

INSPECTION REPORT

FAIRLOP PRIMARY SCHOOL

Hainault, Ilford

LEA area: Redbridge

Unique reference number: 102802

Headteacher: Ms G Brannan

Reporting inspector: A C Davies
3639

Dates of inspection: March 12 –15th 2001

Inspection number: 192352

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Colvin Gardens
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Ilford
Essex

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Appropriate authority: The Governing Body

Name of chair of governors: Mr A Summers

Date of previous inspection: 24-27th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3639	A C Davies	Registered inspector	English English as an additional Language	How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
19322	J Bedawi	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
19226	S Flood	Team inspector	Science Information and Communication Technology Special Educational Needs	
30781	W Stanton	Team inspector	Mathematics Music	
18129	G Morgan	Team inspector	History Geography Equal Opportunities	How high are standards? Pupils' attitudes, values and personal development
18129	L Moran	Team inspector	Foundation Stage of Learning Physical Education Religious Education	
23093	J Dowdeswell	Team inspector	Art and Design Design and Technology	How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fairlop is a very large primary school situated on the outskirts of London, serving a mixed community. There are 621 pupils on roll, with a further 78 attending the nursery on part-time basis. It has three mixed ability classes in each of the National Curriculum years. There are a high percentage (11.7) of pupils who have English as an additional language but relatively few are at an early stage of English acquisition. Over a 120 pupils, including 5 refugees, are from families who have origins in different countries across the world. The percentage of pupils on the special educational needs register is broadly in line with most schools but fewer pupils have major learning difficulties. Since the previous inspection the school has expanded and now takes in pupils from a wider socio-economic mix than before. Approximately 15 per cent of the pupils are entitled to school meals free of charge, which matches the national average. When they first start school, pupils display a wide range of skills in most areas of learning. Overall, they have academic and personal skills that are in line with those expected for their age.

HOW GOOD THE SCHOOL IS

This is a school where the strengths outweigh the weaknesses. Standards seen in Year 6 are above that expected for pupils' age in English, mathematics and science. There is a significant amount of strength in the teaching, which is having a positive impact on pupils' learning. The new headteacher is at an early stage of establishing her management style. There are examples of her new approach being successful but there is still some way to go before the impact of her new style of leadership is fully felt. The school provides satisfactory value for money.

What the school does well

- The content of pupils' writing is good with exciting descriptions enlivening their stories and reports.
- There is a significant amount of very good or good teaching, which is having a positive impact on pupils' learning.
- Staff confidence and competence in teaching information and communication technology (ICT) are very good and there is effective use of ICT in most subjects.
- Teachers manage the pupils well and this helps standards of behaviour to be good in most lessons.
- Pupils achieve well because staff plan effectively for the needs of pupils of different ability, as well as for those who are at early stages of English language acquisition.

What could be improved

- The organisation and management of learning for children in the foundation stage (pupils aged 3 to 5) are unsatisfactory.
- The new senior management team needs strengthening with appropriate expertise to cover all areas of the school.
- Too many parents do not have a positive view of the good work that is happening in the school.
- Too often, the good quality of written work is let down by poor spelling.
- The governors have yet to develop appropriate committees to help them check effectively on the work of the school.

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 February 1997 and has made satisfactory progress since that time. There is a mixed picture when it comes to looking at the impact of the school's action since the

previous inspection. In geography, the school has successfully raised standards and the provision is now good. By contrast, despite the school taking steps to improve relationships with parents a significant minority still feel that they are not listened to appropriately.

Since the previous inspection, a new headteacher and deputy headteacher have brought a different style of leadership to the school. This more open form of management is at an early stage of embedding itself on the way the school works. This new system is successful in enabling more senior staff to directly influence the work of the school, which has a particularly positive effect on literacy, numeracy and ICT. By contrast, the management of the learning for pupils aged 3 to 5 has declined from good to unsatisfactory. The quality of teaching and learning has improved since the previous inspection with more teaching of a very good quality and less unsatisfactory teaching evident. Standards have remained at a high level despite the dip noted in the 2000 national test results.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	D	D
mathematics	A	A	C	C
science	A	A	B	B

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

Until the year 2000 the standards attained by 11-year-olds, in the national tests, have been well above average in English, mathematics and science for many years. The 2000 group was not a typical group with much larger percentages of pupils having learning difficulties than in previous years. However, when compared to their level of attainment at the age of 7, the 2000 cohort made good progress between the ages of 7 and 11. The current Year 6 is attaining at levels that are above those expected for their age in each of the three core subjects. Standards in information and communication technology are also above those expected for 11-year-olds. Standards are also good for art and design, design and technology, geography, history and physical education. However, this contrasts to the unsatisfactory standards in religious education.

The national tests for 7-year-olds show that in mathematics the school's results have remained well above the national average for the past few years. Writing has been stronger than reading; with above average standards in writing being better than the average results in reading. The present Year 2 is attaining at levels that are better than expected for their age in all three areas of mathematics, reading and writing.

Pupils' academic and personal skills are broadly in line with that expected for their age when they start school although there is a wide range of ability evident within each group. The progress they make in the nursery and reception classes is satisfactory and the majority of pupils exceed the learning goal anticipated for them in two of the six areas of learning (mathematics and personal, social and emotional development). In each of the other four areas they meet the learning goal anticipated by the time they finish the reception class. Particularly effective work in literacy and numeracy sees pupils make good progress throughout the rest of the school. The more able pupils write very descriptive and

exciting stories that hold readers' attention despite the spelling being of a far lower standard. Pupils of differing ability and those with English as an additional language achieve well. However, children with English as an additional language are not supported early enough in the nursery and reception classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are enthusiastic learners. They are keen to do well and, with only a few exceptions, take pride in their achievements.
Behaviour, in and out of classrooms	Good. The vast majority of pupils are polite, well mannered and a credit to the school. However, there a few pupils who are difficult to manage and cause teachers concern. Teachers use a good range of strategies to help these pupils settle to their work.
Personal development and relationships	Good. Most pupils are tolerant of different viewpoints. Friendship groups are made up of pupils of different ethnic backgrounds and there are good levels of co-operation.
Attendance	Unsatisfactory. The attendance is disappointingly below the national average. However, almost all pupils are punctual.

TEACHING AND LEARNING

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

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

Teaching is excellent in 2 per cent of lessons, very good in 17 per cent, good in 42 per cent, satisfactory in 33 per cent, unsatisfactory in 5 per cent and poor in 1 per cent. There are particular strengths in the teaching of literacy and numeracy throughout the school due to teachers appropriately challenging pupils of different ability and those with English as an additional language. There are also strengths in the teaching of information and communication technology (ICT) and science. The use of the expertise of the ICT co-ordinator to work with all classes is effective in raising teacher's confidence levels. In science, challenging investigational work is helping pupils learn about scientific knowledge through practical experiences. The teaching is having limited impact on pupils' religious education knowledge and there is a mixed picture in music, with the teaching ranging from very good to poor. The overcomplicated systems in place in the foundation stage of learning makes it difficult for teachers, who work very hard, to consistently have a positive impact on pupils' learning.

In the vast majority of lessons careful consideration is given to the needs of pupils of different ability as well as for those who have English as an additional language. This is helping to move their learning forward and enabling them to achieve well. Good attention to the basic skills in reading and mental and oral work in mathematics is also helping pupils learn effectively. In writing, although there is good attention to basic skills in literacy lessons resulting in exciting stories being written, pupils' spelling remains a problem when they are writing independently. Teachers are consistent in their success in managing pupils who have the potential to be difficult. This minimises any time that is lost to

unnecessary disruption. In Year 2 the newly introduced target-setting process is helping pupils understand what they need to do next in order to improve their written work. The staff who support in classrooms are very well briefed and effective in their role. This is particularly helpful for pupils who have special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has successfully implemented the National Literacy and Numeracy Strategies and these are having a positive impact on other subjects. This is also the case with ICT. Although every effort has been made to introduce the new curriculum for pupils aged 3 to 5, planning arrangements are too complicated and put staff under undue pressure.
Provision for pupils with special educational needs	The vast majority of pupils benefit from the good identification of their needs and there are appropriate plans to help them improve.
Provision for pupils with English as an additional language	There is good consideration given to using clear and concise language so that pupils gain full access to the entire curriculum. The failure to identify the needs of the youngest pupils is however a concern.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The staff help pupils to be responsible people and to know what is and is not acceptable in terms of behaviour and their work. When considering the rich diversity of the pupils' backgrounds it is disappointing that more opportunities do not exist for them to discuss and find out about each other's cultures and faiths.
How well the school cares for its pupils	There are many new ideas being introduced to help the staff be more effective in recording the progress made by pupils as they move through the school. These are still at early stages of development and have not had time to be fully established as part of the school routine. There is good attention given to helping pupils behave appropriately.

A few parents help out in school and make a considerable contribution to the pupils' learning. Too many parents have a negative view of the school, especially in relation to being able to approach the school with a concern or regarding the information with which they are provided. Whilst acknowledging that the school still has some work to be done in certain areas regarding its relationships with parents, much of the criticism is not justified. However, there remains a perception amongst a significant minority that the school does not value their views. This is hindering the partnership that the school wants to develop with its parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher and her deputy have taken some very perceptive decisions that have helped to raise standards in writing and ICT. However, the senior management team is light on anyone with expertise in working with the youngest pupils and this is causing concern for managing these pupils' learning.
How well the governors fulfil their responsibilities	The governors are at a stage of building a different type of relationship with the new senior management team after a long period when they were not as involved in making decisions as they might have been. They have not yet formed appropriate committees to help them be more

	effective and efficient in their role.
The school's evaluation of its performance	Teaching and learning are regularly checked and staff are provided with helpful feedback to aid their work. The school is beginning to be more effective in using its test results to check on how groups of pupils of different ability and background are attaining.
The strategic use of resources	The senior management team is at the stage of beginning to link its spending decisions with raising standards. The recent decision to release the ICT co-ordinator to make an impact on standards in that subject is a good example of this working well.

The school has a number of temporary staff and recognises that finding staff with appropriate expertise in each area is difficult. The number of support staff in the reception classes is inadequate. The establishment of a computer suite capable of accommodating a full class at any given time has helped the school to be well resourced in that area. The lack of a library is causing some concern but there are plans in hand to create a new area that will include a library. The lack of appropriately positioned toilets for young pupils is an on-going concern for the governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy coming to school. • The teaching is good. • The pupils are expected to work hard. • The pupils are helped to become mature and responsible. • Setting arrangements for mathematics, which is helping to raise standards. 	<ul style="list-style-type: none"> • Better communication between home and school. • Poor spelling being improved by sending spelling lists home. • More consistent homework arrangements. • Better quality information sent home about what is happening in school. • Parents being more involved in the life of the school. • The quality of leadership and management. • More extra curricular activities.

Whilst the parents have made many positive comments that the inspection team agrees with, there is clearly a problem with the way the school has communicated with the parents in the past. However, the latest newsletters sent home are very informative and far friendlier in tone. There is a lack of consistency in the present homework arrangements and it does need to be improved. Spelling is hindering the good quality of pupils' written work but the school has started to take appropriate action to improve standards. The combined impact of work in class and concentrating on words that pupils use regularly in their everyday work is more effective than just sending arbitrary lists of words home. The staff would welcome more active involvement by parents in the life of the school and there is a genuine will to develop such a relationship. The school's leadership is satisfactory and there is every sign that it is becoming even more effective. The range of extra curricular opportunities for older pupils is impressive. The school has recognised that more can be done for younger pupils and has applied for funding with a view to improving the present provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The national test results for 11-year-olds have been well above average for the past four years, except for this last year (2000). Results in mathematics have been particularly impressive, although the pupils' performance in science has also been good. This is an improved picture compared to the one reported at the time of the previous inspection although mathematics and science were considered strengths at that time.
- 2 The overall characteristics for the school have changed slightly since the school expanded to three forms of entry. This has meant that the school now accepts pupils from a broader range of attainment and the 2000 cohort was the first of the larger group to take the national tests for 11-year-olds.
- 3 The 2000 cohort was the first group for at least five years where test results indicated below average attainment in any of the three core subjects of English, mathematics or science. The English results did fall below the national average in 2000 with the mathematics results matching the national average. This apparent decline in standards needs to be seen in context of the group as a whole. When tracking back the attainment of the same group of pupils at the age of 7 (that is in the national tests for 7-year-olds in 1996) there has been above average progress made in English and mathematics and well above average progress in science. A deeper analysis of the 2000 test results for English and mathematics show that the school's results are very similar to the national results in all respects. That is, the percentage that attained beyond and below the level expected for their age is similar to the national average. In science, a far higher percentage of pupils attained beyond the level expected for their age with fewer attaining well below the level expected. The present Year 6 group is performing at a better level than the 2000 cohort. They are attaining at a level that exceeds that expected for their age in each of the three subjects.
- 4 When comparing the test results attained by boys and girls for the past three years the girls have performed better than boys in English but by the same margin that is noted nationally. In both mathematics and science the performance of boys and girls has been equal.
- 5 Standards in information and communication technology are also above those expected for 11-year-olds, which is a much improved picture compared to the one reported at the time of the previous inspection. This is due to the expert teaching and the availability of an excellent, new computer suite where pupils are able to have valuable time gaining first-hand experience with a range of computers. In other subjects, standards are better than expected by the time pupils are 11, in art and design, design and technology, geography, history and physical education. This is in contrast to the unsatisfactory position for religious education, where standards are not as high as expected by the time pupils are 11 years of age. This shows that high standards have been retained for art and design and design and technology. However, there has been significant improvement in geography where standards were unsatisfactory at the time of the previous inspection.
- 6 The national tests for 7-year-olds shows that, in mathematics, the school's results have remained well above average for the past four years. Standards in writing have been stronger than in reading, with above average standards in writing for the past two years being better

than the average results in reading. There is a sense of the results in reading and writing showing some decline from the well above average position of 1997 and 1998. However, what seems like a decline in standards has been halted this year with the present Year 2 attaining at levels better than expected for their age in reading and writing. In mathematics, the present Year 2 is attaining at standards that match that of the previous 2000 cohort.

- 7 A deeper analysis of the 2000 test results shows that in reading the percentage of pupils attaining the higher levels was above the national average but too many pupils failed to attain at the level expected for their age. This was not as pronounced in writing. Although the percentage attaining the higher level matched the national picture most pupils attained at least the level expected for their age, even though many only just attained that level. In mathematics, a large percentage attained the higher level, which was well in excess of the national average. In science, nearly all pupils attained the level expected for their age and the percentage that attained beyond this level matched the national average.
- 8 The analysis of the past three years' national test results show that, at the age of 7, girls perform better than boys in reading and writing. However the difference is the same as that noted nationally. In mathematics, boys are performing slightly better than girls although the gap was closed sharply in 2000.
- 9 Children's academic and personal skills are broadly in line with that expected for their age when they start school although there is a wide range of ability evident within each group. This position has changed since the school expanded to take in three-forms of entry. The school now takes in pupils from a much wider socio-economic background. During the previous inspection this was not the case with the attainment on entry of the majority being above that expected for their age.
- 10 The progress made by pupils in the nursery and reception classes is satisfactory overall but the majority exceed the learning goals anticipated for them in two of the six areas of learning (mathematics and personal, social and emotional development). In each of the other four areas they meet the learning goals anticipated by the time they finish the reception class. An overcomplicated system of organisation and management exists for this age group, which tends to restrict the achievement of more able pupils. Hard working staff, who give much attention to assessment and provision, help to limit the potential negative impact that the management of the learning has on children's achievement. Pupils with special educational needs make satisfactory progress throughout the foundation stage of learning. However, although pupils with English as an additional language make satisfactory progress their needs are not identified early enough.
- 11 As pupils move into Years 1 and 2, there is good progress evident mainly due to the good attention that is given to literacy and numeracy. There is particularly good attention given to pupils who have learning difficulties, including those with special educational needs. Pupils write interesting and exciting stories but their spelling is not of the same quality as the content of their writing. This has been recognised and a new system recently introduced to Year 2 is beginning to have a positive impact on spelling. The intention is to ensure that the system used with Year 2 is introduced to the rest of the school. In mathematics, pupils are set by ability from Year 2 onwards, which is proving to be effective in ensuring that pupils of different ability have the level of attention required to maintain good achievement. The same system did exist for English until recently but this tended to restrict the way teachers could implement the National Literacy Strategy. The movement away from the setting arrangements for English

has not held back standards. Pupils with English as an additional language make good progress with appropriate additional support provided for the ones that require it.

- 12 Pupils aged between 7 and 11 also make good progress and achieve well. The more able pupils write very descriptive and exciting stories that hold readers' attention. Similarly, they use their literacy skills well in other subjects, such as, history and geography, which enhances the quality of their recorded work. However, the standard of spelling remains a problem with pupils who write fluently and use a very good range of vocabulary being inaccurate with the spelling of many common high frequency words. The vast majority of pupils use their reading effectively to carry out research in a range of subjects, including science. In mathematics, good attention to basic mental and oral skills is helping pupils be effective in coping with problem solving tasks. In science, the level of pupils' investigational work is most impressive and is aided by good use of literacy and especially numeracy skills.
- 13 Pupils with special educational needs are very well supported. All staff are fully aware of their needs and each lesson plan sets out any particular requirement or need that they have. Similarly, pupils with English as an additional language are fully supported with very effective work being carried out by the teacher with special responsibility for these pupils. When she works within classes the quality of the learning for these pupils is considerably enhanced. The effective support she provides for other staff is helping them be more confident in dealing with the needs of the pupils who are at early stages of English acquisition in each class. This is helping these pupils achieve well and ensuring that they make progress that is in line with others in their class. There is effective analysis of the progress made by pupils from different backgrounds, including those with English as an additional language, this has also helped to ensure that the progress they make is good.

Pupils' attitudes, values and personal development

- 14 Pupils' attitudes to school are good. They enjoy coming to school and talk about their lessons, extra-curricular activities and the staff they work with in positive terms. Pupils want to learn and try very hard to succeed. Most pupils are attentive, keen to answer questions and undertake tasks enthusiastically. Pupils take pride in their work, their equipment and recorded work in books. They settle quickly to lessons, are enthusiastic and listen well to their teachers and one another. Their work is presented very well with good quality displays of pupils' work being a prominent feature of the school. This helps pupils to appreciate that their work is valued. Adults in school provide good role models for the pupils who are polite, well mannered and are tolerant of different viewpoints.
- 15 Pupils with special educational needs develop good attitudes to their learning. They know they are valued because teachers and support staff take every opportunity to fully involve them in all activities. This is also the case with pupils who have English as an additional language, especially those who are at early stages of English acquisition. These pupils have gained confidence in being able to ask and answer questions soon after joining the school. This was most evident during literacy lessons. The only exception is in the reception and nursery classes when children who have English as an additional language are not supported early enough. This does not prevent all children in the foundation stage enjoying coming to school, being happy and settling in quickly.
- 16 The pupils' behaviour in lessons, in the playground, when moving around the school and at lunchtime is good. Pupils are polite, well mannered and respect each other and adults. This

behaviour contributes to a safe and orderly environment that supports learning and personal development. In classrooms, behaviour is managed well. This is particularly noticeable in lessons involving, literacy, numeracy, science and information and communication technology, where pupils move groups in an orderly manner during the lesson. For all pupils good behaviour is a pre-requisite to effective learning and good class management from Year 1 to Year 6 ensures this. In these year groups expectations of good behaviour are high and teachers constantly highlight and reward examples of good behaviour as well as consistently managing poor behaviour effectively. The school has focused its attention on behaviour management in recent months and this is having a positive effect in school. Classroom rules are clearly displayed and adhered to. However, pupils' behaviour was unsatisfactory in some lessons in religious education, where pupils became restless during uninspiring lessons, and in the reception classes where noise levels were too high. This emphasises how important it is that staff are consistent in their approach to behaviour management. There were four incidents of temporary exclusions during the last year, all after careful consideration and application of appropriate procedures. The consistent approach to behaviour management in Years 1 to 6 now needs to be further developed in the nursery and reception.

- 17 Midday assistants have recently been involved in training and the implementation of a new policy document to support their work with pupils. This training and documentation is having a positive effect on behaviour in the playground. The school has also been successful with a bid for a grant to employ an extra midday assistant to support pupils with emotional and behavioural difficulties. Playtimes and lunchtimes are civilised occasions where pupils of both gender and different ethnic backgrounds play well together. Play space is limited but there are plans to increase the playground space for the older pupils. There were no incidents of bullying seen or reported during the inspection. Visits from the local police to raise an awareness of issues surrounding bullying have been effective. Procedures for reporting and dealing with racism and bullying are clear and records show that incidents are few.
- 18 The pupils' personal development and relationships are good. Pupils have appropriate respect for their own and other people's property and show respect for other people's feelings, values and beliefs. They co-operate well as was seen in two lessons in geography where pupils had to debate environmental issues regarding the island of St Lucia. In these lessons pupils listened to other opinions carefully and were tolerant of opposing viewpoints. Relationships within the school are good at all levels. Pupils are courteous and friendly towards each other and to all adults working in the school and they make visitors feel very welcome. Pupils of different ethnic backgrounds play well together and friendship groups are made up of children from different backgrounds.
- 19 There are sufficient opportunities for pupils to take on additional responsibilities. Prefects work as an effective team to support the teachers throughout the day. A school council is planned and this will further increase responsibilities in all year groups. Pupils are also involved in charity appeals such as Marie Curie and Night Shelters for the homeless. The school is enabling pupils to take on additional responsibilities and give them the confidence to see initiatives through to a satisfactory conclusion.
- 20 Attendance is below national averages. The school is monitoring attendance carefully and systems are in place to follow up all absences. Punctuality, both at the start of the day and in the majority of lessons, contributes positively to the pupils' progress

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 21 Teaching is good for pupils aged 5 to 11 and is satisfactory for pupils aged 3 to 5. Overall, it is excellent in 2 per cent of lessons, very good in 17 per cent, good in 42 per cent, satisfactory in 33 per cent, unsatisfactory in 5 per cent and poor in 1 per cent. This is a significantly improved position compared to the previous inspection when 15 per cent of teaching was unsatisfactory. There is also more teaching of a very good and excellent quality.
- 22 There are considerable strengths in the teaching of literacy with almost all teachers being able to use the National Literacy Strategy to good effect to help pupils focus on basic skills, such as improving their punctuation and grammar. The good attention to basic skills is responsible for pupils reading with expression and intonation. Their writing is benefiting from the activities that require them to put much thought into descriptions and frameworks for writing stories. As a result when pupils come to write independently their stories are lively and hold the reader's interest because their descriptions are vivid and exciting. For example, in one outstanding lesson in Year 2 the teacher successfully gets the pupils to consider physical and emotional issues associated with the 'big, bad wolf' from a traditional tale. The pupils come up with a range of exciting descriptions, for instance, the word 'shocking' is suggested which shows that pupils are thinking deeply about their responses. Despite the good attention given to spelling within lessons, too many pupils do not apply the skills taught in the literacy lesson to their independent writing.
- 23 As with literacy the teachers are able to use the National Numeracy Strategy to good effect to improve the pupils' learning. The concentration on basic number facts is having a very good impact on the standards attained by the pupils. For example, in a very good lesson in Year 5 the teacher ensures that pupils do not just use their mental agility well but can also explain how they got to their answers. This is helping the pupils' thinking as well as intellectual development. The consistent use of correct mathematical vocabulary is also ensuring that pupils do not get confused when it comes to mathematical work being set out in a problem form. For example, they quickly associate words like 'product' with a multiplication operation. The good attention to investigational work in science is also helping the pupils' quality of learning to be good in this subject. By the time pupils are in Year 6 they are very much in control of setting up experiments and finding things out for themselves. In one lesson more able pupils were quick to decide that the computer could offer them what they needed to find a solution to a problem. They used the computer with a degree of independence that was to be admired and successfully recorded their findings. The attention to setting up 'fair tests' independently starts from Year 2, as was seen in a very good science lesson where the teacher is helping pupils understand what makes plants grow. The organisation is excellent as the teacher finds the correct balance between allowing independence and ensuring that all the necessary equipment is at hand. The end result is that pupils are learning about the world around them but equally as important they are learning how to find out things for themselves.
- 24 One teacher who has particular expertise in information and communication technology (ICT) has been released for a term to help other staff gain confidence in using computers to support other subjects. This has been a very successful move with the new information and communication technology suite being used very effectively to enable all staff to work with groups of pupils so that their information technology skills can be enhanced. The impact on teaching and learning has been very good. The pupils' skills are at good levels and the teachers have benefited from the additional help they need to help them improve their own subject knowledge. The school has also employed a technician to work in the suite and she is proving to be a great help to staff that need some additional support. In contrast to the good levels of subject knowledge displayed by the majority of staff in ICT, there are concerns about the

subject knowledge of a significant number of staff when teaching religious education. The way in which the subject is taught is not helping pupils acquire new knowledge. Too often there is not enough consolidation of one major faith before moving on to another. This has led to many pupils being confused with some believing that 'Eid' was celebrated by the Jewish faith.

- 25 During the inspection the school had a number of temporary staff in place covering for people on long-term absence or illness. In the main the temporary staff are effective especially in the core subjects. The one area where one found difficulty in coping was music. This resulted in the quality of teaching in the subject varying from very good to poor within the same year group. In Year 1, where the greatest variation occurred, the level of the teachers' subject knowledge was again the main difference between the very good and poor teaching. Two teachers focussing on the same lesson were attempting to help pupils understand 'tempo' in music. One used demonstration and the pupils were very clear about what it meant. In the other class, the teacher was insecure and failed to help the pupils gain clarity in their understanding.
- 26 The overcomplicated systems in place in the foundation stage of learning makes it difficult for teachers, who work very hard, to consistently have a positive impact on children's learning. One of the main difficulties is that the practitioners who work in the reception and nursery have too many activities happening at the same time. This results in noise levels being unacceptable and in a lack of intervention from adults that diminish the learning for the pupils. The lack of adequate numbers of support staff is also proving to be a problem. Although teaching is sometimes good as was seen during a 'circle time' session in the reception class, it is also unsatisfactory at times due to the organisation not allowing enough adult intervention. During one session when pupils were getting changed for physical education, opportunities were lost to develop personal skills and, when in the hall, there was a lack of clear direction for the pupils. The good and sometimes very good teaching noted at the time of the previous inspection for this age group has not been maintained and there is a need to review the present arrangements to help the hard working staff to be more effective in promoting children's learning.
- 27 In the vast majority of lessons, throughout the school, the careful consideration given to the needs of pupils of different ability as well as for those who have English as an additional language is helping to move their learning forward and enabling them to achieve well. More able pupils are provided with challenging tasks because the planning is clear about setting different tasks for them. This is seen in art lessons in Year 2 and 5 where the teachers are emphasising the use of line, texture and tone with pupils who are capable of producing high quality work. The challenge is also evident in a physical education lesson in Year 3 with the teacher using the work of some pupils to inspire others to attain better standards. In each lesson, the teacher has made notes about the needs of pupils in their class who have special educational needs. Their planning indicates that they have taken the pupils' individual plans into consideration and are therefore able to challenge them at the right level and provide additional support where needed. The staff who support in classrooms are very well briefed and effective in their role. This is particularly helpful for pupils who have special educational needs and for lower attaining pupils in Year 3 who receive additional literacy support from a talented classroom assistant.
- 28 The planning does include specific spaces to note any learning intentions associated with pupils who have English as an additional language. However, these are rarely filled in because the staff believe that their English is of a good enough quality to cope with the mainstream lesson. This is an accurate assessment in most cases and the majority of pupils who have English as

an additional language do make good progress, as is confirmed by test results. When the specialist support teacher for pupils who have English as an additional language works with individual teachers the result is outstanding. During one literacy lesson in Year 3 the specialist teacher and class teacher worked very effectively together. This resulted in the task being made accessible to all. During the group tasks that followed two pupils were supported and the quality of the provision was such that they managed the task very well and their confidence levels also grew. The lack of additional support to younger pupils who have English as an additional language is unsatisfactory. This is a management issue associated with the learning needs of pupils in the foundation stage of learning.

- 29 Teachers are consistently successful in managing pupils who have the potential to be difficult. Most pupils are hard working and self-motivated but in each class there are pupils who are difficult to handle. In the vast majority of lessons teachers use a full range of strategies that are shared with the pupils so that noise levels are appropriate and there is little disruption to the flow of the lessons. This minimises any time that is lost to unnecessary disruption. The physical education and music lessons in particular benefit from the clarity pupils have about what is expected of them.
- 30 The school has recently introduced new systems for marking and setting targets, which help pupils be aware of what it is they need to do in order to improve their work. In Year 2, the English co-ordinator is moving this further forwards by introducing a system which is aimed at helping pupils have better knowledge in relation to their written work. These have only recently been introduced and she is keen to use her own year group as a 'pilot' group before introducing the system to the rest of the school. Plans to introduce such systems in mathematics are at very early stages of consideration. Most teachers use a variety of methods to help pupils understand what it is they are to learn and what it is they need to do next. However, a whole school view to help pupils be clear about the next steps they need to take is at an early stage of implementation. It is something the school is looking towards improving still further.
- 31 The homework system is not consistently applied throughout the school. This has left parents feeling unhappy with 40 per cent stating this in their replies to the pre-inspection questionnaires. There are pockets of good practice as is seen in the organisation of Year 6 science homework. However, apart from taking reading books home the rest of the homework is not consistent across the school. The recent withdrawal of spelling lists has also angered many parents. The school is looking at introducing a more comprehensive system aimed at improving spelling standards but as yet this has not been explained to parents of older pupils.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

- 32 The curriculum in the Foundation Stage of Learning gives mixed messages. Areas of learning are planned for in detail and show clear objectives together with a comprehensive system for individual assessments. In the nursery there is a strong emphasis on speaking and listening and this enables children, including those with English as an additional language, to develop their communication skills. The planning for religious education needs to be adjusted since it has too little emphasis on the knowledge and understanding of religious beliefs. The management of the curriculum, however, is unsatisfactory. The organisation and the restrictions posed by the accommodation results in too many teaching opportunities being lost. The lack of appropriate

levels of classroom support in the reception classes restricts the learning of all children including those with special educational needs and English as an additional language.

- 33 The curricular and other opportunities provided for pupils from 5 to 11 years of age are satisfactory and all the statutory requirements are being met. The National Literacy and Numeracy Strategies are being well implemented and the school has improved the quality of pupils' writing since the last inspection. In mathematics the emphasis on investigative work, together with the encouragement for pupils to explain their methods is resulting in work of a good standard. The planning in the majority of subjects is satisfactory, it takes full account of the prior attainment of pupils and activities are organised to ensure that more able pupils, those with special educational needs and those with English as an additional language are able to make good progress.
- 34 The planning and delivery of information and communication technology (ICT) is particularly good, and there is an effective use of ICT in most subjects. There is high quality planning for science, with many opportunities for pupils to use their investigative skills. This has undoubtedly contributed to the good standards being attained in that subject. The planning for religious education does not have sufficient breadth and balance and there needs to be a greater emphasis on the knowledge and understanding of both the Christian and other religions. The planning for physical education lacks some continuity and progression of skills, but this has been recognised by the school and a new scheme of work is being produced.
- 35 The more able pupils are challenged by having specific learning targets set for them. There are also opportunities for them to work together with other pupils of similar ability on more advanced programmes of study, for example, the mathematics group run by the headteacher. Most pupils with special educational needs are well supported within the whole-class setting. Where pupils are withdrawn, the targets from their individual education plans and the learning objectives from the class lesson form the focus of the support work. This clearly structured support ensures the special educational needs pupils receive their full National Curriculum entitlement. There is good support for pupils for whom English is an additional language and they are enabled to make progress from whichever level of early English acquisition they have achieved.
- 36 A range of curricular opportunities enriches the work of the school. In each year group an educational visit is regularly arranged. These have included nursery and reception class visits to local farms, Year 1 visit to Bethnal Green Toy Museum and Year 4 visits to Epping Forest. Year 5 visited the Kentwell Tudor House as part of their work in history on the Tudors. These pupils speak enthusiastically about their experience and it has clearly enhanced their understanding of that period of history. Year 6 pupils are able to benefit from a residential visit to Glasbury Outdoor Pursuits Centre and Hay-on-Wye, during which they are able to ride horses, go caving and co-operate together on a variety of challenging tasks. The school invites a number of visitors to school to add stimuli to curriculum activities. For example, an artist visited the school as an 'Artist in Residence' working with pupils to produce some high quality art on the theme of the sea. The pupils are able to participate in performances of music, drama and singing for each other and their parents. They become involved in local music festivals as well as the prestigious 'School Choir Festival' at the Royal Albert Hall. There is some evidence of curriculum enrichment from other cultures, for example, the Caribbean dance workshop, but considering the cultural mix within the community, not enough opportunities are taken to provide more diverse experiences across the school.

- 37 The range and quality of extra curricular experiences offered to the pupils is impressive. Football, rugby, netball and running clubs enrich the physical education curriculum. These provide sporting opportunities and competitive team games, which enable pupils to develop positive attitudes towards each other and towards pupils from other schools within the community. The school enjoys a high level of success in competition and is justifiably proud of its performance. Care has been taken to try to provide clubs for the full age range from 7 to 11. Apart from the many sporting opportunities provided for the older pupils, there are clubs for drama, computer, music, gardening, craft, astronomy and chess. The school is keen to develop the extra curricular opportunities further and has put in a bid for 'New Opportunities Funding' in order to provide more clubs for the younger pupils. The opportunities already in place provide further significant learning experiences and the high quality work produced in the art and craft clubs is used to good effect in displays around the school. For example, the stained glass window and the interesting fabric collages made by the textile club are prominently displayed around the school. Parents support the work of the teachers and give their time and expertise to strengthen the extra curricular activities.
- 38 There is satisfactory provision for personal social and health education. The pupils are provided with many opportunities to work and socialise together in different situations. Within most subjects they are encouraged to discuss and co-operate with each other. For example, in a Year 6 design and technology lesson small groups of pupils are working together to solve some interesting design problems in the construction of a gearing frame.
- 39 The scheme of work for personal social and health education includes programmes to help pupils understand the importance of healthy eating and the appropriate use of drugs. Currently, formal sex education is only provided for pupils in Year 6 although there are appropriate information about reproduction in plants and animals discussed earlier. The school has recognised the need to provide appropriate programmes of study for all pupils aged between 7 and 11. Pupils benefit from safety talks from the fire services, the police and the road safety service as well as visits from the school nurse. 'Circle Time' activities are well established in the school when pupils sit in a circle with their class teacher and raise and discuss issues of concern for example, stealing, bullying and tolerance of others as well as topical subjects. The teacher skilfully leads pupils in a Year 2 class into a lively discussion based on Goldilocks eating 'The Three Bears' porridge without asking. In Year 1 there is a discussion about the 'Foot and Mouth' epidemic after a child reveals her distress at the animals being burned. The school has indicated on the development plan the intention to set up a school council in order to increase the opportunities for pupils to become involved in appropriate decision-making activities.
- 40 Provision for the pupils' moral and social development is good. Pupils enjoy coming to school and form strong lasting friendships with pupils from both similar and different cultural background. There is a well understood behaviour policy, which is seen as necessary and fair, and pupils clearly feel that everyone should keep to the agreed rules. There is a consistent approach to dealing with pupils who do not behave well, which helps them to understand right from wrong. They quickly learn that their teacher has high expectations of the way they behave. Pupils speak with enthusiasm about the rewards they can achieve, for example, team points, certificates for good work and behaviour and having their name entered in the 'Good Behaviour Book', which is read out in whole school assembly. The activities during 'Circle Time' help pupils explore moral issues relevant to them. This, together with the themes for class and school assemblies, as well as the good examples set by staff, reinforce good moral values. Moral themes are an integral part of the curriculum; for example, the pupils in Year 6 discuss the issues around the Holocaust in their Literacy work from the book 'I am David'.

There are good opportunities in Year 6 for pupils to take on responsibilities by becoming prefects. The prefects meet regularly with a Year 6 teacher who helps them develop their role and encourage them to discuss any areas of difficulty. They work calmly and effectively and provide positive examples for other pupils to follow. Pupils in other year groups are given some responsibility, for example, delivering messages and looking after equipment, but these opportunities need to be developed in the younger classes.

- 41 The school's provision for spiritual and cultural development is satisfactory. Time is given for pupils to reflect on their experiences. During class discussions they are encouraged to explore their feelings and develop a sense of self-knowledge. For example, Year 2 pupils explore the work of a resident artist and their own painting during an art lesson. They explore different emotions as they consider the artists' work and describe the reasons why they like or dislike them. There are opportunities for quiet reflection and prayer in assemblies and an emphasis on exploring the spiritual meaning of festivals, for example, Christmas and Easter, through song, dance and drama. The school provides opportunities for pupils to learn about British culture within the curriculum and enriches this provision by inviting visitors, for example, authors and storytellers during the annual Book Week, artists in residence, dance and drama specialists, as well as involving pupils in cultural pursuits outside the school for example, the Stratford Music Festival.
- 42 There are some opportunities for pupils to learn about other cultures, for example, at the time of the inspection there was a dance company working with the pupils in Year 4 on Caribbean dance. However, considering the rich multicultural nature of the school, the lack of established links with members of other faiths, results in lost opportunities for enhancing the cultural and spiritual awareness of the pupils.
- 43 The school's links with the community are satisfactory. The school works successfully with community groups such as, the Christian workers, drama and dance groups and the police and fire service. Pupils gain an understanding of the needs of others through their work with charitable organisations for which they raise money. Pupils speak knowledgeably about the Marie Curie cancer charity, which the school has helped recently. They have a better understanding of the plight of the homeless through their involvement with the local 'Night Shelter' project, which benefited from the proceeds of the Harvest Festival. There are few regular links with representatives of other cultures from the community. Therefore, there are lost opportunities to develop the cultural dimension of the pupils' education, which would better prepare them to understand the community in which they live.
- 44 The school has satisfactory links with the two main secondary schools into which the majority of the pupils transfer.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 45 Pupils receive a sound level of care, support and guidance from the adults around them. The procedures for assessing pupils' learning and monitoring their academic progress are satisfactory. Attendance monitoring is satisfactory. The procedures for monitoring and promoting good behaviour and preventing bullying are good, as is the attention paid to supporting pupils' personal development. Some documentation and training related to child protection and health and safety, requires review and updating.

- 46 The assessment procedures and the monitoring of pupils' progress are satisfactory. The school is currently reviewing its procedures and adapting the practices previously used to enable greater staff involvement and awareness of pupils' needs, without providing an unmanageable workload. As a result, English is now taught effectively in mixed ability classes and a whole school computerised assessment system is being developed.
- 47 The foundation stage of learning for the very youngest children in the school is planned extensively, especially in the reception year, with appropriate objectives and key questions. The nursery planning sheets show a good overview of activities, noting the 'stepping stones' of early child development. Rough notes are made during sessions and later written up, to monitor the children's development. This enables children to make satisfactory progress. However, the weekly planning does not focus on the learning intentions of the activities, to further enhance the progress made.
- 48 Initial (baseline) assessments are undertaken as children enter the reception classes and most children make satisfactory progress, although assessment levels are set rather low. However, the lack of support staff for all children in the reception year, including higher attainers and pupils with English as an additional language is significantly limiting their progress. This also has a negative impact on the delivery, organisation and structure of the well-planned activities, because the children too frequently have to play or work without support, and so do not gain maximum benefit from the activities provided.
- 49 Teachers work effectively together to assess and monitor the progress of older pupils. English, notable for its good practice, mathematics and science are assessed termly. The assessment of other subjects is generally less well developed. Staff agree the level of pupils' work from samples and set overall targets for improvement, perhaps focussing on for instance, writing. Teachers from each year do weekly plans with an 'assessment wheel' diagram, recording what is to be taught and identifying any difficulties noted in pupils understanding. This ensures that there are no gaps in learning. Planning and assessment is monitored by the assessment co-ordinator. Results from the national test for 7 and 11 year olds are analysed together with other optional tests for older pupils. The school has well-established systems focussed on identifying underachievers and special educational needs and offers these pupils additional literacy support or booster classes. The pupils are kept aware of the targets set for them by staff. Each half-term the pupils set their own targets, for instance 'I want to improve my reading'. By the end of the year, the majority of pupils are able to write a brief summary of their progress that is included in their annual report.
- 50 The attention and support given to meeting the needs of pupils with special educational needs or English as an additional language from Year 1 upwards is good and enables them to make good progress in learning.
- 51 The monitoring of behaviour and personal development is good. The behaviour policy is based on positive principles and strategies. Pupils collect stickers and graduated certificates with particularly good work or attitudes being recorded in the 'headteacher's book' and mentioned in assembly. For pupils having difficulties, there is a known system of sanctions including lunchtime detention and informing parents. A 'clean slate' policy operates so that pupils have a fair chance to improve. There are a small number of challenging pupils; 4 fixed term exclusions involving 3 pupils occurred in the last year, an increase since the last inspection. The school makes good use of external specialist behaviour support staff to help pupils experiencing severe difficulties. There is no school council, but pupils are able to decide their class rules. There are several class books kept to record and monitor inappropriate incidents or

actions, as well as the 'headteacher's detention book'. There are also several racist incident record books, so that it is difficult to ascertain the exact number of racist or behaviour incidents and quickly identify any patterns. Records do not always state that parents have been informed.

- 52 When bullying occurs the pupils are encouraged to mediate, supervised by the deputy headteacher. Ongoing meetings take place to ensure that any difficulties between pupils are fully resolved. As part of the personal and social education programme the community police officer talks to the pupils about bullying. These procedures are effective in giving pupils confidence that they can raise any issue related to bullying with members of staff. Staff provide good quality formal and informal guidance and support to build pupils' confidence, self-esteem and feelings of worth. During class discussions pupils are able to discuss their feelings openly and listen to views that are different to their own, with even young pupils able to say if, and why, they disagree with a particular point of view. Teachers provide detailed summaries of each child's personal development in the annual reports received by parents.
- 53 The monitoring of attendance is satisfactory, overall. The computerised register sheets are completed properly. The keeping of clear information in register folders, of pupils with chronic illnesses or allergies is good practice. Teachers also record any attendance concerns, if notes have been received or parents contacted about absence. Pupils arriving late are noted. The school has a 'late book' that shows a significant minority of pupils regularly arriving up to 10am. Another book notes a number of families with severe ongoing problems that require the attention of the educational welfare officer and a few have had home visits. The school has successfully reduced unauthorised absence, but has not yet effectively reduced the high level of authorised absence to improve overall attendance. Parents are regularly reminded about attendance in newsletters. The recently introduced certificate awarded to the class with the best weekly attendance is positive and valued by the pupils.
- 54 Arrangements for child protection are satisfactory. The school's policy is to be reviewed when new guidance is received from the local authority. The designated person has been in post for almost a year and has requested training. This is to be undertaken by the end of the current spring term. The whole school staff will then receive updated guidance at the start of the next school year. Newly qualified teachers joining the school are provided with guidance on procedure. Records are kept separately with information only provided on a 'needs to know' basis. Informal concerns are noted and the designated person is able to obtain advice and support from external agencies.
- 55 There are a good number of qualified first-aiders in school and a well-equipped medical room. Accident books are properly kept. The school nurse visits regularly for health checks and leads the sex education programme. Midday supervisors work very hard so that lunches are served in the small hall within a very tight time schedule. This requires much organisation, because all pupils have the same lunchtime. They sometimes have only a few minutes before afternoon lessons, to finish their food.
- 56 Overall health and safety awareness is satisfactory. Teachers are aware of the need to make their classroom as safe as is possible. Fire extinguishers, alarms and electrical equipment are tested annually. However, there are a number of weaknesses to be addressed. The staff health and safety representative has not had training, nor is there a health and safety governor. Whilst some aspects of assessing potential risk are completed, such as for school visits, there is no comprehensive up to date system in place.

- 57 Road safety is a serious concern both for the school and very many parents. A small minority of parents persist in the dangerous practice of parking or stopping illegally immediately outside the school to drop or pick up their pupils. Others reverse in the school entrance or park their vehicles on pavements, so that pupils and their parents have no option but to step into the road. These parents continue to ignore the school's constant reminders and are responsible for causing an unacceptably high degree of risk to the pupils at the start and end of the day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 58 The last inspection indicated that communication with parents was a key issue. Since then a new headteacher has been appointed and many positive arrangements have been established. A monthly informative newsletter giving dates and detailing events is published. Parents are invited to class assemblies. Requests are made for parents to help in school. A few do, mainly with the youngest pupils, providing valuable help for the teachers. Parents have raised money for computers. However, a significant minority of parents are still unhappy with the quality of communication and consultation. They want a more productive and mutually supportive 'listening' partnership to develop. The school has not yet gained the confidence of all its parents. Parents are not sufficiently involved in celebrating the school strengths and working together to overcome weaknesses, so that they are able to have an accurate perception of the school's work and intentions. The governing body has done little to help improve parental views of the school since the last report.
- 59 Initiatives such as the introduction of regular, good quality newsletters and the opportunity to meet teachers informally at the end of the school day have met with the approval of parents. Most parents feel that teaching is good and their pupils are happy in school. However, more ways of developing consultation and positive communication need to be investigated and established.
- 60 The quality of information provided by the school is satisfactory overall. The school prospectus and annual governors report do not meet statutory requirements because a number of required items are not included. Parents are able to discuss their child's progress at formal meetings. Annual pupil reports are of good quality with targets set in English, mathematics and science, with useful information about what the child can and cannot do in other subjects. There are targets to support personal development. Of particular note, are the pupils' own written views of their progress. In the reports seen, all parental comments were extremely positive.
- 61 The school has a homework policy and generally, appropriate homework is set, but it can be inconsistent between staff. Many parents are unsure of the work to be done by their child and the policy offers no explicit guidance. Most homework is focussed on literacy and numeracy. Younger pupils take reading books home regularly whilst older pupils are sometimes provided with homework in different subject areas. Homework to support and improve spelling is under developed. Parents have had opportunity to learn how to help their children with reading, spelling in the infants, and mathematics.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 62 The school finds itself at an interesting crossroads in respect of leadership and management. The previous headteacher had a style that was quite autocratic, but largely successful. The previous inspection report indicated that the leadership was strong and giving the school a very

clear direction. Governors were not as fully involved in decision making in the past and the amount of delegated responsibility was also limited. Standards were high and most pupils were making good progress. The new headteacher has arrived at a time when the population of the school has grown so that there is now a three-form of entry established throughout the school. This has brought with it more pupils who have learning difficulties. Her own style is different and much more democratic. Each style has its merits but importantly for the school there is a period of potential uncertainty as the new headteacher is establishing her way of working on the school.

- 63 There are positive points - the co-ordination of literacy, numeracy, science and information and communication technology (ICT) are particularly effective. Decisions made in relation to releasing the ICT co-ordinator to improve standards in ICT and raise staff confidence levels have been successful. The more controversial decision to move away from setting for literacy lessons is also beginning to have a positive impact but this will take a little longer for the whole school to see its benefits. However, the management of the foundation stage of learning is unsatisfactory with staff attempting to cope in difficult circumstances.
- 64 This mixed picture is also evident when it comes to improving the relationships the school has with parents. The new newsletters are informative and 'more friendly' in tone. However, the lack of information and consultation about the new arrangements for literacy has further angered parents. This small, but significant group, are therefore suspicious of new initiatives such as the new spelling arrangements. The previous inspection reported that the management of links with parents were unsatisfactory and this remains the case.
- 65 The headteacher and new deputy headteacher recognise that their senior management team is light on anyone with expertise in working with the youngest pupils and this is causing concern for managing these young children's learning. The present staff lack the necessary experience to ensure that the children's learning is effective and that there is adequate support for children with English as an additional language. The lack of expertise on the senior management team has not helped younger children's learning to be as positive as that reported at the time of the previous inspection and is a major issue for the new management team to deal with. The school is seeking to recruit a suitable person and has already taken steps to do so.
- 66 The regular checking of the quality of teaching has ensured that most of the teaching is of a good quality. The headteacher has concentrated on numeracy and the deputy headteacher has had more of an overview of other subjects. The system is successful in providing appropriate support in each area except for the reception and nursery classes. Similarly, the school has appropriate measures in place to help analyse test results and they do give good attention to the achievement of different groups of pupils, especially those with English as an additional language as well as those who are at early stages of English acquisition. The school has not yet moved to a position where it uses this information productively to set targets for the future but the deputy headteacher is starting to collect the necessary information so that he can move in this direction.
- 67 The school aims to give appropriate attention to standards being attained and to ensuring that pupils achieve well. In this respect they are being met. However, there are shortcomings in meeting the school aims in respect of ensuring that the cultural diversity of pupils in the school is being acknowledged and used positively to promote the learning of all pupils.
- 68 The school development plan is partially successful. Many key issues have been identified, including issues related to spelling and target setting. However, the present system does not

enable a true picture of the needs of the staff working with younger pupils to be fully represented. This is because the senior management team is not sufficiently wide enough to incorporate the needs of the foundation stage of learning. The way the school development plan is written is helpful and easy to manage in respect of checking on the progress that is made in achieving the priorities outlined.

- 69 The governors are at a stage of building a different type of relationship with the new senior management team after a long period when they were not as involved in making decisions as they might have been. They have worked exceptionally hard to help the school develop the computer suite, which has had such a positive impact on standards in ICT. They have not yet, however, formed appropriate committees to help them be more effective and efficient in their role. At present they are not in a position of evaluating the school's successes and shortcomings effectively enough. They also need to ensure that the prospectus and annual report to parents are in line with statutory requirements. Each has a few omissions that need to be addressed. They also need to address the safety issues outlined in this report, including the management of road safety at the end of the school day.
- 70 The senior management team is at the stage of beginning to link its spending decisions with raising standards. The recent decision to release the ICT co-ordinator to make an impact on standards in that subject is a good example of linking raising standards with budgetary considerations.
- 71 The school has a number of temporary staff and recognises that finding staff with appropriate expertise in each area is difficult. The number of support staff in the reception classes is inadequate. The establishment of a computer suite capable of accommodating a full class at any given time has helped the school to be well resourced in that area. The lack of a library is causing some concern but there are plans in hand to create a new area that will include a library. The lack of appropriately positioned toilets for young pupils is a potential safety issue.
- 72 The school's administration is very effective. There are clear procedures in place to make the day-to day running of the school effective. The administration staff are welcoming and helpful to visitors. The school uses appropriate information technology systems to keep track on spending and information regarding spending trends are therefore easily accessible and available to all.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73 The school is at an interesting transitional stage and there is much to be done in order that the high standards associated with the school in the past few years are maintained. The new headteacher and senior management team need to work with the governors to deal with the following issues:

- **improve the organisation and management of learning for pupils in the Foundation Stage of Learning by:**
 - reviewing the current organisation and management within the reception and nursery, and
 - identifying the needs of children with English as an additional language earlier in their school life. (Paragraphs 10, 26, 32, 65, 71, 76-91)
- **strengthening the senior management team so that its expertise covers all areas of the school.** (Paragraphs 48, 62, 63, 65, 76-78)
- **improve the perception that a significant minority of parents have of the school by being proactive in letting them know of the school's strengths and what parents can do to help the school.** (Paragraphs 58-61, 64, 91)
- **improve standards in spelling.** (Paragraphs 101, 102)
- **create appropriate committees within the Governing Body so that they have more opportunity to consider the school's strengths and weaknesses and to help them to monitor the school's work.** (Paragraphs 69)

74 The inspection team acknowledges that the English co-ordinator has already started work on improving spelling and she now needs time to disseminate the work done in Year 2 throughout the rest of the school.

75 **Apart from the main issues identified above the following less pressing issues also need to be looked at:**

- improve standards in religious education, (Paragraphs 167-171)
- improve the provision for cultural development throughout the school; (Paragraph 42)
- review the present homework arrangements so that there is more consistency in its application, (Paragraph 31) and,
- continue to investigate how younger pupils can have access to toilets that do not require them to walk unsupervised across an outside play area. (Paragraph 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	105
Number of discussions with staff, governors, other adults and pupils	62

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	42	33	5	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	588
Number of full-time pupils known to be eligible for free school meals	n/a	93

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	5	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	82

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	41	41	82

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	39	39
	Girls	34	41	40
	Total	67	80	79
Percentage of pupils at NC level 2 or above	School	82 (86)	98 (91)	96 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	37	41
	Girls	37	37	39
	Total	74	74	80
Percentage of pupils at NC level 2 or above	School	90 (90)	90 (96)	98 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	43	36	79

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	29	38
	Girls	26	27	31
	Total	57	56	69
Percentage of pupils at NC level 4 or above	School	72 (80)	71 (83)	87 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	31	40
	Girls	25	28	32
	Total	57	59	72
Percentage of pupils at NC level 4 or above	School	72 (80)	75 (84)	91 (94)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	15
Black – African heritage	15
Black – other	2
Indian	24
Pakistani	6
Bangladeshi	
Chinese	4
White	422
Any other minority ethnic group	27

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

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)	24.6
Number of pupils per qualified teacher	25.2
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	255

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	15.6

Total number of education support staff	2
Total aggregate hours worked per week	50

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

Financial information

Financial year	1999/2000
	£
Total income	1,122,208
Total expenditure	1,090,009
Expenditure per pupil	1,701
Balance brought forward from previous year	32,199
Balance carried forward to next year	98,712

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	671
Number of questionnaires returned	157

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	47	5	2	1
My child is making good progress in school.	30	54	13	1	2
Behaviour in the school is good.	19	62	9	6	4
My child gets the right amount of work to do at home.	13	40	29	11	7
The teaching is good.	19	57	7	1	16
I am kept well informed about how my child is getting on.	16	47	30	4	3
I would feel comfortable about approaching the school with questions or a problem.	31	50	13	5	1
The school expects my child to work hard and achieve his or her best.	24	62	4	1	9
The school works closely with parents.	14	49	29	4	4
The school is well led and managed.	11	50	12	7	20
The school is helping my child become mature and responsible.	19	55	10	1	15
The school provides an interesting range of activities outside lessons.	15	33	22	9	21

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

AREAS OF LEARNING FOR PUPILS IN THE FOUNDATION STAGE

- 76 Children start school part-time in the Nursery in the September or January following their third birthday or when they are four. Currently there are 78 children on roll, 39 in the morning and 39 in the afternoon. There are more older children in the morning session. Overall, there are more 4-year-olds in the nursery than 3-year-olds. Children usually move to one of the three reception classes in September or January dependant upon their fifth birthday. The reception classes have provision for 30 children each, and currently there is only one vacancy.
- 77 The majority of children enter the nursery working just beyond the expected levels for three-year-olds. They are particularly confident and independent. The stimulating environment and good provision of learning activities by the nursery staff, ensures that most children make sound progress. This is a slightly worse position than at the last inspection when most children made good progress. Children with special educational needs are well supported in the nursery by the Local Authority support service. This service liaises well with nursery staff and children with special needs make good progress. Children who are learning English as an additional language are not so well supported. Their needs are not identified quickly enough. This is unsatisfactory.
- 78 Most of the children eventually transfer to the reception classes. The children are assessed on entry to these classes using the Local Authority Baseline Assessment. Results from previous years' assessments show that standards on entry are declining and are now slightly below the national average. The results also show that there is a larger than average group of more able children. The Local Authority assessment data for the current reception children was not available at the time of the inspection. The findings of this inspection are, that the majority of children are expected to exceed the early learning goals in mathematical development and in personal, social and emotional development. The majority of children are in line to achieve the goals in communication, language and literacy, in knowledge and understanding of the world, in creative development and in physical development. Most children make sound progress, which is a similar position to the last inspection. However, children with English as an additional language, are not always identified early and therefore do not receive adequate support. Their progress is therefore unsatisfactory.

Personal, Social and Emotional Development

- 79 The children enter the nursery confidently, with a keen interest in learning. Their development is above the expected levels for three year olds. Their behaviour is good and they share and cooperate well with each other. This good start is maintained throughout their time in the nursery and reception and they make sound progress. Because of the higher than expected levels of development on entry and the sound progress the children make, they should exceed the early learning goals in personal, social and emotional development by the time they leave the reception.
- 80 Children in the nursery share well with each other. In an activity with a little hole-punch at the writing table, children invariably take turns to use it and help each other if someone has difficulty. As the children move to and fro, there are many instances of 'excuse me' without prompting from the adults. In one observation, two boys playing in the home corner decided another child who was entering was a 'monster'. One of the boys was a little nervous about

this but the other boy just put his arms around him and said, “it’s alright!” He demonstrated a real sense of caring and understanding of another person’s fear. In the reception classes, children are able to work and play without the need for adult support. Three girls observed painting, sorted out their aprons, put their names onto their paper and set about mixing their own colours. Many children are able to persevere with their activity for an increasing amount of time. A boy ‘ironing’ in the home corner in the reception, spent much time making sure that all the little garments were hung correctly on the hangers. The teaching for this area of learning in the nursery and reception classes is sound. However, the organisation in reception of having many activities going on at the same time, means that there is often a high level of noise. This sometimes makes it difficult for the adults to hear individual children. The children do work more quietly when reminded by the teachers. The staff in the nursery and reception set good standards for the children in the way they talk to each other and to the children. They are good role models.

Communication, Language and Literacy

- 81 Children enter the nursery with above expected levels in communication. The children are confident speakers, able to make their needs and feelings known. In literacy, the standards are in line with those for children of this age. Most children make sound progress in the nursery and reception, and should attain the early learning goals in this area by the end of the reception year. Progress is sound overall. Teachers plan carefully in both the nursery and reception and children become increasingly more skilful at writing and the early skills of reading. The quality of teaching is sound. In the nursery, the teachers model language carefully to help to develop the children’s skills in speaking. In one example, the teacher asked the children in her group to repeat a phrase, “At the week-end, I...” and add to it. Most of the 3 and 4 year olds could do this. Many of the nursery children are very confident speakers. They can speak in imaginative situations and to express their needs and develop their thinking. No-one could mistake one young child’s feelings when he said, ‘I’ve made a lovely tower but he’s spoiled it!’. Another child in a perfect copy of her teacher asked another child if she wanted ‘to grab a pencil over here’. The teachers in both the Nursery and Reception classes are not skilled in assessing children with English as an additional language. School help is not available until the summer term. One child with very limited English, who had entered the school relatively recently, had still not had his English language needs assessed. This is unsatisfactory. Starting in the nursery and then throughout the reception, the teachers have clear expectations that children will listen carefully. When all the children are taking turns to speak, the teachers often use an object, which the children take turns to hold and then they are able to speak. These rules are helping the children to develop their listening skills. The teachers in the nursery and reception spend much time helping the children to develop their writing skills. In the nursery, children practice in a variety of exciting ways, from wet sand to thick paint using cotton wool buds. As a result, most children are holding pencils and forming letters correctly. Some children in the reception are already able to write recognisable sentences and they ‘have-a-go’ at writing captions for their pictures and models. The reception teachers provide a good range of opportunities for children to practise their writing independently. However, opportunities for direct teacher intervention are sometimes lost because of the organisation and structure of the day, in both the nursery and reception classes.
- 82 Children in the nursery enjoy stories and are able to talk about the main points in a favourite book. They handle books appropriately. In the reception, most children are able to say what authors and illustrators do. They are recognising both letter sounds and letter names. Some children are making three letter words correctly. They can recognise some of the most common words in books and ‘have-a-go’ at reading familiar and simple texts. The teachers

work extremely hard to hear all the children read on their own, once per week. Books are sent home, often with clear guidance to parents on how their child is progressing. Teachers record progress in reading and writing skills and in the reception, more able children are extended and challenged by the teachers and this group should exceed the learning goals for reading and writing.

Mathematical Development

- 83 Children enter the nursery with mathematical skills, which are slightly above what would be expected for children of this age. The teachers in the nursery and reception use all opportunities that they can to reinforce numbers, counting and mathematical language. Teaching is sound and many children continue to work above the standards expected of them in the reception and should exceed the early learning goals by the time they leave. Progress is sound in both the nursery and reception. In the reception, the teachers use the register time to good effect challenging the children to count the number of children who are present or absent. The findings are presented in very interesting ways. It is helping the children to apply their counting skills and their early understanding of addition and subtraction. Every morning, the teachers ask every child what their lunchtime arrangements are. Again, they have devised some very good strategies for using this valuable teaching time in an educational way, to develop mathematical skills. It is however, unsatisfactory that valuable teaching and learning time is used for administrative tasks. It is further evidence of the unsatisfactory leadership and management of the Foundation Stage of Learning. Teachers provide many activities for the children to practise and consolidate their mathematical understanding. They make good use of parent helpers to support children in these activities. They brief the parents well. However, sometimes too many activities are offered to the children, which leads to a rather chaotic scene and makes it difficult for children to work and play in the restricted space.

Knowledge and Understanding of the World

- 84 Children start school with a general knowledge in line with that expected for their age. They make sound progress throughout the nursery and reception classes and are in line to achieve the goals for this area of learning. The teaching is sound throughout. The children in both the nursery and reception demonstrate good information and communication technology (ICT) skills. They confidently use the computers, with a little adult support in the nursery but independently in the reception. Even the youngest children can explain what they are doing and talk about 'printing out' and putting finished pictures in the 'dustbin'. Reception children were making Mother's Day cards using the computer paint programme and 'by hand' and were comparing the results. There is much evidence of ICT to support mathematical development. The ICT work that the children do, and the standards they achieve, prepares them well for the National Curriculum in ICT. Children in the nursery are involved in making their own playdough. They mix and stir and see how substances change when heat is applied. They also stirred and mixed a glue mixture to make papier-mache' models. The teacher used the session to extend the children's skills in observation and mathematical language, talking about the shapes that were ripped in the newspaper and how the mixture looked and felt as they stirred and whisked. Although not observed during the inspection, there were photographs of the children feeding and caring for the living creatures in both the nursery and reception. They are learning what is needed for living things to survive. There was evidence in the reception that children were about to start a topic looking at the past. The teacher had photographs of herself from birth onwards for the children to sequence. The planning for this area of learning is sound.

Physical Development

- 85 Children enter the nursery with physical skills appropriate to their age. They make sound progress and most will leave the reception having achieved the goals for this area of learning. Teaching is sound overall. Children in the nursery show good fine motor skills, using scissors and small hole-punches very skilfully for their age. One group of children having drawn spirals were explaining what they had drawn and were describing how to cut out spirals. They achieved this very well. The children in the reception showed equally good fine motor skills. The provision for outdoor play in the nursery has still not improved since the last inspection. The outdoor play is dependent upon the weather because there is no covered area. The outdoor play area for the reception children is inadequate and unsatisfactory. The school is trying to address this and the reception staff do their best to create a suitable environment. The use of the outdoor play area by the reception children is however not always appropriate. It is used because of the restricted space indoors rather than to extend children's physical development outdoors. In both the nursery and reception, opportunities are lost to extend the children's development because the adults in charge do not intervene to help and challenge the children.

Creative Development

- 86 Children enter the nursery with the creative skills expected for their age. They make sound progress overall in this area of learning although in art, progress is good. They are on course to reach the learning goal for this area. Teaching is sound throughout. Teachers plan extensively for this area of learning, particularly for art and imaginative play. In the nursery, children were thoroughly enjoying acting out a story with a teacher, on 'Wombat Stew'. She extended the children's knowledge and understanding of another country by introducing unfamiliar words and ideas. She encouraged the children to 'reach and grab' as they pulled imaginary leaves from the trees for the stew. The children shared the spoons and helped each other to stir the stew. A magical world had been created. The children's art in both the nursery and reception is of a high standard. In the nursery there are some particularly good examples of pastel drawings where the children had looked carefully at flowers. Across the Foundation Stage of Learning, the children are introduced to a variety of creative techniques. Children in the reception classes are able to colour mix for themselves and produce a range of colours when starting from a fixed selection. Listening centres with tapes enable children to listen to songs and rhymes. The teachers plan a more focussed music session each week. However, there are insufficient opportunities for children to sing and make music together and in music lessons, teachers do not always have the specialist knowledge they need. No dance was seen during the inspection although it does appear in the teachers' plans.

Teaching

- 87 The quality of teaching is satisfactory overall. Occasionally it is good when the teacher's organisation positively promotes learning. Occasionally it is unsatisfactory because of a lack of subject knowledge or because the organisation is allowing too many activities at the same time so that the children are noisy and cannot concentrate sufficiently on their learning. All the teachers have effective strategies for managing this noisy behaviour. In both the nursery and reception, all staff need to ensure that they intervene sufficiently quickly when children are working independently. Sometimes, learning opportunities are lost because an adult is not there to support children. This is difficult in the reception because of the lack of trained staff. Teachers are sometimes on their own with 30 children, including those with special educational needs and those with low levels of English language. This is unsatisfactory. The teachers rely

on parent helpers, who support children well and are well briefed by the teachers. All the staff, teachers and support staff, create a happy atmosphere across the Foundation Stage of Learning where children can feel safe and secure. Staff build very good relationships with the children. The staff work well together and are good role models for the children.

The Curriculum

- 88 Organisation and management of the learning at the Foundation Stage are unsatisfactory. The relatively inexperienced and temporary teachers have planned for this new stage of children's learning with insufficient leadership and management support. The school has made attempts to appoint a suitably qualified coordinator but has been unsuccessful. The school needs to monitor the implementation of the teachers' planning and the organisation of the children's work. The identification and support for children at early stages of English language acquisition needs to be reassessed.
- 89 The teachers have planned extensively for the new requirements in this stage of children's learning. They have improved the existing planning by identifying what children will learn in the activities that they provide. They have also included the key questions that staff need to ask children in order to develop and challenge their thinking. There is a good standard of planning throughout this stage, particularly in the reception. However, the planning is not as effective on children's learning as it might be because of the way the children are organised. In the nursery, the very free structure of the sessions sometimes means that the adults are working with very small numbers of children. The rest of the group are working independently and some teaching and learning opportunities are lost because an adult is not there to intervene. In the reception, the teachers plan to have a range of independent activities whilst they work with a small group. The cramped space and lack of trained support assistants then leads to a very noisy room, which does not create the best climate for learning to take place.
- 90 There is evidence that children's learning is systematically recorded and the 'stepping stones' for this stage of learning are carefully noted for each child in all the areas of learning. This ensures that children make sound progress.

Parents

- 91 Parents of children coming to the nursery have an information meeting and the children are able to make visits before they begin. Parents are kept informed of what the children are doing by means of regular newsletters. In the reception, information about their child's reading is given to parents by means of a 'home school' booklet. The parents say that they have had little information about the changes to the nursery and reception curriculum and the formation of the Foundation Stage of Learning. Parents support the teachers by bringing in objects for the sound of the week, for example, and by offering valuable help in class. Parents from different cultures also bring in objects and talk to the teachers and children about their customs and festivals. This is helping to enrich the curriculum for the children.

ENGLISH

- 92 The standards attained by 7 and 11-year-olds are better than that expected for their age in reading, writing and speaking and listening. Pupils make good progress in the subject with particular strengths noted in the quality of written work and in the way reading is used to help carry out research in other subjects. This is a better position than that noted at the time of the previous inspection when standards were in line with the level expected for their age.
- 93 The national test results for 11-year-olds for the past four years show that standards have been either above or well above the national average with the exception of the 2000 cohort, when results were below the national average. This does not necessarily represent a dip in standards because the 2000 cohort was not typical with far higher numbers being on the special educational needs register than in previous years. The other reason is that when looking at the attainment of the 2000 cohort when they were 7 (national tests in 1996) they have made better than expected progress since that time. The analysis of the 2000 test results for 11-year-olds shows that the percentage attaining the higher level was close to the national average as was the percentage that did not attain the level expected for their age. Girls attain better than boys but the gap is not as great as the national difference. The present Year 6 group is attaining at a better level with a larger proportion attaining standards that are better than that expected for their age and fewer attaining below the level expected.
- 94 The national tests for 7-year-olds show that standards in writing have either been well above or above average for the past four years. This is better than the standards attained in reading, which have been either above or in line with the national average. In reading, the 2000 test results were in line with the national average, with a slightly above average percentage attaining the higher levels while a slightly above average percentage attained below average. In writing, almost all pupils attained the expected level for their age and a slightly above average percentage attained the higher levels. The attainment of girls is better than that of boys in both reading and writing but the difference is not as great as that noted nationally in reading and is about the same as that noted nationally in writing. The attainment of the present Year 2 is better than that expected for their age with large numbers of higher attaining pupils and relatively few low attainers.
- 95 When pupils start Year 1 the majority demonstrate reading and writing skills that are in line with that expected for their age. Their communication skills are a little better with most pupils being good listeners. During their time in Years 1 and 2 all ability groups make good progress so that they achieve well. This results in standards being better than expected when they reach 7 years of age. There is particularly good support for pupils with special educational needs while those with English as an additional language benefit from the additional expertise available from a specialist teacher. The content of pupils' writing is impressive although standards in spelling are unsatisfactory. There have been recent movements to improve this with the focus on Year 2 proving to be successful in raising standards for that age group.
- 96 Pupils aged between 7 and 11 continue to make good progress with effective teaching helping them to learn well. More able pupils' written work is impressive, except for spelling standards and they use their reading effectively for the purpose of research. The vast majority of pupils communicate at a mature level and are good listeners. Pupils with learning difficulties, including those with special educational needs, continue to make good progress with teachers paying good attention to their specific needs. Those pupils with English as an additional language also receive effective support and achieve well.

- 97 Standards in speaking and listening are very good for pupils aged between 5 and 7. They are encouraged to use their communication skills in many different contexts during literacy lessons. In Year 1, for example, the teacher is getting pupils to discuss issues associated with the poem they have been studying. She has already been successful in grabbing their enthusiasm by the way she read the poem to the class. The pupils are therefore searching for an appropriate range of vocabulary to use as they try to emulate the poet by writing another verse. The good quality of pupils' listening is most evident as they work together to try and be in a position to report back to the class within a given time. This good work is continued through to Year 2, when in an excellent lesson the teacher uses the traditional tale of the 'Little Red Riding Hood' to get pupils to search for appropriate language to describe the characteristics of the wolf. The pupils come up with a range of adjectives to describe different features. For example, one pupil comes up with the word 'shocking' to describe the teeth when the word 'sharp' might have been the expected adjective used. During one of the group activities that follow, pupils have to work together on descriptions. One has a card and describes a character to another. The second person has to draw the character and then they discuss how successful they have been. This task is particularly helpful to pupils with English as an additional language because of the precision that they have to use in their descriptions. In another Year 2 class, more able pupils act as newspaper reporters and carry out interviews with pupils pretending to be the characters from the 'Little Red Riding Hood' story. Pupils who are not as able take part in a puppet theatre to re-tell the story in their own way.
- 98 Pupils aged 7 to 11 carry on the good work and are able to communicate at quite a sophisticated level and are therefore extending their vocabulary, which is also having a positive impact on their written work. In an excellent lesson in Year 3, where the class teacher worked in partnership with the specialist teacher for pupils with English as an additional language, the pupils demonstrated very good speaking and listening skills when discussing sequences for photographs in a lesson relating to developing a flow chart. In most lessons the initial part is taken up with question and answers to establish what pupils already know and understand. During these sessions there is a high level of communication between the class and the teacher and between the pupils in the class. These sessions set the tone for quality of interaction that occurs later during the group tasks. As a result of the attention to using a good range of vocabulary the pupils are able to come up with interesting phrases when working on specific features. For example, a Year 4 class studying the book 'The Lion, Witch and the Wardrobe' come up with the phrase 'smooth leather digging into your soft velvet feet' when the teacher acts as a scribe for a group writing a new chapter. This careful attention to pupils' speaking and listening is continued through to Year 6, where there is maximum opportunity for pupils to rehearse their thoughts verbally before committing words to paper. During a session which sees pupils debating the impact of turning a piece of local land into a race course the pupils are able to debate at a mature level because as part of their homework they have conducted a survey and visited the proposed site. This leads to the quality of speaking and listening being that much better.
- 99 Pupils make good progress in their reading as they move through the school. There is naturally much attention given to this aspect of pupils' work. The implementation of the National Literacy Strategy has helped the teachers to be very aware of the strategies they need to introduce the pupils to so as to improve their reading. In Year 1, for example, good attention to developing the pupils' knowledge of phonics is helping their word building skills. In Year 2 during the whole class reading of 'Little Red Riding Hood' the teacher covers up various adjectives in an attempt to improve pupils' comprehension skills. There is much emphasis given to helping these young pupils read with expression and intonation.

- 100 In Year 3, the teacher uses the whole class reading session to help to improve the pupils' expression in reading. The emphasis given to punctuation is helpful to the pupils. Within the same lesson there is help given to exploring non-fiction books with the teacher working with the pupils on using the glossary, sub headings and index. In a Year 4 lesson the teacher, with the help of pupils, had recreated a 'wardrobe' to simulate part of the story of the 'The Lion, Witch and the Wardrobe'. This is one of many examples of pupils being helped to be motivated about reading. In Year 5 pupils have opportunities to explore the way an author uses a particular style to try and engage the reader. A piece of explanatory text is used for the purpose and the pupils discuss the way the page is set out and whether it has the desired effect. To give added attention to reading, each class has a thirty-minute session at the end of the 'Literacy Hour', which is devoted to reading. During this session a range of activities take place that are aimed at motivating pupils or to extend their reading skills. In the main this session works well. However, in one Year 3 class the session, coming immediately after a demanding Literacy period, proved too much and led to some inattentiveness amongst a small but significant number of pupils. On the whole though the teaching of reading is leading to good achievement amongst different groups of pupils with effective support being available for pupils with special educational needs. There is very effective support provided for a group of targeted Year 3 pupils who are not quite as proficient in their reading as the school would like. The additional literacy support assistant is effective in her role when working with these pupils. The school has monitored the success of this provision and is looking at ways to increase this type of support to other pupils, when another trained assistant can be afforded. Dual language books available for the few refugees in the school are helping to increase their confidence in reading.
- 101 Standards in writing are very impressive with the exception of the standards attained for spelling. Throughout the school there is a tremendous emphasis on descriptive language. Much of this is linked to good communication, with appropriate efforts made to get pupils to rehearse their writing orally before committing to paper. Teachers are very quick to seek ways of involving descriptive language in their literacy sessions. This is noted in Year 2 when looking at the work related to traditional tales and in Year 4 in the work related to 'The Lion, Witch and the Wardrobe'. More able writers in Year 2 have experimented with different styles of writing, particularly related to poetry. They succeed in getting a sense of rhythm into their poems. They are confident writers with long stories being written. The content is good although there is tendency to start too many new sentences with, 'And then.' Average attaining pupils' writing shows a good sense of sequence but some of their punctuation is not as good as the more able groups. Spelling is the main concern for these pupils.
- 102 Older pupils in Year 3 show good imagination. More able pupils in this year group writing sequels to well known tales include humorous extracts with the wife of the big, bad wolf turning up at the three little pigs' door to complain about the treatment handed out to her husband. Spelling remains a problem with words like 'finger' being spelt as 'thinger'. Year 4 writers use writing frameworks appropriately to develop specific aspects related to the development of characters, places and themes. The more able pupils are prepared to use interesting new vocabulary such as, 'they eventually got to the bottom of the stairs and he shouted back up nervously'. Average attainers have a problem with spelling, which is detracting from the interesting way in which they use imagination and description in their writing. Many of the spelling errors sees pupils mix up words like, 'of and off', or 'there and their', 'where and were'. Year 6 pupils have the same problems. Pupils who are capable of writing very interesting and thought-provoking openings, such as, 'Dust blew into his tear dripping eyes but he still saw the black and white body of the dog disappear into the pitch blackness.' make errors when spelling, weak (week), lonelier (lonelier), amazement

(ammazment) and through (threw). These writers never-the-less are successful at developing characters in their writing. They use colloquialism effectively to create effect. Direct speech includes phrase such as, 'Mum's gotta new job' or 'Goin' up London'. Average attainers show many of the same qualities when developing characters or settings in a story but fail to sustain the quality beyond the first few paragraphs. Spelling is also the main handicap for this group. The lower attaining group is having great difficulties with spelling with most words that end with 'ed' being written as 't', for example, turned is 'turnt'. Despite the standard of spelling the quality of writing is impressive with this being used effectively in other subjects, such as, science, geography and history to improve the standard of recorded work in those subjects.

- 103 Recent improvements to information and communication technology provision have resulted in this facility being used effectively to support pupils' writing. The pupils are skilful with their word processing skills and they use this to good effect to edit and develop their writing.
- 104 The teaching and learning are good throughout the school with examples of excellent and very good teaching evident. It was unsatisfactory in one lesson in Year 3, where the reading session that followed the literacy hour proving too much for some pupils who ended up being easily distracted by others. All staff have implemented the National Literacy Strategy to good effect, including the teachers who are temporary or new to the school. This has resulted in teachers feeling confident about their subject knowledge and giving appropriate attention to teaching basic skills. This good quality of teaching is having a positive impact on pupils' learning, especially in relation to their interest levels, effort put into their tasks and the improvement to their writing, reading and oracy skills. This is a much-improved situation compared to the previous inspection, where there was less evidence of high quality teaching and less consistency in the learning.
- 105 The teaching benefits from the good use of information gained from monitoring. For example, the recognition that spelling standards were unsatisfactory has led to focused attempts to deal with the position. The implementation of new methods to improve spelling introduced in Year 2 is proving to be successful and is likely to result in these methods being extended throughout the rest of the school. Teachers also manage pupils well. This has helped pupils to have a positive attitude to the subject and this is seen by the way reading is enjoyed and pupils are able to talk, in positive terms, about the authors they enjoy the most.
- 106 One of the main features of the teaching is the way teachers share with the pupils what it is they are going to learn at the beginning of each lesson and then using the plenary (final part of lesson) to check as to whether they were successful, or not, in achieving their objectives. In the very best of the lessons, in Year 2, the teacher successfully uses the text to generate enthusiasm amongst the pupils. In the same lesson, there is very good attention given to the use of language so that the teacher is certain that pupils with English as an additional language are able to follow the gist of the lesson. There is also very good attention given to the needs of pupils of different ability, so that their learning is built on what they knew previously. In another excellent lesson, in Year 3, the class teacher works in partnership with the specialist teacher for pupils with English as an additional language to ensure that the needs of all pupils are met.
- 107 All teachers have copies of the individual education plans for pupils with special educational needs and work towards the targets contained in the plans to improve their literacy skills. Good attention to these pupils' needs during group tasks helps their learning to be accelerated. The employment of a part-time consultant, who advises teachers, has helped the provision for these pupils to be even better. The effective use of the classroom assistant with special responsibility

for literacy is helping pupils in Year 3, who are attaining just beneath the levels expected for their age, to make good progress. The school has already realised the potential impact of such support and is considering extending this form of support to other pupils.

- 108 The school has started to develop targets to help pupils understand what it is they need to do next in order to improve. This target-setting system is still at an early stage of implementation but is already beginning to have a positive impact on the pupils' learning. The co-ordinator is very much at the heart of the developments for these targets and is keen to continue to develop their use throughout the rest of the school. She is working on developing an assessment procedure for pupils' speaking and listening. The school has also created a working party to develop a policy and scheme of work.
- 109 The subject is well led. There is a very enthusiastic teacher who has just taken over this area since her arrival in school last year. She has already made a big impact and there is a real sense of the whole school working to a common aim. The identification of spelling standards as a major issue, together with the developments anticipated for target-setting, suggests that there is good analysis of needs taking place. The implementation of the National Literacy Strategy has proved to be successful and this has led to the school moving away from setting by ability for literacy. This decision was taken after much consideration to teaching methods and impact on standards. The resourcing has improved lately with an improved good range of books available to support pupils' learning. There is a range of dual language books available to help develop the literacy skills of the few refugees in the school. However, there is still more to be done to ensure that there is an adequate range of books available throughout the school.

MATHEMATICS

- 110 Standards attained by 11-year-olds have been well above or above the national average for the past four years, except in 2000, when they matched the national average. In 2000, the percentage of pupils achieving the higher grade in the tests was above the national average. In comparison with similar schools their performance was above average. The results from 1997 to 1999 are well above the national average. The results for 2000 are not as good; the school accurately predicted this decline and can show that it was primarily caused by the change from a two-form entry to a three-form entry school. This meant that a number of the new entrants with lower achievements at the age of 7, were not able to maintain the standards of earlier years. However, when considering the attainment of the 2000 cohort at the age of 7 (the 1996 national tests for 7-year-olds) they have made better than expected progress from the ages of 7 to 11. The current Year 6 also has pupils who entered the school between the ages of 7 and 11 and has set a realistic target for this year to account for these pupils. They are attaining at levels that are beyond those expected for their age. Boys are performing as well as girls in the mathematics tests.
- 111 The standards attained by 7-year-olds have been well above the national average for the past few years. The 2000 test results for 7-year-olds were also well above the national average and this has been the case since 1997. However, the results despite being good have gradually declined over the past three years. Local authority information on baseline scores show a steady decline in achievement in the tests taken on entry to the reception class and predict a steady decline in these test results, which is reflected in the scores at the age of 7, which are gradually becoming lower. However there is a significant minority of pupils who score highly in the baseline tests. This is accurately reflected in the number of pupils attaining higher levels at

the age of 7, which are impressive and well above the national average. Boys are performing better than girls in the mathematics tests at the age of 7. The results in mathematics in both key stages are not as high as at the those achieved at the time of the last inspection but current inspection findings indicate that although some factors outside the school's control have influenced recent results, the school is still achieving a good standard in mathematics.

- 112 At the age of 11, pupils with higher attainment have a thorough grasp of most of the key skills required for the higher level (Level 5) of the National Curriculum. Year 6 pupils can answer oral questions on any aspect with assurance and confidently offer contributions in their lessons. They can read numbers such as 620,002 and know the value of each digit within that number. They can double and halve quickly, can work out simple percentages and give very accurate approximations of answers to operations like 51 multiplied by 47. They know properties of two-dimensional and three-dimensional shapes and have acquired geometry skills, knowing the sum of angles inside a triangle and can describe what faces and vertices are. They have rapid recall of multiplication facts. They know the value of equivalent fractions and are working on calculations involving decimals. Year 5 pupils can use methods of multiplying 2 numbers together using strategies to help quick mental calculation for the future. In one lesson seen, a knock-out game based on the 9 times table was played involving rapid recall multiplication with enjoyment and accuracy. Year 4 pupils were learning how to collect number data using tallying methods prior to completing a graph. There are opportunities for pupils to develop the skills of working collaboratively to solve problems.
- 113 At the age of 7, pupils are developing their skills in mathematics using mental activities. Examples were seen in a Year 2 lesson on developing pupils' knowledge and understanding of fractions by using appropriate resources like plastic shapes, wooden cakes or pizza which split into halves or quarters. Folding and cutting activities also helped the pupils' understanding. Pupils can understand different types of mathematical language such as a half, find a half, and serve a half, what is half of a given number. By the time they are 7 pupils can recognise common two dimensional shapes, can measure in centimetres using a ruler, can tell the time at least to the hour, half past or quarter past, some can accurately tell the time using analogue clocks or watches. They can add and take away in tens and units and know basic multiplication tables and multiplication by numbers up to 5. They can also halve and double numbers up to 50. Pupils in Year 1 can add amounts of money to 10p or 20p and recognise the value of coins up to and including £2. They can compile the correct coins to a given amount. All pupils in this age group listen carefully to their teachers and because a good pace is sustained in lessons they are highly motivated to answer questions and explain what they are doing.
- 114 The quality of teaching and learning are always satisfactory throughout the school and is often good. This is a similar picture to the last inspection. Pupils are taught in ability sets from Year 2 onwards, which the school has found to be an effective strategy in maintaining standards. In the best lessons tasks are carefully chosen to meet the needs of the differing levels of ability within the set to challenge more able pupils and to support those with less confidence. A good example was seen in a Year 2 lesson, where the idea of a clock was used to introduce the fractions $\frac{1}{2}$ and a $\frac{1}{4}$ and pupils were challenged to identify the connection between the fractions and the clock times. In all lessons pupils are able to make progress in their learning and achieve well. This is also the case for more able pupils, those with special educational needs and those for whom English is an additional language.
- 115 For pupils throughout the school emphasis is placed on practical activities and on developing correct mental strategies to help their calculations. In all lessons observed the pupils' ability to

use correct mathematical vocabulary was good. Pupils' use of mental calculation skills and the ability to explain the methods used to find the answers to problems is very well developed. The teacher's planning identifies tasks to suit different ability groups and targets support assistants effectively to help pupils learn best. Marking is usually thorough and sometimes praises pupils for their efforts though little evidence was seen of targets being set to help future learning. In exercise books presentation was variable and not always commented on by the teacher if it was of a poor standard. Appropriate emphasis is placed on the development of numeracy skills in mathematics lessons. There is also evidence of these skills being used in science, information and communication technology, design and technology and art and design. Where numeracy skills are used as for example in traffic surveys or noise pollution they are sufficient to support the activities undertaken. Literacy skills are being used in mathematics lessons as teacher identify key vocabulary and in most lessons use it consistently and expect pupils to do so as well. Opportunities are made to extend speaking and listening skills when pupils are asked to explain how they arrived at an answer.

- 116 The successful introduction of the National Numeracy Strategy has resulted in a consistent approach to teaching mathematics from 5 to 11. Teachers are secure in their knowledge of the subject and build on previous work done by the pupils. Where teaching is at its best pupils are given challenging questions that require them to explain their methods clearly and use the range of mental strategies that they have been taught in order to give accurate answers, for example, adding hundreds, then, tens, then units when mentally adding large numbers. In most lessons, learning objectives are shared at the beginning of the lessons and most teachers also display the weekly objectives in the classroom to keep the pupils' minds focussed on what they are expected to learn and achieve. Teaching and learning are at their best when teachers sum up their lessons by referring back to these objectives to test pupils' understanding.
- 117 Behaviour management is good and teachers use effective strategies to keep pupils focussed in lessons. The movement to different rooms for their mathematics lessons is managed quietly and efficiently and the appropriate exercise book is on hand. Lessons often begin with challenging mental activities; pupils' interest is maintained by keeping up a brisk pace and moving quickly on to each new part of the lesson, which ensures that they keep focussed on their tasks. Pupils work co-operatively in twos or fours, talk freely and naturally, concentrate on the tasks given and make good gains in learning. The presentation of work is usually satisfactory but some evidence of careless work was observed. Resources are well prepared, easily accessible and in sufficient quantity to help pupils develop an understanding of concepts. Information and communication technology (ICT) used to support learning about graphs and other mathematical skills provides extra challenge and extends their knowledge. Time is used effectively and most plenary sessions are used well to assess understanding and further extend pupils' learning.
- 118 The curriculum planning for mathematics is satisfactory with the pupils being offered a variety of relevant and interesting activities. Planning follows the framework for the National Numeracy Strategy and is effective in ensuring continuity and progression of pupils' learning after the age of 5. External advice has been sought and used appropriately and the mathematics co-ordinator and headteacher have observed teaching. The co-ordinator checks teachers planning and gives advice where necessary. He has effectively led the setting up of the numeracy strategy and ensured that resources are in place to teach successfully. Assessment procedures are satisfactory and teachers keep appropriate records of pupils' progress and of the numeracy strategy objectives covered. The co-ordinator is aware of the need to look at baseline assessments in order to carefully track pupils' progress through school and ensure that they are achieving their maximum potential. The school is developing the

analysis of assessment information to set targets for all pupils to ensure continued improvement. The setting of homework, as identified at the last inspection, still lacks consistency and is of concern to parents. Despite this the subject is very well led by an enthusiastic co-ordinator who has a clear vision of how the subject should best be managed to ensure high standards.

SCIENCE

- 119 The standards attained by 11-year-olds have been either well above or above the national average for the past four years. When compared to all schools, the 2000 National Curriculum test results for 11-year-olds were above the national average, with the percentage of pupils attaining the higher levels also being above the national average. In comparison with similar schools pupils' performance is above average. The 2000 cohort was generally a weaker one than previous years but comparison with the attainment of the same group at the age of 7 (national tests for 7-year-olds in 1996) reveal that they have made very good progress between the ages of 7 and 11. An improving trend has been maintained since 1996 and it is evident that the attainment of the majority of pupils currently in Year 6 is also better than expected for their age. There is little difference between the performance of boys and girls.
- 120 The 2000 teacher assessments for 7-year-olds indicate that an above average number of pupils gained the nationally expected levels with an average number of pupils achieving the higher levels. In comparison with similar schools more than average attained the expected level for their age and an average number attained beyond the level expected. The attainment of most pupils currently in Year 2 is above the standard expected for their age.
- 121 All pupils achieve well between the ages of 5 and 11. This is due to careful consideration being given to providing work that takes account of the pupils' prior attainment and to the practical nature of the tasks with which the pupils are involved. Pupils who have English as an additional language achieve well and make good progress across the school. This is largely due to the individual support and encouragement they receive from all staff. Teachers are particularly careful to structure tasks so that the pupils enjoy both success and the development of scientific knowledge, understanding and skills. Observations during the inspection indicate that these pupils fully participate in lessons and work productively with other pupils. Pupils with special educational needs make good progress due to the good support they receive from staff that work closely with class teachers to achieve the targets set for them. Class teachers are careful to organise tasks that match the pupils' ability and to monitor carefully the progress of these pupils towards targets identified in class based individual educational plans. During lessons class teachers involve these pupils in discussion sessions and take every opportunity to develop their speaking and listening skills.
- 122 The quality of teaching and learning are good overall with examples of high quality teaching throughout the school. This helps all pupils make good progress and achieve well. The emphasis on getting pupils to investigate for themselves is helping pupils learn from direct experience. This is seen in different contexts throughout the school. Pupils in Year 1, for example, were coaxed towards an understanding of the impact of varied forces on an object where the teacher used a ball game to maintain interest, discussion and enthusiasm for the topic. Year 2 pupils whilst growing plants, were given the opportunity to plan experiments, make predictions and measure and record their results accurately. Year 3 pupils developed a clear understanding of translucent, transparent and opaque through the teachers provision of a range of resources to be tested and the clarity she brought to class discussions. Year 5 pupils are repeatedly challenged by the teacher to develop their concept of a 'fair test' whilst conducting friction experiments. Year 6 teachers provide all pupils with wipe boards and are able to test their knowledge of circuit symbols with accuracy. As a result most pupils in Year 6 are able to represent electrical circuits in diagrammatical form.
- 123 Pupils have good attitudes to work and are able to work together co-operatively, sharing tasks and are keen to make accurate observations. Behaviour is very good with the high

expectations of teachers ensuring that lessons are highly productive, move at pace with an interesting mix of whole class discussion, group activity and individual work. Pupils' work is well presented and follows a well-embedded pattern across the year groups. Work is marked but individual target setting is variable and needs further development.

- 124 The pupils' learning is significantly enhanced across the school because they are given many opportunities to plan investigations, make predictions; records results and formulate a hypothesis of their own. Lessons for Year 6 pupils exemplify the investigative nature of the curriculum. Groups of pupils apply their scientific knowledge of circuits in an imaginative way to develop complex parallel switch circuits. Pupils enjoy a calm, studious atmosphere in which they confidently share and test ideas. Teachers achieve an effective balance between knowledge delivered and concepts discovered. In Year 5 the pupils' learning was good because teachers very effectively prepared and resourced a number of very different experiments to test gravitational pull and friction. Pupils clearly understood the pre-task briefing and teachers took care to check understanding prior to starting investigations. As a result investigations were carried out diligently, at pace and with accuracy. Pupils confidently used Newton meters to measure results and gained a good understanding of gravitational pull and the factors that can affect that force. All year groups apply numeracy skills and the use of tabular recording is particularly strong. Year 2 pupils use charts to record conditions affecting plant growth and this enhances their understanding of what conditions encourage the best seed growth. Clear delivery of learning objectives, effective preparation of resources, appropriate pace of lessons, and good subject knowledge are contributing to the high level of pupils' learning and encourage good attitudes to scientific enquiry.
- 125 Through the school there is wide use of pupils' skills of using information and communication technology to enhance their work. Year 6 pupils use light sensors attached to a computer to compile accurate findings about the strengths and weaknesses of various circuits in providing power to light bulbs. They have also used editing skills to produce leaflets about Foot and Mouth disease. A sound sensor had been used to record the effectiveness of a variety of insulation materials. Year 4 pupils produced graphs to represent their magnetism experiments. They also used editing skills to produce 'newspaper style' articles that reflected their understanding of the principles of Archimedes. One set of headlines read 'Nude scientist in bath tub sensation'.
- 126 The encouragement of appropriate speaking and listening strategies is a feature of all lessons. Teachers are careful to involve all pupils in discussion sessions and constantly challenge pupils to develop their ideas. Pupils are making good use of their literacy skills when recording investigations and their predictions. The Archimedes newspaper articles are good examples of writing skills being used to reinforce and develop scientific knowledge.
- 127 The curriculum is good giving pupils many opportunities for practical investigative activities. There is good management of the subject with the co-ordinator providing colleagues with a detailed scheme of work and further guidance where required. The co-ordinator monitors the quality of teaching, planning and pupils' work. She also models lessons for colleagues and works alongside them. Test results are analysed and the information used to aid further development. Termly assessments provide further information to aid the planning of revision and reinforcement sessions.
- 128 Resources are extensive and well organised. The co-ordinator endeavours to provide the latest technology including sound and light sensors to improve the quality of investigations. The high standards evident at the time of the last inspection have been maintained. Good use is made of

visits to support science work, for example, Year 4 visited Epping Forest to support their study of pond life.

ART AND DESIGN

- 129 Pupils start Year 1 with standards in line with those expected for their age. During the inspection only one lesson was observed in the 5 to 7 age range. There is, however, much evidence of good teaching apparent from the scrutiny of pupils' work. During the lesson observed the teaching and learning were good, the pupils were drawing 'villains' using chalk pastels to mix the colours they wanted to use. As they worked with the materials the teacher questioned them and encouraged them to make decisions about appropriate shades and how they were going to achieve them. The pupils are able to experiment and are given time to try several different combinations of colours before they settled on the most appropriate. They were able to choose mounting paper and discuss with other pupils, which colours went well together. This lesson and the scrutiny of work strongly suggest that pupils make good progress and achieve well in Years 1 and 2.
- 130 Standards of work for pupils aged 7 to 11 are better than expected for their age. Teaching is never less than satisfactory with the majority of lessons observed being good and very good. In a Year 3 class batik designs are displayed for pupils to examine, the teacher gives them time to share their opinions and observations about designs and technique before trying some for themselves. Sketchbooks are used effectively in order to encourage pupils to record ideas and to experiment as they work through their tasks. Activities are well planned to enable pupils to make their own choices and develop their ideas. They apply and refine techniques already understood, and make good progress in their learning of new techniques and understanding of materials. Pupils are encouraged to evaluate the work of others and to share what they feel about it. For example, in a Year 3 class pupils were examining the work of an artist in residence and comparing it with work they are producing of an underwater scene. Pupils with special educational needs and pupils for whom English is an additional language are supported appropriately and make good progress. There is good use of support assistants who ensure that all pupils can produce work of which they can be proud.
- 131 There is a wide range of good work produced by 7 to 11 year old pupils displayed both in their classrooms and in common areas around the school. Many examples of work produced during an Artist in Residence week are on display. The pupils worked with the artist using a wide range of materials to create works of art around the theme of the sea. Colourful wire sculptures, sparkling clay fish and intricate collage pictures have been combined to produce a stimulating entrance display. Much of this work formed an exhibition to which parents were invited. The work of Georgia O'Keefe has been used to stimulate Year 4 pupils to produce some stunning flower pictures using pastels, chalk and charcoal. Year 6 pupils are justifiably proud of the work they produced on portraits after examining the work of Van Gogh. All age groups have evidence of work produced after using ICT. These examples are of a good standard. The 'after school' art clubs provide pupils with further opportunities to develop their skills and understanding. For example, the stained glass window produced in an art club organised by parents and the careful shape collages and leaves made in the textile club.
- 132 At the time of the inspection the subject management for art is being temporarily covered by the headteacher. A new appointment has been made for the summer term. The previous co-ordinator has left the school well provided for in terms of guidance and resources. The scheme of work is broad and balanced and planned to ensure progression and continuity. Teachers work collaboratively in formulating the medium term plan. They take care to ensure that the programmes of study are relevant to the experiences of the pupils and that, where appropriate, links are made with other parts of the curriculum. Art and design makes a positive contribution to pupils' cultural and spiritual awareness.

- 133 There has been no monitoring of standards this term (since the co-ordinator left). However, there is evidence of previous monitoring of standards and of work being organised into groups to emphasise the standard of work attained. These are kept in the comprehensive portfolios of work for each year group.

DESIGN AND TECHNOLOGY

- 134 During the inspection no design and technology lessons were seen in the 5 to 7 age range but there was much evidence of work of a satisfactory and sometimes good standard in the school. The pupils are enthusiastic about the subject and happily discuss pieces of work they have produced. For example, pupils in Year 1 have produced colourful animal mobiles. Pupils in Year 2 could discuss work from both this current year and from Year 1 in some detail, explaining their plans and methods involved in making wooden chairs. Pupils understand the purpose of plans and the need to consider their materials and tools carefully. They can measure, work out and cut a range of materials and take a pride in how their finished product looks.
- 135 Three lessons were observed in the 7 to 11 age range, two lessons were good and one was satisfactory. In each of the lessons observed the high expectations of the teachers was a key feature in encouraging pupils to achieve well and to attain a good standard. From the available evidence standards are better than those expected for 11-year-olds. Pupils achieve well because there is good adherence to designing, planning, making and evaluating. Teachers are clear about what good work will look like and the steps the pupils need to take to achieve it. There is an emphasis on designing and planning, for example, the detailed plans drawn up for the construction of fairground rides in Year 6. This aspect has improved since the last inspection. Pupils are encouraged to communicate their ideas to each other and to work co-operatively in small groups. Teachers relate the skills pupils are learning to the world of work and discuss the skills a joiner and an engineer needs in order to work safely and to produce high quality products. Pupils in Year 6 work with a range of materials and tools as they construct and test a gearing mechanism and connect it up to a motor in order to power their fairground ride. One group of pupils is learning how to use a programme on the computer, which will be used to control their finished model, whilst another group sets about improving their wooden framework by using triangles to strengthen it.
- 136 Classroom assistants are well informed and provide valuable support for pupils with special educational needs and pupils with English as an additional language, who make good progress. Pupils in Year 5 are given time to reflect on the quality of their designs and choices of materials as they go about constructing slippers.
- 137 Around the school are many good examples of the work entered for the North East London and Essex Technology competition. Work from nursery to Year 6 is entered into the annual competition, which is held in high regard by the pupils. The school does consistently well in the competition and it provides a powerful stimulus to their work.
- 138 The subject is effectively managed by the co-ordinator who has a good understanding of what pupils should be attaining at the end of each key stage. She has release time in order to work with teachers in need of support but this is not a regular occurrence. Because of this, she has arranged a professional training workshop to provide design and technology training for new staff. She has produced a comprehensive scheme of work, which provides a framework of

breadth, balance and progression throughout the school from which teachers can plan effectively for their classes.

- 139 The teaching of design and technology has fostered a real sense of pride within the pupils, and their finished work carefully displayed around the school enriches the working environment.

GEOGRAPHY

- 140 By the ages of 7 and 11 pupils attain good standards for their age. Their achievement and progress in their learning is also good. The school has worked hard to improve standards in geography, which were unsatisfactory in the last inspection.

- 141 By the age of 11, pupils have a growing understanding of geographical features and are developing knowledge of countries of the world. In Year 1 pupils are aware of the school environment and buildings that lie in close proximity. This awareness is further developed in Year 2, where a good understanding of early geographical skills has enabled them to further develop their knowledge of the local area and to consider a number of environmental issues such as parking problems, which have led to traffic surveys. The pupils can interpret simple maps and plans, use geographical terms, follow simple directions and use pictures and photographs to obtain geographical information. This good introduction to geography is further developed in Years 3 and 4, where environmental problems, such as pollution, in their own environment are compared with environmental concerns on the island of St Lucia. Year 5 have used a variety of sources to undertake a project on a tropical rainforest whilst Year 6 have used their knowledge of environmental issues to visit the site of the proposed racetrack on Fairlop Waters and debate the issues surrounding this project in a very mature manner. In this project the pupils' written work reflects the skills taught in their literacy lessons. A residential field trip to Glasbury further develops their understanding of a contrasting area as does the opportunity in the older classes to look at anything that is having an impact in the news somewhere in the world for example the recent earthquake in India. Year 6 performed an excellent assembly for parents reflecting their knowledge of what is happening in both their local environment, the United Kingdom and India.

- 142 The quality of teaching and learning are good throughout the school and teachers have made geography lessons exciting and stimulating. Teachers plan their work carefully in a team teaching approach where ideas and resources are shared. This teamwork ensures that all pupils are given a similar geographical diet. Resources are always available in lessons where good subject knowledge of the teacher and appropriate behaviour management ensures that no time is wasted. In one Year 3 class, sensitive and challenging questioning on the issue of recycling resulted in the pupils being able to form their own opinions. In this lesson not only was the teaching very good, but the pupils with special educational needs were well supported by a learning assistant. In two Year 4 lessons pupils were involved in role-play to debate the present environmental issues in St Lucia. These lessons were good because of the opportunities it gave pupils to express an opinion and the well structured way the teachers ensured that everyone's opinions were to be listened to and valued. The pupils' knowledge of life on a tropical island is very good, they are able to compare and contrast their lives with others in a variety of ways. They have developed an empathy with the lives of the farming community in St Lucia and the problems they encounter with an ever-growing tourist trade.

- 143 Throughout the school, pupils with special educational needs take their full part in the lessons. Work is always carefully matched to the abilities of these pupils who enjoy the practical elements within this subject.
- 144 The subject has a new co-ordinator who has an interest and expertise in the subject. A new policy document is being written and the co-ordinator is aware of the need for additional resources. The current provision for geography is a significant improvement on the position reported in the last inspection.

HISTORY

- 145 Standards in history are good. The pupils' achievement and progress are also good. Pupils with special educational needs also make good progress as do those with English as an additional language.
- 146 In Year 1, pupils are beginning to develop a sense of time and of the difference between past and present. They are interested in household objects from the past and talk about some of the contrasts between past and present ways of daily living. In two lessons observed in Year 1, pupils were able to distinguish the main differences between old and modern toys making good use of adjectives learnt in the literacy lessons. In Years 3 and 4 the study of Egypt and the Greeks made good connections with other subjects, such as, English, craft and art. The quality of the written work in their diaries and written accounts of events is of a good standard and work neatly displayed in corridors does much to interest other pupils. Year 5 pupils are well acquainted with the conflict between Henry VIII and the Church whilst Year 6 has had experience of being inspected by a Victorian school inspector. The Victorian work shows good use of information and communication technology (ICT) and the work on display shows a very good standard in writing. By the time pupils have reached Year 6 they have developed a good understanding of historical inquiry and are beginning to gain an appropriate understanding of the passage of time and how to look for evidence from the past and how to classify it.
- 147 The quality of teaching and learning are good throughout the school. Some of the teaching of history observed during the inspection was very good. In Year 2 a report on the Great Fire of London written by the pupils was of a good standard because of the exciting way the lesson was planned and delivered. In this lesson the special needs support teacher and the class teacher turned the session into a drama lesson that enabled the pupils to experience the panic and confusion of this historic occasion. The pupils were keen to write their newspaper report as evidence for others to read. Lessons are well planned by teams of teachers who support each other and their subject knowledge is secure. Three good lessons seen in Year 5 on the issues of Henry VIII and the Church were planned together by the teachers but delivered in slightly different ways using the flair and skill of the individual member of staff. Time spent looking at the outcomes of these lessons on a shared basis may now be beneficial. The strengths of the teaching are good management of pupils and high expectations shared with pupils.
- 148 Throughout the school pupils with special needs are well supported. In some of the lessons they are given additional time with assistants and in all lessons the written work is linked to pupils' different abilities. The scheme of work contains the key elements for the teaching of history and ensures that the overall provision is appropriate for pupils throughout the school
- 149 When the school was last inspected the provision for history was satisfactory. The current provision is good, an improvement on the position in the last report.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 150 By the time that they are 7 and 11 years of age pupils attain standards that are better than expected for their age, and they make good progress throughout the school. This represents a significant improvement in the provision for the subject since the last inspection. The school has developed a computer suite with large screen teaching facility. All class teachers confidently use this technology to deliver the National Curriculum 2000.
- 151 The quality of teaching and learning across the school are good. Pupils in Year 1 develop basic computer skills and improved mouse control using programmes such as, 'Colour Magic' to produce a range of designs. Year 2 pupils use computers to produce their own 'Jackson Pollock' works of art. They are also efficiently retrieving information from the Internet to support projects like the 'Great Fire of London'. At all stages the teacher is careful to extend the pupils' subject vocabulary (menu, access, surfing). The teacher develops the pupils' search techniques by date, period and subject. Pupils in Year 3 are able to create a database and then devise strategies to interrogate the database. Pupils in Year 4 have used editing skills to produce 'newspaper style' articles celebrating the work of Archimedes. One headline read 'Nude scientist in bathtub sensation'. Pupils were observed developing a database for their pond dipping exercise in Epping Forest. The teacher continually assessed the understanding of the process and ensured that the computer technician supported pupils' learning appropriately. Frustration and halts in learning due to technical mishaps are minimised by the employment of the computer technician. The Year 5 teacher uses a puzzle sheet to engage pupils' interest in interrogating a class database produced by the pupils. The teacher had made a point of including her own personal details on the database and this added interest to the pupils' learning. Year 6 pupils effectively used audio sensors to test insulation materials and light sensors to test the quality of various circuits. The use of this technology added a new level of accuracy to their learning and improved the validity of their findings.
- 152 The attitudes of pupils to the subject are very good and high standards of behaviour are evident across the year groups. Pupils using the ICT suite are particularly well behaved and, as a result, lessons move at pace and learning opportunities are maximised. Good teacher planning adds to these learning opportunities. Teachers are very clear in planning about which activities will take place in the classroom and which activities will take place in the computer suite. Time in the computer suite is valued highly by both teachers and pupils and basic organisational matters are generally restricted to the classroom prior to entering the ICT suite.
- 153 Pupils with English as an additional language make good progress and are directly targeted for support by both class teachers and the computer technician. Tasks presented no difficulties in understanding and pupils in Years 5 and 6 displayed the same high levels of attainment as other pupils. Pupils with special educational needs make good progress in their learning and use computers with confidence and a high level of skill. In Year 5 worksheets are organised to take account of the full range of abilities in the class. More able pupils were also provided with extension activities.
- 154 There is very good management of the subject. The school has released the co-ordinator for one term to support the development of the subject. This strategy has resulted in a significant improvement in the delivery of the subject. The co-ordinator has worked alongside colleagues and has improved the confidence of teachers to deliver the subject and to use the technology. A computer technician is continually available during lessons and this restricts operational difficulties to a minimum. Many cross-curricular links have been established. Year 2 pupils use computer games to improve their knowledge of fractions. Year 6 pupils use computer

programmes to reinforce techniques for measuring the area of compound shapes. There is a computer club for pupils and an animation club. Parents receive computer training within the suite on Wednesday evenings. The co-ordinator is currently devising assessment grids for all year groups and is monitoring teacher planning. Teacher planning for this subject is of a high standard and is very detailed enabling teachers to progress logically through lessons at a pace that consolidates each phase of learning for the pupils. All teachers have started the 'New Opportunities Fund training' provided by an appropriate provider. The co-ordinator intends to develop a school website that will include a parents page and a school newsletter. Resources for the subject are of a very high standard. Technology grants, parental contributions as well as collecting vouchers from supermarkets have helped to provide one computer per pupil and a teaching screen in the ICT suite. These resources are well maintained by the computer technician.

MUSIC

- 155 The majority of pupils attain standards in music that are in line with those expected nationally, with a minority achieving above this through their instrumental tuition. Standards for pupils aged 7 to 11 are broadly in line with those expected nationally. Standards for 5 to 7 year-olds are more variable but broadly in line with those expected for their age. Some Year 1 pupils can distinguish between fast, medium and slow tempo and can copy these rhythms on percussion instruments. They respond physically to music, clapping and tapping with enjoyment and accuracy. However, there is great variation between the provision for different Year 1 classes. In Year 3 pupils compose percussion music to a previously heard story. They can suggest appropriate instruments to reproduce household sounds like saws, alarm clocks, telephones and mechanical diggers. They improvise repeated patterns and combine instruments sensitively. Year 4 pupils use names of body parts to listen to and repeat clapped rhythms like 'vertebrae and shin bone', 'skeleton and knee'. They can write their chosen words in notation using the correct musical symbols. Year 6 pupils use their own composition to illustrate the Indian earthquake with a range of tuned and un-tuned instruments. The recorder tune was particularly evocative. Pupils know and observe instructions to play very loudly, loudly, softly or very softly loudly using the correct musical terms.
- 156 The majority of pupils enjoy music lessons and show a sound attitude to their work. They are attentive, listen carefully and show satisfactory levels of concentration in completing the tasks set for them. All pupils take part in lessons including those with special educational needs and those for whom English is not their first language. Where behaviour is unsatisfactory the musical tasks offer insufficient challenge to keep the pupils' interest and they quickly become bored. Some misuse of instruments was observed in these lessons and the learning of the other pupils was disrupted.
- 157 Out of the seven lessons observed, four were good, one was very good, one was unsatisfactory and one was poor. In the best lessons, in Year 1 and Year 6, the quality of teaching was high and a brisk pace was maintained. This captures the pupils' interest and enthusiasm for music. Instruments are readily to hand, their correct names are used and pupils are reminded how to use them and are able to select them appropriately. The organisation of the pupils sitting in circles for part or the entire lesson is a good strategy for managing behaviour. In these lessons support assistants were used effectively to help manage behaviour and to support those for whom English is an additional language. Where behaviour was poor in another Year 1 lesson, the work of assistants is not well planned and they do not intervene appropriately to help discipline. In these weaker lessons the pace of delivery is slow, tasks lack

challenge, the teacher's subject knowledge is insecure and they lack confidence. Careless use is made of instruments; pupils become bored and restless and do not make progress in their musical knowledge. There has been no significant progress in quality of teaching or learning since the last inspection when the quality of music education was judged to be satisfactory

- 158 Pupils listen to music in assembly times and join in with songs though the poor positioning of the projector in an observed assembly hampered a clear view of the words and the singing lacked enthusiasm. Pupils are given the opportunity to learn the recorder from Year 3 and those who show interest can request instrumental tuition from the visiting music teachers. There is a small school orchestra, who are at an early stage of musical ability, and a singing club. Pupils in the orchestra are playing simple melodies such as 'Moon River', some play simple harmony parts to accompany them. The quality of the singing in the lunchtime club is very good. Pupils are being taught correct singing techniques that help them perform with a clear tone and developing use of phrasing. Girls vastly outnumber boys.
- 159 The school offers a range of musical experiences and classes are encouraged to share their music making in assemblies and school concerts. The pupils, who speak enthusiastically about taking part in lunchtime clubs, also appreciate the occasional recitals of live music provided by the school. Opportunities are also made to take part in outside musical events. Visiting teachers provide tuition in strings and wind instruments. Pupils are also encouraged to join the local authority music club in an adjoining building.
- 160 There is a policy and scheme of work for music that plans for clear progression throughout the school. There is a wide range of tuned and un-tuned musical instruments though a proportion are in need of replacement or repair. There is also a range of multicultural instruments though the planned listening experiences in the scheme of work do not reflect the multi-ethnic nature of the school. There is a new music co-ordinator who has not yet had the opportunity to manage her own budget or prepare a forward looking action plan that will ensure clear support and direction for music teaching from early years to the end of Key Stage 2. She has not yet been given time to check on the quality of teaching in lessons. She is however enthusiastic and has helped to revise the scheme of work and informally support staff by giving advice on lesson content. She also runs the school orchestra and liaises with the peripatetic teachers to support pupils whom learn an instrument. The subject is satisfactorily led at present.

PHYSICAL EDUCATION

- 161 Lessons were observed in dance and gymnastics during the inspection. No games lessons were observed although evidence was seen of high standards and achievement in team games within the 7 to 11 age range. Standards in physical education at the ages of 7 and 11 are good. This is the same as at the last inspection.
- 162 In the 5 to 7 age range, during a dance lesson, the pupils were able to create a short sequence. They explored the space and their own movements with confidence.
- 163 In the 7 to 11 age range, pupils in a Year 4 class working with their teacher and a visiting dance specialist, showed high standards of movement. They were able to remember an impressive sequence of dance as they responded to a jazz beat. The dance was supporting their knowledge and understanding of St. Lucia, the island they are studying in geography. In a very good gymnastic lesson in Year 3, the pupils demonstrated appropriate control of their bodies, as they balanced and travelled using the apparatus. The co-operation between pupils

and their knowledge of the safety points in moving apparatus, are of a high standard. The older pupils are successful in games at a local school level. Their teams in football, rugby, netball, athletics and swimming are invariably successful. This is a reflection of the good games skills that they have developed. Pupils go swimming in Year 4 but not at the time of the inspection. Most pupils can swim 25 metres by the time they leave school.

- 164 Teaching and learning are good. Teachers expect high standards of behaviour and concentration in the lessons and the pupils respond well. The result is that many pupils improve their movements and skills during the lessons. The teachers use a range of strategies to praise and encourage. A very good teacher encouraged the pupils in Year 3, to improve their balance by staring at a fixed point. All teachers challenge the pupils to think about how to improve. This also has a visible effect on raising standards.
- 165 The co-ordinator is new to the school. He is very clear about how the school can further improve provision in physical education. The policy and planning for the subject are out-dated and the progression of skills and knowledge in physical education is unsatisfactory. The skilful teachers have been able to keep the standards high in the subject but the co-ordinator is introducing new planning to ensure that this continues. He is providing good guidance for staff not only in planning but also in specific coaching and teaching points.
- 166 The school offers a range of out-of-school sports, which are all open to both boys and girls. The pupils are able to apply their good skills in a competitive way. Pupils are also able to demonstrate their dance skills to a wider audience. The Year 4 pupils practising the dance based on St. Lucia, were due to perform in a local prestigious theatre during a week-long dance festival. All these activities are enhancing the opportunities for the pupils to practise and enjoy their physical education.

RELIGIOUS EDUCATION

- 167 Standards in religious education have fallen since the last inspection. Throughout the school, the pupils' knowledge and understanding is below the expectations of the locally agreed syllabus. This is a reflection of the unsatisfactory leadership and management of the subject.
- 168 In the 5 to 7 age range, only one lesson was observed and this was unsatisfactory because of a lack of subject knowledge by the teacher. From a scrutiny of the planning and discussions with pupils, there is much repetition in lessons in this age range. The topic of 'Precious' and 'Special' was in evidence in reception, Year 1 and Year 2. When questioned, the pupils confuse many elements of the major faiths, for example which special books belong to which religious group. In the 7 to 11 age range, four lessons were observed as well as discussions with pupils and scrutiny of work. Again, pupils are often confused about the special events, places and objects relating to the religions that they study.
- 169 The quality of teaching and learning, are mainly unsatisfactory throughout the school. Teachers are not confident in their subject knowledge. As a consequence, the pupils are making unsatisfactory progress in acquiring knowledge about the major faiths. The pupils are introduced to a variety of faiths and are not consolidating their knowledge and understanding of one faith before moving onto another. In a Year 3 class, some pupils thought that Eid was celebrated by Jewish people and after a lesson on 'parables' were still unsure of the difference between a parable and a story and why Jesus told parables. One exception was a Year 6 lesson exploring the meaning of 'temptation'. The teacher had good subject knowledge

and used a variety of methods to give her pupils knowledge about Jesus in the desert to aid their understanding of temptation. It was a good lesson and the pupils made good progress.

- 170 Teachers are skilled in the variety of teaching methods that they use. They use drama to good effect. In a lesson on Dr. Barnardo, a Year 4 teacher enabled his pupils to realise the plight of the poor pupils by acting out 'freeze frames' and then explaining what was happening. However, the religious aspects were not explained and often, these lessons are based more on developing the pupils' personal and social education rather than religious education.
- 171 Subject co-ordination is unsatisfactory. There is only a temporary co-ordinator at present and the many new members of staff do not receive the guidance they need to plan and teach religious education. The locally agreed syllabus is in the process of revision and the school has appointed a new co-ordinator who has been working on this new revised syllabus. At present assessment arrangements are unsatisfactory as is the subjects contribution to the school's aims and values. In future, the new co-ordinator will be able to assist staff in their planning and subject knowledge. This, combined with the variety of teaching methods that the teachers already use, should lead to a rise in standards.