse control and are able to select a letter. They can drag icons on the screen using the mouse to select, for example, the correct shoe for a caterpillar. Pupils use the computer to practise their keyboard skills and many of them know the "home keys". Throughout the school, pupils use the computer to extend their learning in subjects such as geography, history and science. In Year 6, pupils know how to create a spreadsheet to convert sterling into francs and dollars. They also use computer programs to help them improve their numeracy skills. By the end of Key Stage 2, pupils can name the parts of a computer. They can load and close programs, save and retrieve their work and confidently use a wide range of computer software programs related to art work, word processing and spreadsheets.
104. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in this subject. They enjoy using computers and concentrate well on their tasks even when away from the direct supervision of their teachers when, for example, they work in the corridors. In many classes they use computers on a rota basis throughout the day, particularly in Years 5 and 6. During the inspection, pupils had just started learning how to use the Internet, the school having completed its connection in the previous week after several teething problems. In Year 6, pupils use palm-top computers to work out currency conversions, check spellings and find alternative words by using thesauruses. They use computers extensively to help them with research for their topic work.
105. No class lessons were seen. However, the high quality planning for the subject gives pupils good access to the computer facilities and good support when they need it. Pupils readily help each other when they have difficulties, to the benefit of all concerned.
106. Information and communication technology has improved considerably since the last inspection. There are much improved facilities in the school. The subject is well led. There are now two computers in every classroom and a computer in the library connected to the Internet. The co-ordinator receives a great deal of support from the Local Education Authority and uses her expertise well to keep staff up to date and to increase their confidence. She has had regular release time to monitor teaching and support teachers in the classroom in the last two years and this has had a very positive impact on standards throughout the school. All the recommendations

of the last report have been carried out well.

## RELIGIOUS EDUCATION

107. At the end of both key stages, pupils attain standards in line with those expected in the locally Agreed Syllabus for religious education and make satisfactory progress in this subject. Standards have been maintained since the last inspection and the quality of teaching remains good. Teachers make good use of the pupil's knowledge of their own religions and customs and this encourages pupils to value and respect other's beliefs and cultures. The good scheme of work supports the spiritual, moral and cultural development of pupils well.
108. By the end of Key Stage 1, pupils show a sound understanding of the richness and diversity of different religions by looking at Christianity, Hinduism, and Sikhism. They make satisfactory progress and are beginning to understand the distinctive features of religious traditions and their application to everyday life through the good subject knowledge of teachers and the good use of resources. Only one lesson was seen in Key Stage 1 and in this, the teaching was good. In this lesson, Year 2 pupils learned about Hindu gods and how worship takes place in the home. Through the good use of interesting artefacts, they were able to reflect and wonder in a calm atmosphere created by lighted candles, joss sticks and a sensitive delivery of the lesson. Pupils gained an increased understanding of religious concepts and symbolism and were able to explain the meaning of a shrine. Through the good provision for the study of the life of Christ, pupils in Key Stage 1 also gain a sound understanding of Christian principles and begin to use appropriate terminology to explain matters of religious belief and practice, for example, by looking at the concepts of right and wrong. Higher attaining pupils are able to relate these concepts to their own lives, for example, being jealous of each other. The teachers' firm control of the classes ensures pupils attend well and show an interest in the subject.
109. Three lessons were seen in Key Stage 2. Teaching was very good in one lesson, good in another and satisfactory in the third. The good and very good teaching promotes pupils' good progress and ensures attainment is in line with expectations for this subject. Good use of questioning, for example, 'What did you mean by that?' and the subsequent discussion extends pupil's understanding of what is a church and its place in the community. Good use of pupil's own previous knowledge of the church as a community extends all pupils' understanding of the subject. The good relationships between the staff and pupils enable them to participate actively in responding eagerly to questioning. Teachers have high expectations of good behaviour and response to the lessons. For example, a teacher told pupils 'You need now to concentrate' and followed this up by explaining clearly what they were to do in the lesson and for homework. This ensured good concentration and participation throughout the lesson. Literacy skills are promoted well through encouragement to use a dictionary to explain 'parish' and the inclusion of alliteration 'wild man from the wilderness heads for the water' when pupils were choosing a headline for their newspaper account of the baptism of Christ. Pupils extend their knowledge of other principal religions and their understanding of Sikhism through studying the five K's and relating their learning to their ability to form thoughtful views on religious issues for example, exploring the themes of 'my friends' and 'my family'. The good scheme of work throughout both key stages ensures the progressive building of concepts, knowledge and understanding across a wide variety of religious themes.
110. The subject is well led by a knowledgeable co-ordinator who has led the staff in developing a good policy and scheme of work. This has a good impact on teaching and learning. The monitoring of teaching is at present on hold because of the emphasis on literacy, numeracy and information and communication technology. However, the co-ordinator does monitor teachers' planning and gives advice and support where necessary. The curriculum is enhanced by the good opportunities provided for all pupils to visit places of worship, including Christian churches, the Gudwara Sikh Temple and a Synagogue. The school is participating in the JC 2000 project and will be contributing to an art display to be presented locally. Religious education is well supported in the daily assemblies, which are well planned, comply with statutory requirements and include visitors from, for example the Salvation Army.

## ART

111. At the end of both key stages pupils achieve appropriate standards for their age. Boys and girls work well together. All have access to the curriculum on offer and all, including pupils with special educational needs, make satisfactory progress across the good range of activities offered to them.
112. Pupils enjoy art and acquire good observational skills as they move through the school. They are taught to observe closely the detail of line, pattern, shape, texture and direction of light as they draw fruit, flowers and hands with charcoal, pastel and pencil. They become increasingly competent at using these different media to create a three-dimensional effect in their work as they study how other artists have also used them, for example, Cezanne and van Gogh. They realise the importance of trying out different techniques in their sketchbooks but do not yet collect and record ideas and artefacts in them to help them acquire a wider range of creative and imaginative

approaches in their own work. At present their work is very teacher-directed and leaves little scope for exploration and experimentation by, for example, taking an idea from its initial design through a range of different artistic media.

113. Although few lessons were seen in Key Stage 2, evidence from the lessons seen, from teachers' planning and from the analysis of pupils' work would indicate that the quality of teaching is at least satisfactory in Key Stage 2. The quality of teaching is good in Key Stage 1. In all lessons, the teachers' own good subject knowledge was used well to demonstrate how pupils could improve their work and to consolidate what they had learned. In Year 1, the teacher explored shape, space and the texture of paint as she encouraged pupils to use their hands to create imaginary animals. The good opportunities provided for group and whole class discussions also enhanced their speaking and listening skills well. In Year 2, good preparation of materials enabled pupils to make effective choices about what to use to realise their designs of gardens in collage work. In this class, good attention was paid to the development of numeracy skills through reinforcement of spatial awareness and measuring. In an effective end-of-lesson plenary session with Year 4 pupils, the teacher referred back to earlier discussions about the techniques used in lithograph to show them very clearly how line can be used to create an effective three-dimensional impression in two-dimensional form. This was very effectively linked to the work of the artist Escher and line work was further reinforced by re-visiting 'The Scream' by the artist Munch. In a good Year 3

lesson, the room was re-arranged appropriately so that all pupils had equal sight of the fruit to be drawn and enough room to carry out their own work. In the satisfactory lesson, one group of pupils was too cramped around a table and this led to some disruptive behaviour from two aggressive boys who tried to impede the progress of others at the table. The teacher did not check this as promptly as she should have done.

114. Leadership of the subject satisfactory. The co-ordinator has a clear understanding of how to take the subject forward and has produced a good scheme of work to guide teachers in planning and assessing pupils' work. Its only weaknesses are that there are not enough planned opportunities for pupils to study art from non-Western European cultures, or to explore a project in depth.

## DESIGN AND TECHNOLOGY

115. During the inspection week only two lessons, both in Key Stage 2, could be observed. Evidence from these, from examples of previous work in both key stages, and from teachers' planning indicate that overall, pupils achieve average standards in this subject relative to their ages. However, their practical work is better than their design work. In Key Stage 1, pupils use a variety of materials such as paper and card to make simple paper sculptures, or pipe cleaners to make figures which show movement. Sometimes they use reclaimed materials, which they cut and shape to make models such as the shops Year 2 pupils made as part of their work about the immediate locality in geography. By the time they reach the end of Key Stage 2 pupils are able to use a much wider variety of materials including wood and metal and they are confident in using the tools necessary to cut and shape them. The range of work on display indicates that all pupils, including those with special educational needs, make satisfactory progress from year to

year.

116. The quality of teaching in the two lessons observed was very good and the quality of teachers' planning and the examples of work available in the school indicate that overall, teaching is at least satisfactory. Activities are well chosen and lessons well prepared to make optimum use of all the resources of materials, tools, time and space available. Pupils are highly motivated by the teaching and work together very well. They show responsible attitudes to their work and good consideration for each other. Teachers pay careful attention to safety and make sure that the pupils understand and carry out all the necessary safety measures. All pupils are given equal access to the lessons and are encouraged to make good use of what they learn in other subjects, for example, literacy, numeracy and science. In Year 6 the pupils used their knowledge of measuring angles when they made jinks frames. In Year 5 they used their knowledge of electrical circuits to connect electric motors to make their vehicles run. In both lessons, they used their speaking and listening skills well as they discussed and evaluated their work. The detailed scheme of work is very well structured. It gives good guidance to class teachers as to the progressive development of skills in using tools and in understanding the properties of the good variety of materials that they use. This was shown when Year 6 pupils were making wind chimes. Some pupils used copper piping because they knew the ringing sound it would make and that by cutting various lengths they could alter the pitch. Others used bamboo pipes that they thought might move in a light wind.
117. Since the previous inspection there have been a number of improvements in the design and technology programme. The subject is well led and the very good scheme of work has been implemented. The curriculum is well planned and resources are now good. Pupils have begun to draw their own designs and carry them out, although the teaching of design is still at an early stage of development and does not yet use information and communication technology enough. Pupils assess their work and solve problems in order to finish the product and are beginning to try out their own ideas based on previous experience. However, the few designs available for scrutiny showed very few annotations. There is very little evidence in any year group that there is enough study of fitness for purpose or that pupils take artefacts apart in order to analyse their structure. Design and technology lessons provide good opportunities for the pupils' personal development as they share the good resources available to them and put them away tidily for the next user. Accommodation for practical work, which takes place in the classrooms, is cramped. Pupils and teachers manage very well but conditions limit the size and nature of the projects that can be attempted.

## **GEOGRAPHY**

118. Standards of work have improved since the previous inspection especially with regard to increasing pupils' skills, knowledge and understanding in map work. At the end of both key stages standards are as expected for pupils of a similar age and all pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. In Key Stage 1 pupils study the area immediately around the school. They begin to draw maps and trace the route they take to the school, to the library or to the shops. By the end of the key stage pupils understand the purpose of a map and use first hand experience to relate it to their home area. They understand basic map symbols and can explain their work. In Key Stage 2 pupils continue to make satisfactory and, in some lessons, good progress. They develop an increased understanding of their own locality as the knowledge and experience begun in Key Stage 1 is regularly referred to and built upon. By the end of Key Stage 2 pupils also have some knowledge of other countries, although as yet the study is not detailed enough to give them a clear understanding of the impact of climate, economic circumstances and local culture on the lives of the people. Literacy skills are developed well through note taking, through discussion and through learning and using geographical terminology. By the end of the key stage pupils have developed appropriate mapping skills. They recognise and can explain physical features on Ordnance Survey maps and can measure and calculate distances. They demonstrate an interest in their geography work, concentrate well and enhance their skills further by applying numeracy skills as they learn to use co-ordinates in map work.
119. The quality of teaching is never less than satisfactory. It is very good in 60 per cent of lessons, and good in a further 20 per cent. The best lessons are well planned with resources carefully chosen to enable pupils to develop and practise geographical skills and encouraging them to start to become independent learners. Homework tasks extend this facet of learning. Teaching

motivates pupils to learn and older pupils rise to the challenge to use their own initiative by using skills learned in other lessons, for example, using a dictionary to explain unfamiliar terms, and their mathematical skills to estimate and calculate the distance between places. Where teaching is satisfactory, pupils make satisfactory gains in knowledge but they tend to be over directed and do not have enough opportunities to practise the skills that enable them to carry out their own research.

120. At present two co-ordinators share the leadership of this subject. They are clear about their respective roles and are effective in them. There have been a number of improvements since the previous inspection. There is now a good scheme of work ensuring that geographical skills are consistently and progressively taught. Resources, especially maps and photographs are good, well organised and readily available. The subject promotes the personal development of the pupils by enabling them to develop independent study skills. A two-year rolling programme meets the needs of all pupils including those with special educational needs and those in mixed age classes. Teachers' plans are monitored every half term to make sure that there is appropriate coverage of the programmes of study and that the necessary resources are available. Teaching and work in class is monitored according to a whole school programme of evaluation. The curriculum is enhanced by a range of visits and field trips from the Year 1 walk in the local area to the Year 6 residential experience much further afield. These help pupils to make faster progress

by learning from first hand experience. Teachers mark pupils' work consistently using criteria that encourage improvement both in geography and in literacy. There is no whole school assessment procedure to track achievements in relation to specific targets but teachers do keep their own records and report progress annually to parents in accordance with requirements.

## HISTORY

121. During the inspection, history was taught in only Year 3 and 4 classes. The evidence of two lessons, discussion with pupils and staff, analyses of pupils' work and teachers' plans, showed that attainment in history is below the national average and pupils make unsatisfactory progress. In Key Stage 1, pupils study the past by comparing the difference between homes of today and those of long ago. They are developing an awareness of chronology when they talk about old and new but the range and depth of historical knowledge and understanding of famous people or key events is unsatisfactory. The skills in interpretation of history and historical enquiry are not developed.
122. Pupils in Key Stage 2 make satisfactory progress in gaining knowledge and understanding of the legacy of Roman rule in Britain. They receive good information about the Roman legacy from the teacher but do not develop sufficient skills of gathering information necessary for historical research. In another lesson, pupils looking for information about Roman villas understood the difference between the buildings then and now but had little understanding of the chronology, the impact on British society or how to find out about aspects of the past from a range of resources. Pupils listen with interest to their teacher and sustain concentration throughout the lessons. Analysis of pupils' work, and discussion with Year 6 pupils indicates that they have knowledge and understanding of some of the events of their last term's topic on Britain since 1930. They began to use primary sources such as talking to grandparents, but have little understanding of using artefacts, buildings or sites. Their understanding of the effects of World War Two on British society, and the changes it brought in the lives of men and women, and its political and economical effects, is not well developed. Pupils' depth of historical understanding, the interpretation of history and historical enquiry is below average.
123. Teachers' subject knowledge and understanding are unsatisfactory with regard to developing the key elements of the history programme of study. They know what topics they have to teach and they talk to pupils about the events and provide some historical evidence. The teaching methods used are inappropriate, however, and do not provide enough opportunities for pupils to collect or analyse evidence for themselves. In the majority of classes, the work completed in their books is at a low level, consisting only of colouring photocopied pictures or filling in missing words. The school has developed an appropriate scheme of work but it has not yet been satisfactorily implemented. The leadership and management of the subject are weak. Unlike most other subjects, there has been no monitoring of teaching, or analyses of pupils' work to ascertain standards and attainment. The staff make good use of visits to historical sites such as Kentwell

Hall.

124. Since the previous inspection in 1996, the school has made some progress but overall it is unsatisfactory. There is now a scheme of work but its implementation is not monitored. The collection of resources and artefacts is better and well organised. However, the teaching and learning are still unsatisfactory.

## **MUSIC**

125. It was not possible to see any music being taught in Key Stage 1, although teachers' planning indicates that subject coverage is at least satisfactory. There was no evidence of pupils' work, written or taped. Pupils achieve good standards in music by the end of Key Stage 2 and all, including those with special educational needs, make good progress throughout the key stage. They know about musical terms and notes and the time values of a crotchet, quaver and semi-quaver. They can compose a piece of music to portray the sounds of the sea and are able to perform accurately. They listen attentively to each group playing and willingly volunteer their evaluation of the music. Pupils respond well to their teachers' high expectations of their behaviour, listen to each others' views and are eager to answer questions. They are attentive both to the teacher and when listening to taped music. Their behaviour is consistently good.
126. The quality of teaching was satisfactory or better in all but one lesson. It was very good in 43 per cent of lessons, good in a further 29 per cent and satisfactory in 14 per cent. All teachers have clear aims for their lessons and make them clear to pupils. They give pupils plenty of opportunities to listen to rhythms and practise them. They use questioning well so that pupils share their ideas as to how they can play instruments, for example, to accompany long drawn-out sounds. Teachers are skilled at drawing pupils' ideas out and sensible discussion results. Many pupils contribute original ideas to make rhythms more interesting. Teachers set appropriately high challenges for pupils, building on what they already know. For example, in one Year 5 lesson, pupils were required to follow the music as the teacher played, so that they could improve their reading of musical notation. Another teacher coached pupils well in their playing of percussion instruments, resulting in most pupils making very good progress. Teachers provide good opportunities for pupils to take responsibility, for example, organising themselves into groups, choosing a conductor and their instruments and composing some music from the sea. Most teachers demonstrate very good classroom management, which results in very good use of all available time, for example, by building listening up progressively through short snippets. For the orchestra rehearsal, the teacher adapted the music well to match each player's level of playing. She engenders enthusiasm and pupils respond accordingly, leading to more confident pupils.
- In the one unsatisfactory lesson, Year 3 pupils made insufficient gains in learning due to unsatisfactory organisation of the lesson and a very slow pace. Pupils have a rich musical experience at this school. They listen to music as they go in and out of assembly and learn to sing a wide range of songs and hymns tunefully and confidently. They have the opportunity of playing in an orchestra, singing in the choir or playing in small instrumental groups for assembly. Key Stage 1 pupils also have the opportunity of learning to play recorders. The school participates in the Havering Junior Music Festival and the Havering Infant Music Festival. The subject is well led and managed and benefits from the additional support of the deputy headteacher, who has helped the co-ordinator prepare the effective scheme of work. The co-ordinator supports non-specialist teachers appropriately with resources and ideas and there is a good range of resources available for this subject.

## **PHYSICAL EDUCATION**

127. At both key stages standards are as expected of pupils of similar age. Boys and girls work very well together. All have access to the curriculum on offer and all, including pupils with special educational needs make satisfactory progress. In Key Stage 1 pupils learn to carry out a series of instructions, to move in a variety of ways, changing direction and learning to make good use of all the space available. They begin to learn ball and other skills used in sport and games. By the end of Key Stage 2 pupils can devise and carry out a complex series of movements both on the



floor and on gymnastic apparatus. They understand the basic rules of several games such as football, rounders and basketball and have taken part in athletics activities. Pupils behave well and enjoy their lessons. They are sensible and careful when handling apparatus and are conscious of the need to watch each other in order to avoid accidents. They work very well in pairs and groups and include everybody in the activities, being very mindful of each other's differing abilities. This helps all involved to make good progress.

128. The quality of teaching is satisfactory or better in all but one lesson. It is very good in 14 per cent of lessons, good in a further 14 per cent and satisfactory in 58 per cent. Throughout all lessons, safety is paramount. Teachers are very conscious of this and from the beginning of Year 1, they make sure that pupils understand the need to obey safety rules. In the best lessons, the pupils warm up effectively before beginning the main part of the lesson. The teachers' high expectations of pupils' work rate and behaviour, and their good management of the pupils promote good progress by maximising the time available for teaching and practising skills. Teachers' planning is good. There are clear objectives for all lessons, which the pupils understand and this enables them to concentrate their efforts on improving their performance. Good planning and preparation also link work in this subject to that in other subjects to promote overall progress, for example, in a Year 6 lesson linked with history in which the pupils learned to dance in the style of the 1940s. In less successful lessons there is too little on-going evaluation or discussion. The teacher gives too little attention to the quality of the movements or fails to explain how pupils can improve their skills, for example, by keeping their eyes on the ball. In the unsatisfactory lesson, the teacher did not focus sufficiently on the clear learning objectives that had shared with the pupils and consequently they did not make enough progress.
129. The co-ordinator leads the subject well, monitoring teachers' planning effectively to make sure that there is good continuity and that skills are taught progressively. The monitoring of teaching has been on hold because of the school's emphasis on literacy, numeracy and information and communication technology. Swimming is taught in Year 5. The co-ordinator keeps records of the pupils' attainment. These show that, although there has been a reduction in the provision, pupils have continued to reach the required standard in swimming and are on course to do so again this year. Outdoor adventurous activities are provided both in the school grounds and on external visits. Year 5 pupils spend a day with the ranger at a nearby country park and for Year 6 when they make a residential visit to an outdoor study centre in the summer. The assessment and evaluation of both lessons and pupils' achievements is informal. With the exception of swimming there is no structured assessment scheme and pupils' work is not assessed satisfactorily in Key Stage 1. In Key Stage 2, teachers assess pupils' work appropriately in class, keep their own notes in order to write annual reports to parents and build progressively on what pupils have done previously. In the gymnastics lessons seen during the inspection, however, the evaluations which were made were more in relation to the sequence of movements than to the quality of the gymnastic skills.
130. A good range of extra curricular activities enhances the curriculum. There are weekly clubs for games and sports such as football, rounders, athletics and basketball according to the season. The co-ordinator and other staff arrange matches with other local schools and the cups and shields on display in school show that pupils often acquit themselves well. These opportunities are open to all pupils in Year 5 and Year 6. Pupils also benefit from expert coaching from time to time as when the 'Top Sport' coach worked with pupils in Key Stage 2 and the 'Top Play' coach worked with Key Stage 1 pupils. The physical education curriculum supports the pupils' personal development effectively. As a result, interest, concentration and the building of independent skills are good and pupils readily take the initiative as they choose and arrange their own apparatus. This encourages teamwork and teaches the importance of obeying rules. The curriculum also provides insight into the cultures of other people as when pupils learn some of the dances used in religious festivals such as Diwali.
131. The subject is well led. Since the previous inspection the good provision has been maintained and outdoor adventurous activities have been extended. All the teachers have received training and now use the orienteering course that has been devised around the school.