

# INSPECTION REPORT

## **ST JOSEPH'S CATHOLIC INFANT SCHOOL**

Leyton

LEA area: Waltham Forest

Unique reference number: 103090

Headteacher: Mrs M Le Count

Reporting inspector: Mr P Missin  
19227

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> May 2000

Inspection number: 193525

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Marsh Lane Leyton London
Postcode:	E10 7BL
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Appropriate authority:	The Governing Body St Joseph's Catholic Infant School
Name of chair of governors:	Mr A Julien
Date of previous inspection:	November 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Missin	Registered inspector	Science, Information technology, Physical education. Equality of opportunity.	What sort of school is it? The school's results and achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Jan Leaning	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Pam Evans	Team inspector	Special educational needs, English as an additional language, Mathematics, art, design and technology.	How good are curricular and other opportunities offered to pupils?
Judith Howell	Team inspector	Children aged under five, English, geography, history, music.	

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## REPORT CONTENTS

Page

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

**5**

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

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

**10**

The school's results and achievements  
Pupils' attitudes, values and personal development

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

**13**

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

**14**

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

**17**

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

**18**

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

**19**

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

**22**

### **PART C: SCHOOL DATA AND INDICATORS**

**23**

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

**27**

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

### **INFORMATION ABOUT THE SCHOOL**

St Joseph's school is a Voluntary Aided Catholic Infant school for boys and girls aged from three to seven years of age. The school has an integral Nursery unit. Currently, there are 198 pupils on roll, 90 girls and 85 boys attend full-time, with 32 boys and 14 girls attending the Nursery part-time. Fifteen children aged under five are taught in one Reception class with Year 1 pupils. The size of the school is broadly average for schools of this type. The proportion of ethnic minority pupils is well above the national average, and for 15 pupils, English is an additional language. This is higher than in most schools. Thirty-four pupils are known to be eligible for free school meals, (17 per cent), which is broadly average for schools of this type. Fifty-four pupils are on the school's special educational needs register (27 per cent). This is above average. One pupil has a statement of educational need which is broadly in line with the national average. When children enter the Nursery and the Reception class, most are achieving standards that are in line with those expected for their age.

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

This is a good school with several very good features. The leadership and management of the school, and the quality of teaching are good. The school provides an attractive, welcoming and challenging environment where pupils feel safe and secure and achieve good standards. The relationships established in the school, the integration of different ethnic groups and the development of pupils' spiritual awareness are significant strengths of the school. The school provides good value for money.

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

- The quality of teaching across the school is good. This leads to standards in English, mathematics and science that are above national averages In Year 2.
- Pupils' attitudes and their behaviour in school are very good.
- The relationships established between adults and pupils and between the ethnic groups represented in the school are excellent.
- The school has a very strong ethos, and the provision for pupils' spiritual, moral, social and cultural development is very good.
- The headteacher's leadership of the school is good. The whole staff team is effective in moving the school forward.
- The school has established very constructive links with parents and the local community is used well to support pupils' learning.

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

- The school has no child protection policy and procedures are insufficiently formalised.

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

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

The school has made good improvement since it was last inspected in November 1996. The above average standards in speaking and listening, mathematics and history have been maintained, standards in reading, writing, science and art have been improved, and average standards maintained in all other subjects. These developments have been achieved through significant improvements in the overall quality of teaching across the school. At the last inspection, a small proportion of teaching was unsatisfactory and a similar proportion was very good or better. Currently, there is no unsatisfactory teaching and nearly three-quarters of the

teaching is very good or better. The school has made a positive response to the key issues identified at the last inspection. The Nursery policy is now detailed and clear, but it does not make sufficient reference to all children who are under five. The subject policy and guideline statements have been revised and now support teachers well in their work. The resourcing and use of the outdoor play area for children aged under five have been improved. Although direct access to the play area has still not been achieved, the school now makes good provision for children's physical development. The sensitive and effective leadership provided by the headteacher and the shared commitment of staff and governors ensure that the school is well placed for these improvements to be continued.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
Reading	C	C	D	B
Writing	B	D	B	A
Mathematics	B	C	B	A

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

The current inspection confirms the high levels of attainment reached in the 1999 tests compared with similar schools. Broadly similar standards were attained in 1997. The present Year 2 pupils achieve standards in reading, writing and mathematics that are above national averages. Improvements have been made in reading as a result of the extra targeting of reading and the use of learning support assistants to ensure daily reading is done in Year 2. Also further staff in-service training has been undertaken, and more parental support has been encouraged with home reading. Standards in history and art are above those found in other schools. Standards in information technology, geography, physical education and design and technology are similar to those found in other schools. There was insufficient evidence for a judgement to be made about attainment in music.

By the time they are five, children achieve standards in their personal and social development, physical development and creative development that exceed those expected for their age. In language and literacy, mathematics and knowledge and understanding of the world, standards are in line with those expected for the children's age.

Pupils with special educational needs achieve good standards according to their previous attainment and make very good progress towards their individual learning targets. Pupils with English as an additional language receive well-planned support and also make good progress for their previous attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to each other are good. They are friendly, polite and courteous to visitors. They concentrate well in class, and work with interest and enthusiasm.

Behaviour, in and out of classrooms	Pupils' behaviour is very good. Expectations in the school community are high and pupils respond to these well. Positive behaviour is appropriately rewarded. There were no exclusions during the previous year.
Personal development and relationships	The personal development of pupils is very good and the relationships within the school are excellent. Pupils are involved well in their own learning. There is an impressive degree of racial harmony and respect for the views of others in the school.
Attendance	Attendance is in line with the national average but rates of unauthorised absence are well above average. This is mainly caused by parents exceeding the ten days holiday allowed. The school has very good procedures for ensuring regular attendance, and the punctuality of most pupils has a good effect on the standards they achieve.

## TEACHING AND LEARNING

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

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

The quality of teaching across the school is good. This results in effective learning taking place. Overall, in 26 per cent of the lessons observed, teaching was satisfactory, in 51 per cent it was good, in 20 per cent it was very good and in three per cent it was excellent. The teaching of basic literacy skills is very good, and the teaching of numeracy skills is good. At Key Stage 1, the strongest teaching is in Year 2, where nearly all the teaching was at least good and nearly half was very good. Particular strengths of the teaching are the very good way in which pupils are managed which encourages good, positive attitudes and behaviour and ensures an eagerness to learn. Teachers' planning is detailed, and the learning intended for each lesson is shared with pupils in the class. This focuses pupils' concentration and improves their learning.

All the teaching of children aged under five is good. Planning in the Nursery is thorough and a good range of practical activities is organised. In the Reception class, the more formal aspects of literacy and numeracy skills are taught well. Children are introduced progressively to appropriate concepts and skills and this enables them to make good progress in their learning.

The teaching of pupils with special educational needs and English as an additional language is very good. The good knowledge that teachers have of pupils, the thorough assessment procedures and the careful liaison between teachers and support assistants, ensure that these pupils learn effectively and make very good progress towards their own learning targets.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and well balanced and provides a good range of learning opportunities. Strategies for literacy and numeracy are well planned and teachers are supported by good quality policies and guidelines in all subjects. The curriculum for children aged under five in the Nursery is well planned, but provision for the younger pupils in the Reception class is insufficiently closely matched to the recommended areas of learning for these children. The curriculum is enhanced by a very good range of extracurricular activities.
Provision for pupils with special educational needs	Overall, provision is good. Activities are carefully matched to pupils' abilities and progress towards individual learning targets is regularly assessed. This ensures that pupils make very good progress according to their abilities.
Provision for pupils with English as an additional language	Overall, provision is very good. Pupils are given support to enable them to increase their confidence in English and to achieve full access to the National Curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Procedures for the development of pupils' spiritual, moral, social and cultural development are all very good. Pupils' spiritual awareness is developed well through time for reflection on important issues, and through considering the needs of others. Pupils know the difference between right and wrong and have a clear appreciation of their social responsibility in the school and wider community. Pupils have a very good understanding of their own culture and the richness of other cultural traditions.
How well the school cares for its pupils	The school provides a safe, orderly and caring environment for its pupils. There are effective policies for dealing with bullying, harassment and pupils' personal development. Health and safety issues are dealt with promptly and efficiently. The school does not have a child protection policy and not all staff are aware of the procedures to be followed. The assessment of pupils' personal development and academic progress is good. The effectiveness of these procedures has been increased by the setting of individual and year group targets and by the evaluation of lessons carried out by teachers.

Very good links are established with parents, and they make a good contribution to their children's learning at home and at school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership of the school is good. She has a clear vision of the aims and purpose of the school and this is shared well with parents, governors, staff and pupils. The whole staff team has a shared commitment to moving the school forward.

How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well and gives sound support to the management of the school. Governors attend appropriate training and school issues are thoroughly discussed in committees and in the meeting of the full governing body. Minor shortcomings in the governors' work include insufficiently clear procedures for monitoring the school development plan and the developmental targets for the headteacher and deputy headteacher are not specific enough.
The school's evaluation of its performance	The school has a clear view of its strengths and areas for improvement. The priorities identified in the school development plan are appropriate. Curriculum co-ordinators are involved well in school development planning through their subject action plans. The results of national testing are analysed and appropriate action is taken to raise standards. A minor shortcoming is the lack of clear termly timetables in the school development plan. Curricular development is evaluated very well through staff and year group meetings. The informal procedures for monitoring teaching and learning are effective.
The strategic use of resources	Developmental priorities are costed and related to budget allocations. Co-ordinators manage their own subject budgets efficiently. The school's budget is planned well and spending patterns are carefully monitored. Good use is made of specific grants and the principles of best value are applied well. The school provides good value for money.

Staffing, accommodation and learning resources are good, and are used well.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Pupils achieve good standards.</li> <li>• Pupils with special educational needs and those with English as an additional language receive good support.</li> <li>• The positive ethos is a strength of the school.</li> <li>• Standards of behaviour are good.</li> <li>• The school provides a good range of extracurricular activities.</li> </ul>	

The findings of the inspection confirm all the positive views of the school expressed by parents.

## **PART B: COMMENTARY**

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

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

1. When the averages of the school's data at the end of Key Stage 1 in 1999 are compared with those of all schools, they show that standards were below average in reading, but above average in writing and mathematics. When the average of this data is compared with similar schools, standards are above average in reading and well above average in writing and mathematics. Analysis of the school's end of Key Stage 1 tests for 1999 shows that, in reading and mathematics, the proportion of pupils achieving Level 2 and above was above the national average, and in writing, it was well above. The proportion attaining Level 3 and above in reading was well below the national average, and in writing and mathematics, it was close to the national average. The assessments made by teachers were very similar to the school's test results. Teacher assessments in 1999 in science indicated that the percentage of pupils achieving Level 2 and above was above the national average, and the percentage of those attaining Level 3 was well above the national average.

2. When the end of Key Stage 1 test results in reading, writing and mathematics for 1999 are compared with the previous three years, they show varying trends in standards. Standards in reading were above average in 1997 and 1998, but just below in 1996 and 1999. Standards in writing were above in all years except 1998, and there was also a dip in attainment in mathematics in the same year. The findings of the current inspection are that, In Year 2, standards in reading, writing, mathematics and science are above average. These findings are in line with the results of the 1999 tests in writing and mathematics, but indicate an improvement in reading. This has been achieved by the successful implementation of the literacy hour, and the result of the school's further emphasis on reading in the current Year 2. The effect of this has been to raise the proportion of the current Year 2 who are on course to achieve Level 3. The above average standards in mathematics and speaking and listening have been maintained and standards in science have risen from in line to above average.

3. In Year 2, in English, literacy skills are being taught well and standards achieved are above those expected for pupils of this age. Most pupils listen attentively to adults and each other and they express their ideas and opinions confidently in groups or in front of the whole class. Most read with increasing fluency, accuracy and understanding. A recent planned increase in emphasis on reading has been successful in raising standards. Pupils write for a variety of purposes using a range of styles, and the good work being done in handwriting ensures that most pupils develop a legible, joined style which improves the presentation of their work. In mathematics, the National Numeracy Strategy is being introduced well and basic number skills are being taught effectively. In Year 2, pupils have a good appreciation of numbers up to 100 and know that the position of the digits in a number determines value. They are confident with odd and even numbers, and use halves and quarters with mixed numbers. Most measure with reasonable accuracy using standard measures such as centimetres and grams. In science, as pupils grow their own seeds, they investigate the conditions required for plant growth. They know the position and function of some of the major organs of the human body and that some changes in materials, like cooking an egg, cannot be reversed. Pupils have a satisfactory understanding of physical processes.

4. In Year 2, pupils achieve standards in history and art that are above those found in other schools. Standards in information technology, geography, physical education and design and technology are similar to those found in other schools. There was insufficient evidence for a

judgement to be made about attainment in music. Since the last inspection, standards in art have improved, above average standards have been maintained in history and average standards have been maintained in information technology, physical education, design and technology and geography.

5. In Year 2, in art, pupils observe and successfully interpret the styles of famous artists such as Van Gogh and Matisse, and carry out detailed observation drawings using pencil and charcoal. In design and technology, they design and make a range of interesting artefacts, and in geography, they keep a weather record and develop their appreciation of hot and cold. They know about aspects of the geography of their own locality and contrast it with life in Jamaica. In history, pupils develop a good appreciation of chronology and know about the life and times of famous people such as Guy Fawkes and Mary Seacole. In information technology, pupils write stories, captions and descriptions using word processing functions, and control the movement of a robotic toy on the floor and on the computer screen. In music, pupils sing enthusiastically and listen to a good range of appropriate music. In physical education, they develop good catching and throwing skills and express themselves confidently to music.

6. When children aged under five enter the school, most attain standards that are in line with those expected for their age. By the time they reach statutory school age, most achieve standards in physical development, creative development and in their personal and social development that exceed those expected for their age. Standards in language and literacy, mathematics and in knowledge and understanding of the world are in line with those expected for their age. This represents an improvement since the last inspection when it was judged that provision for children's physical development was poor, standards in knowledge and understanding of the world were below those expected and standards in language and literacy, mathematics and creative development were sound.

7. In language and literacy, children aged under five talk confidently to adults and to each other and enjoy listening to stories and rhymes. Older children write their own names and write using appropriate upper and lower case letters. In mathematics, children recognise and name simple shapes and count confidently to ten. They enjoy investigating mathematical patterns. In knowledge and understanding of the world, they are aware of the simple properties of common materials and have a good understanding of features of their school and the local environment. Children's physical development is now well supported. They are given good opportunity to run, climb and balance in the outdoor play area where they use a good range of interesting and challenging equipment. This represents good improvement since the last inspection. In creative development, children mix paint confidently to produce different shades and have good opportunity for imaginative play in the 'school bus'. Children's personal and social development is good. They are introduced quickly and efficiently to school routines and are self confident, eager learners. They mix well with each other and show consistently good behaviour.

8. Pupils with special educational needs are enabled to attain very good standards for their previous learning as a result of the high level of individual support that they receive and the careful monitoring of their progress by their class teachers and the special educational needs co-ordinator. These pupils complete self-review sheets and are as challenged as other members of their class. They participate well in mental mathematics sessions because teachers ask questions which are carefully matched to their ability when working, for example, with tens and units when some other pupils are working with hundreds, tens and units. Pupils with English as an additional language also achieve good standards of work as a result of the careful planning to match their needs and the specific support given by learning support assistants. The support is particularly effective in whole-class sessions when the learning

support assistant repeats the key words of the teacher's lesson introduction for the pupils. Pupils are given clearly focused tasks and are provided with good support from the learning support assistants.

9. Across the school, pupils achieve well. Overall, the achievement of children aged under five is sound, but the progress they make in their language development is good. Many enter the school with poor language skills and, by the time they are five, most are achieving standards that are in line with those expected for their age. At Key Stage 1, pupils achieve well across all subjects, especially in relation to similar schools.

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

10. Pupils' attitudes and values are very good and the relationships established in the whole school community are excellent. They are a strength of the school. This was a strength identified at the previous inspection which has been maintained. Pupils are keen to come to school and they are friendly, polite and courteous to visitors, teachers and their peers. In all lessons, pupils' attitudes and behaviour are good or very good and, in one instance, were found to be exemplary. They concentrate well and consistently work at a good pace. They are punctual to lessons, which they enjoy, and move about the school and the classroom sensibly and with confidence. In the playground, pupils are keen to join in and instigate conversation. They know right from wrong and understand the need for rules. At lunchtime, there is good control and a sociable atmosphere in which pupils of all ethnic backgrounds play happily together.

11. Overall, behaviour is very good. Expectations are high and are fostered from an early age. Pupils understand, respect and meet these expectations. There are few sanctions but many rewards, such as praise, stickers and certificates. Parents are involved at an early stage on the very few occasions when this is found to be necessary. In the dining hall and at lunch times, behaviour is very good. There is respect for different minority pupils and no racism or harassment was observed. There were no exclusions in the previous year.

12. The personal development of pupils is very good. They are given opportunities as monitors, taking dinner registers, and getting out books and equipment before and during lessons. In the dining room, pupils take turns to serve some of the food. Pupils are involved in setting targets for themselves and evaluating their own work. There is a comprehensive programme for personal and social education, which is taught through 'circle' time, which is a structured opportunity for pupils to talk about relevant issues, assemblies and across other lessons. In classes, pupils listen carefully and wait politely for their turn to answer. They are aware that there are others much less fortunate than themselves and raise funds for local, national and international charities. They respect the values and beliefs of others and understand that there are many different kinds of faiths and cultures. The strong emphasis placed on pupils' personal development greatly enhances the opportunities for them to succeed and to achieve of their best.

13. The very good development of pupils' attitudes, values and personal development confirms strengths of the school suggested by parents at their meeting. They thought that the ethos was a strength of the school, that pupils received good encouragement and that they were expected to respect and care for each other and for their school. Standards of behaviour were felt to be very high. The inspection team confirms these positive comments.

14. Pupils with special educational needs show very good attitudes towards their work. They are motivated to do as well as the other pupils and the school ensures that good opportunities are provided for all pupils to achieve well across all areas of the curriculum. As the pupils

progress through the school, they take more responsibility for their own learning and increasingly organise their own activities. Pupils with English as an additional language also show a good attitude towards their work. They are becoming increasingly confident at talking about their tasks both individually and in small groups. They are confident about attempting work and show initiative, for example, when undertaking a cutting and sticking task in the Reception class.

15. Children aged under five settle quickly into the routines of the Nursery. The children are very friendly and their behaviour is extremely good. They have a positive approach to their learning activities, grow in confidence and quickly become independent. When working together in the Reception class, they co-operate well and support one another in their learning.

16. Attendance is in line with the national average, however, rates of unauthorised absence are well above the national average. This was also a shortcoming noted at the last inspection. This is mainly caused by parents taking their children to visit their native country for periods longer than the ten days allowed. The school has very good procedures for ensuring regular attendance and discouraging parents from this practice but finds it very difficult to enforce them. The educational welfare officer visits regularly and is involved when necessary. Pupils arrive punctually to school and to lessons. Parents are aware of the need to inform the school of absences and are immediately involved in case of problems. Regular attendance has a good effect on standards.

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

17. The quality of teaching and pupils' learning across the school is good. All the teaching of children aged under five is good, and almost three-quarters of the teaching at Key Stage 1 is at least good. At this key stage, in one in five lessons, teaching is very good. Teaching is particularly strong in Year 2 where teaching is very good in nearly half of the lessons observed. During the inspection, 35 lessons or part lessons were observed. Overall, the quality of teaching was excellent in one, very good in seven, good in 18 and satisfactory in nine lessons. This represents a significant improvement in the quality of teaching since the last inspection when teaching in nearly one in ten lessons was unsatisfactory, and it was very good or better in only eight per cent of lessons observed. Across the school, the good overall teaching ensures that pupils' learning is also effective. One of the strongest features of teaching across the school is the very good relationships that are established between teachers and the pupils in their class. The motivation, interest and enthusiasm of the pupils are impressive, and have a positive impact on the quality of their learning. Teachers are well prepared for their lessons and they use a good range of challenging artefacts to stimulate pupils' interest. Another significant strength of teaching across the school is the way in which the learning intended in each lesson is shared with the pupils and regularly reinforced and reviewed as the lesson progresses. This ensures that pupils are well aware of what is expected of them and involves them well in the process of assessing what has been learnt. Teachers use learning support assistants well to support the work of individuals and groups in the class. Minor shortcomings in the quality of teaching are brief lesson plans and short, insufficiently focused introductions to some lessons. These features limit the quality of pupils' learning in a minority of lessons.

18. Overall, the good quality of teaching for children aged under five promotes good learning in the Nursery and in the Reception class. Planning is good in the Nursery and is carefully matched to the recommended areas of learning for these children. The teacher recognises the need for first-hand activity and sets specific tasks for the children to achieve. Pupils' personal and social awareness is developed well by adults in the Nursery and the provision for free

play, both indoors and out, forms a secure basis upon which interaction with others develops. All adults listen with interest to what the children have to say and through careful questioning develop their language skills. The Nursery teacher and Nursery officer work closely together to plan the curriculum for the children and ensure that there is progressive development. In the Reception class, at this period towards the end of the academic year, the teacher's planning is appropriately linked to the programmes of study for the National Curriculum. For these children, the more formal aspects of literacy and mathematics are carefully taught and effectively promote their learning. The experiences provided for the children in other areas of learning are appropriately matched to their development. Physical development has some limitations as the Reception class children do not have their own outside play area. However, at the beginning of the year, appropriate use is made of the Nursery facilities and physical education lessons are timetabled. There are very good relationships between adults and children, both in the Nursery and the Reception class, which enable all children to feel confident and secure.

19. At Key Stage 1, the quality of teaching and learning in English, mathematics and science are all good. In English, teachers have a secure knowledge and understanding of the subject, and lesson planning is clear and focused. Teachers use a variety of approaches to teach reading and pupils are heard to read on a regular basis. Pupils write for a variety of purposes and the good attention to handwriting improves the presentation of pupils' work. In mathematics, the National Numeracy Strategy is being taught well. The initial mental exercise session is successfully improving the standard of pupils' oral mathematics, and the activities in the group part of lessons are well matched to the abilities of all pupils in the class. This ensures that the learning of all pupils is maximised. In science, key concepts and specialist vocabulary are clearly introduced and regularly reinforced, and interesting and challenging resources are organised. This helps to focus and maintain pupils' interest and motivation and improve the quality of their learning.

20. The quality of teaching and learning is good in history, geography and art and satisfactory in information technology, physical education and design and technology. There was insufficient evidence for an overall judgement to be made in music. In art, some of the shortcomings identified in the last inspection have been improved. Teachers now provide a good range of experiences and equipment for pupils to use. In geography, teachers make good use of the local environment and personnel in the school community to enliven their lessons. In history, the effectiveness of teaching and pupils' learning is enhanced well by specialist visitors to the school and visits made to places of historical interest.

21. The teaching of pupils with special educational needs and those with English as an additional language is very good. Careful account is taken of individual strengths and weaknesses and class lessons are planned with this in mind. There is careful planning for the learning support assistants and time is given for assistants and teachers to meet at the end of sessions to review progress. A particular strength is the careful match of task to pupils' abilities. For example, in a Year 1 mathematics lessons, the teacher included a pupil with special educational needs in a group where she was given a much simpler task than other pupils, while learning the same rule of subtraction.

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

22. The school fully meets the requirements of the National Curriculum. The breadth, balance and relevance of the curriculum are good overall and the school provides a good range of learning opportunities. The school has produced a full range of detailed policy and guideline statements to support teaching in all subjects. These contain reference to appropriate aims and objectives, reference to equal opportunities and health and safety

issues, and support teachers well in their work. This represents a good response to one of the key issues identified at the last OFSTED inspection which indicated the need to produce or revise existing curricular policies. Policies and schemes of work are now in place for all subjects. The school has devised some of these, such as science and information technology, some, like physical education, use commercial schemes, and others use strands of work from the Qualifications and Curriculum Authority's recommended schemes. Planning is thorough and the development of policies and schemes of work involves all staff so that there is a strong commitment to their implementation. Teachers' planning shows clearly how activities are matched to pupils of different abilities in each class. A minor weakness is the lack of consistent opportunity for subject co-ordinators to observe how effective teaching of their subject is within classrooms. This weakness is partly redressed by work done in staff meetings and in year group meetings to review planning and monitor the standards of work achieved by the pupils.

23. All pupils are given equal access to all appropriate activities within the school and no unequal treatment was seen. All subject policies and guidelines make reference to equality of opportunity and the school's 'Information for Parents' booklet has the rights of all in the school community clearly laid out. The school welcomes cultural and linguistic diversity and rejects racism and there is concern to promote equality of opportunity, racial justice and good relationships between all groups

24. The provision for pupils' personal social and health education is very good. There is a comprehensive policy, which clearly outlines the way in which these issues will be dealt with across the whole curriculum. 'Circle' time is used effectively throughout the school and pupils are encouraged to share and discuss problems. The programme has been introduced well and staff have attended initial and continuing in-service training to increase their understanding and enhance their skills. Pupils' personal development is closely linked to the Catholic ethos of the school. It is fostered in assemblies and through pupils' evaluation and assessment of their work and by raising their self-esteem. They are made aware well of those who are less fortunate than themselves and raise funds for a number of local, national and international charities.

25. The breadth, balance and relevance of the whole curriculum for children aged under five are sound. The planning for the children is appropriate and in the Nursery takes full account of the recommended areas of learning and development of children aged under five. An appropriate emphasis is placed on providing first-hand experiences and more formal work, linked to literacy and numeracy is carefully planned for and introduced to the children in the Reception class. In response to the key issue for action in the previous inspection, the school has produced a very detailed policy for provision in the Nursery. However, it does not take into account the needs of the youngest children in the Reception class or provide a clearly defined progressive scheme of work for all children aged under five in the school. Procedures to ensure a smooth transition from a Nursery curriculum to work within the National Curriculum are insufficiently clear. Consequently, the Nursery and the Reception class operate as two separate entities, rather than forming a coherent department.

26. Pupils with special educational needs undertake the requirements of the National Curriculum at an appropriate level. Teachers' planning is good. Lesson plans identify tasks that are carefully matched to pupils of all abilities in the class. For example in a Year 2 science lesson, a pupil with special educational needs was able to join in activities for selecting materials that are magnetic or non-magnetic because the recording form had been devised so that little writing has to be undertaken. Numeracy and literacy tasks are carefully matched to pupils' ability enabling them to feel part of the whole-class lesson while working at an appropriate level. Work is assessed at the end of each session and individual targets, as

well as those on individual action plans, are tracked to ensure that pupils are succeeding. Effective support is given to pupils with English as an additional language, for example, when pupils in Year 2 were preparing a story outline, good language support was given by the support assistant.

27. The implementation of the National Literacy Strategy and National Numeracy Strategy is good. The provision made for these subjects enhances the quality of provision for pupils. The focus on this work and the good teaching of skills are having a good impact on standards. Literacy skills are well used across the curriculum. Numeracy skills are used in data collection and interpretation in science, geography and design and technology.

28. The school makes very good provision for extracurricular activities. This represents an improvement since the last inspection when provision was judged to be good. After school clubs are organised for modern dance, computer skills and art. There are also clubs for music, gardening, poetry, French, country dancing and sewing. Violin tuition takes place at lunchtimes on two days a week. Pupils have the opportunity of taking part in a weekly sports club which is organised by a commercial organisation. These clubs significantly enhance the curricular provision offered by the school. They provide a very good opportunity for social interaction between teachers, other adults and pupils, promote pupils' social development well and contribute significantly to the whole school community. The school has identified a holiday club for further development.

29. The local community is used well to enhance pupils' learning. Pupils undertake a wide range of visits, including to the Courtauld Institute, the Tate Gallery, The Museum of Childhood, country parks and the Millennium Dome. Each child has the opportunity for at least one visit each year. The church and the local community are also closely involved with the school. The many visitors include theatre and musical groups, storytellers, the police and visits from parents to support topic work, for example, a Jamaican mother came in to talk about Jamaica. During the inspection, a visitor, in character and costume, came from the 'Victorian Ragged School' to explain what schooling was like in those days. The school is working to develop its links with the junior school, these include visits by pupils and staff and the passing on of curricular information.

30. Provision for the pupils' spiritual, social moral and cultural development is very good and makes a significant contribution to the high standards which the pupils achieve. This was a strength identified at the previous inspection, which has been maintained, when it was judged that pupils' moral development was a strength of the school, and pupils' spiritual, social and cultural development was also effective.

31. Provision for pupils' spiritual development is very good. Teachers take advantage of opportunities within their lessons to develop pupils' spirituality, and they allow appropriate time for reflection across the curriculum. For example, after the visit by the 'Victorian' teacher, pupils were invited to take time to reflect upon what it would have been like in a Victorian school. After this, they began their work on the subject. Prayers are a regular part of each day and these are often instigated and led by children. Younger children in the Nursery shared in the wonder of the world as they were amazed to see jelly setting. The school raises self-esteem and emphasises the value of each child. In assembly pupils reflect upon parables and stories and take time for silent prayer as well as praying for families in school who are experiencing difficulties.

32. Pupils' moral development is very good. Pupils are polite and well behaved around the school and in lessons. They are given definite ideas of right and wrong based on a clear code of behaviour and they understand rules and the need for rules. In discussion with pupils, this

was obvious from their comments. For example they made mature comments such as, without rules, 'you could be hurt', or 'get into trouble' or 'you wouldn't learn'. Adults in school are good role models and treat pupils with respect, fairness and honesty. Pupils value this treatment and achieve the very good standards of behaviour, which are expected of them.

33. Provision for pupils' social development is very good. Pupils are co-operative and are willing to share. Most raise their hands before speaking and wait their turn to answer questions. Teachers know and understand pupils and their families and this, in turn, gives pupils confidence at work and play. At play and at lunch times, pupils are carefully looked after. They play together in a very constructive manner and include all races and ages in this play. Pupils undertake duties as monitors and help in the dining room at lunch times. Each year, pupils raise funds for different charities. Access to a large number of visits and visitors, also enhances their social development. The way in which the different ages, cultures and ethnic groups are integrated into a social community is a significant strength of the school.

34. The cultural development is also very good. The varied ethnic mix of the school offers opportunities for a wide range of understanding of other cultures. There is a strong emphasis on inclusion in this multicultural environment. As well as specific Catholic worship areas, the school provides artefacts and displays about other faiths and religions, such as Judaism and Islam, and celebrates the festivals of these religions. Cultural differences are explored through music, with a wide range of different instruments, through art, where Van Gogh is one of the painters being studied, and through dance. In the library, there is a good range of books with a cultural and multicultural focus and there are good displays around the school. There has been an 'International Day' in which parents were used as 'resources'. The school focuses on the 'black' perspective and mention is made of this throughout the curriculum. There is a governor with oversight of multicultural education in the school.

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

35. The school provides a safe, orderly and caring environment in which the pupils learn well and make good progress. This was also the finding of the previous inspection. A very high priority is placed on the safety, security and happiness of the pupils. The school has a detailed health and safety policy to ensure the well-being of all. The deputy headteacher is the designated officer. The site supervisor carries out regular checks of the building and undertakes an annual audit of safety concerns. Procedures for reporting, recording and investigating accidents are fully in place, as are regular safety checks on equipment. There is a medical room, staff have appropriate first-aid training and equipment is kept up-to-date. The school has no policy for child protection, although the headteacher is the designated officer and liaises with the local authority on the few occasions when this becomes necessary. Some in-service training has been provided, but there is no statement in the teacher's handbook. Practice in this area is satisfactory, however, without a clear policy, it is difficult to ensure that all members of the school community are familiar with the procedures.

36. There are policies which deal with bullying, harassment and behaviour and these are very effectively implemented. The behaviour policy has few sanctions but many rewards including praise, stickers and a certificate of achievement which is shared with pupils and parents at the Friday community assembly. There is a 'special table' each week at lunchtime, which is valued by the pupils. Bullying, harassment and racial intolerance are not condoned and none was seen by the inspection team.

37. The procedures for encouraging regular attendance and punctuality are satisfactory and both are well monitored. Attendance is in line with the national average; however, the school

has tried to lower the levels of unauthorised absence from school with only limited success. The procedures are clear but some parents are reluctant to comply with them.

38. The school's personal support and guidance are very good, with clear expectations laid out in the policies. The code of conduct for pupils is well known and adhered to. As a result of this, in lessons, assemblies and around the school, attitudes are very positive and behaviour is very good. Pupils and parents know and appreciate the fact that the very occasional lapses will be dealt with very quickly and effectively. A pupil was seen to receive support when she was unhappy with some mathematics.

39. The monitoring and support of pupils' academic performance and personal development are good. Good assessment and record keeping procedures are in place for all subjects. These procedures have been recently introduced and are already proving a good tool in ensuring pupils' progress at a good rate with their learning and that lesson plans are appropriately challenging. An additional strength is the involvement of parents who have been informed of learning targets for their children, and have been provided with holiday homework packages to enable them to support their child's learning. The recently introduced system of setting individual and year group targets has positively supported the raising of pupils' attainment. Pupils have target sheets in their classrooms and, as a result, are motivated to complete their own self-assessment. Careful analysis of the end of key stage tests in mathematics has ensured that any weaknesses are quickly identified.

40. The school has an effective assessment, recording and reporting policy. It has been agreed by all the staff and developed with a strong lead from the assessment co-ordinator. The consistency and frequency of the monitoring and review of assessment procedures contribute towards their success. Systems are established to record the progress of pupils in all subjects and samples of work are kept for design and technology and art. Teachers meet on a regular basis to confirm that agreed standards of work are being met and, as a result, teachers have a good understanding of the attainment of the school as a whole and individual pupils. A strength of the assessment procedures is the effective use of the summing up sessions at the end of numeracy and literacy lessons. Teachers share the learning intended for the lesson with the class at the beginning and assess the extent to which key concepts have been learnt at the end. Placing the emphasis of assessment with pupils as well as teachers ensures that pupils are enthusiastic about their achievements. The assessments that take place at the end of lessons are used well to inform planning for future lessons. In addition, specific tasks are given to pupils as assessment activities to confirm that they are working at an appropriate level.

41. Assessment and record keeping procedures for children aged under five in the Nursery are well-established and regular observations of the children at work and play within each area of learning are well documented. Consequently, the teacher has a clear overview of the curriculum and recognises the purpose and potential for each activity. A record or examples of each child's work are kept to show and monitor their progress. The Local Education Authority's assessment on entry to the school programme is carried out when the children enter the Reception class. In most cases, these children have received pre-school provision before entering the school.

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

42. The school works well in partnership with its parents. It was also judged to be good at the previous inspection. Parents are welcomed in the school and their contribution is acknowledged, although, currently, few parents help on a regular basis. Most help with reading, craft and on offsite visits. Parents are supportive, praise the school for its high

standards and very high expectations and recognise the good quality of the information which the school provides. They appreciate the dedication and commitment of the staff and the very good relationships within the school. An active Friends' Association raises funds and is a useful source of information and a link with other parents

43. The quality of information provided for parents is good. The prospectus and governors' annual report to parents are clear and informative. There are regular parents' evenings for both consultation and information on school issues and other curriculum areas. These are very well attended. The yearly written reports on pupils are of good quality and include targets and areas for development. The information they contain about the attainment and progress of pupils is good. A weekly newsletter is sent home and parents can celebrate achievement in community assemblies with their children. There is also a coffee morning for parents each week and they can share in Mass. There is a useful home-school agreement and a contact book. These good links support and encourage pupils' learning.

44. The parents' questionnaires and parents at the meeting revealed high levels of satisfaction with the school. The parent governors play an active role on the governing body. Black parents hold positions on the governing body and on the Friends' Association. All parents were very happy and supportive of the school and are pleased with the progress their children make. They praised the Catholic ethos and the inclusion of all ethnic groups. There is no formal homework policy, but parents are aware of teachers' expectations and the provision of homework supports pupils' learning well.

45. Parents of pupils with special educational needs have very good links with the school. Termly meetings are organised with class teachers and the special educational needs co-ordinator. Targets on the pupils' individual learning plans are agreed with parents and they are provided with strategies to support their children at home especially with reading, writing and spelling and number. Parents of children with English as an additional language have been appropriately informed of the extra support that their children are receiving. Most parents greatly appreciate the level of support given in the school.

46. Procedures for the admission of children aged under five are appropriate. The headteacher meets with new parents the term before their children start in the Nursery and they are invited to visit the Nursery at any time before the child is admitted. On starting the Nursery, parents complete a questionnaire with the staff and, after three weeks, have the opportunity to meet with staff when they are shown the variety of activities that are offered to their children. A useful booklet is provided for parent that describes the skills, concepts and knowledge children can demonstrate during their Nursery education, and includes guidelines on what they can do at home to help. Termly parent/teacher meetings are held in the Reception class to inform parents of their child's progress.

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

47. The headteacher's leadership of the school is good. She has a clear vision of the aims and purpose of the school and this is transmitted well to parents, governors, staff and pupils. The school's commitment to good relationships, the full integration of pupils from all social and ethnic backgrounds and the support and spiritual encouragement given to all pupils are very impressive. The headteacher combines well a pastoral concern for all pupils and their families with a determined drive to achieve high standards. These features ensure that the effectiveness of the school is maintained. The senior management team give satisfactory support to the management of the school. A strength of the school is the commitment and shared vision of the whole staff in moving the school forward. These were also strengths that

were identified at the last inspection. The school has made good improvement since the last inspection and is well placed for these improvements to be continued.

48. The process of devising the school development plan is thorough. Parents, governors and staff have had the opportunity of introducing elements into the plan. The current development plan is thorough and a good range of appropriate priorities has been identified. Co-ordinators devise their own subject action plans, and this ensures that they are involved well in the school development process. The school has developed a three year projected overview, however, because this plan is at the end of its three-year cycle, there is no plan for the development of priorities beyond the current year. Another minor weakness in the school development planning process is that the plan does not show sufficiently clearly how the priorities are to be addressed during each term. This makes the tracking of progress through the plan more difficult.

49. The governing body fulfils its statutory duties well and gives sound support to the management of the school. Through the work of the well established committees and their full meetings, governors are involved well in the life of the school. Individual governors have taken responsibility for the oversight of aspects of the school such as literacy, numeracy and special educational needs. They undertake these duties conscientiously. Governors attend appropriate training and several are building up their knowledge of school management issues. The headteacher provides the governing body with detailed information about the work of the school and this enables them to have a clear view of the successes and some limitations of its work. The standards that pupils achieve and the trends shown in national test results are discussed well. Minor shortcomings in the governors' work include insufficiently clear procedures for systematically monitoring the progress made through the school development plan. In addition, the targets for the professional development of the headteacher and deputy headteacher are insufficiently rigorous or formalised.

50. The school's financial planning and monitoring of spending are good. Good use is made of advice and support from a local education authority budget officer employed by the school. The headteacher ensures that there is a close match between developmental priorities and budget allocations. Through the work of the finance committee, the governing body has a clear understanding of the allocation of funds and the budget is carefully monitored for under and over spending. Funding for pupils with special educational needs and those with English as an additional language is carefully managed and well spent. The professionalism of co-ordinators is developed well as they are given responsibility for spending money allocated to their subject during the year. The school pays good regard to the principles of best value.

51. The school has developed satisfactory procedures to monitor the effectiveness of teaching and learning across the school. Issues are appropriately discussed by the senior management team and then at full staff meetings. Teachers meet with year group colleagues both to evaluate previous work and to plan for new work. The headteacher is involved well with these meetings, and although procedures for monitoring teaching and learning are not formalised, they have effectively improved the overall quality of teaching and learning across the school since the last inspection. Subject co-ordinators are insufficiently involved in the monitoring of teaching in their areas. The school is currently awaiting further guidance on the performance management and thresholding arrangements for teachers.

52. The management of pupils with special educational needs is very good. The special educational needs co-ordinator has a clear view of pupils' needs and how best to implement support. She is well informed and up-to-date with courses and gives clear direction to the school's work. She co-ordinates teachers, support staff and parents well and, as a result, pupils make very good progress. External agencies are used well to support pupils in school.

The governor with responsibility for special educational needs has a very good knowledge of provision within the school and, along with the co-ordinator, is tracking the progress of three pupils to confirm that good progress is being made. The management of provision for children with English as an additional language is good. The co-ordinator ensures that trained staff are provided and are used well across a range of curricular areas.

53. The management of the provision for children who are under five is satisfactory. The headteacher has a clear view of the overall provision and, together with the deputy head teacher, who teaches in one of the Reception classes, provides good leadership. However, the school has been linking the work of the children aged under five in the Reception class into Key Stage 1 rather than an extension of the Nursery provision. Although the school has prepared for the introduction of the 'Early Learning Goals' in September, it has not considered the development of a 'Foundation Stage', that will link the Nursery to Reception.

54. The provision and deployment of staff are good. Staff are suitably trained and experienced. All staff, including those on temporary contracts, are committed and enthusiastic. Senior staff are good role models. Learning support assistants are well trained, prepared and effective. The way in which they work closely with class teachers and support pupils with special educational needs and those with English as an additional language positively promotes the good standards that these pupils achieve. Midday meals supervisors are used well and contribute to the social occasion provided at lunchtime. Administrative and site staff also make important contributions to the smooth running of the school. There is a handbook for teachers but this does not contain information on child protection. New teachers have an 'introduction' and a partner who works with them and offers support. These strengths in the provision of staffing have been continued since the last inspection.

55. The accommodation is good overall. This was also the judgement of the previous inspection. The building is well used and maintained and is appropriate to teach the curriculum effectively. Classrooms are attractive, light, airy and clean. They have good quality storage facilities which are used well. The use of cupboards to keep pupils' outdoor clothes encourages the tidiness and orderliness of classrooms. The reasonably sized hall is pleasant and open and is also used as a dining hall. There is one mobile classroom and a 'parents' room' which is used for parents' coffee mornings and for other activities. The school is on a pleasant site with hard surfaced playgrounds marked out for games and attractive murals. The grounds have pleasant landscaping, are well managed and free of vandalism, litter or graffiti. The quality of display in the school is very good both in classrooms and around the school. Recent building improvements include a new computer suite, an extension to the staff room and a new room to house the well-stocked library. The school is aware of the disadvantage of not having a play area with direct oversight from the Nursery, which was noted at the last inspection. However, the use of an area adjacent to the classroom and improved resourcing of play activities have ensured that these shortcomings have been largely mitigated. The accommodation for pupils with special educational needs and those with English as an additional language is good. Pupils can either work within their classrooms or work in other study areas if this is more appropriate.

56. The school's provision of learning resources for all pupils, including those with special educational needs and English as an additional language, is good. All subjects are resourced well, except for physical education where resources are sound. Some resources are kept centrally and some are also allocated to each classroom. They meet the needs of pupils of all abilities and reflect the cultural diversity of pupils in the school. Since the new computer suite has been opened, pupils have good access to computers which are also available in classrooms. Each classroom has a good supply of books as well as regular access to the recently re-stocked library. Since the last inspection, significant improvements have been made in the resourcing of information technology.

57. The school has an integral Nursery unit that, although small, is attractive and well resourced. Recently, the cloakroom wall in the Nursery classroom has been knocked out, which has provided more space and light within the unit. The outdoor play area is near but not adjacent to the classroom. However, in response to the key issue for action in the previous inspection, the school has done all they can to address the problem. The separate area is secure, attractive and well resourced to meet the needs of the young children's physical development. The activities are well planned and imaginative. For the past three years, a great deal of fund raising activities by the parents have contributed towards providing a new high quality unit for the Nursery children. A purpose-built Nursery is still on the top of the school's priorities.

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

1. Devise and implement a child protection policy that fully meets the recommendations of the Local Child Protection Committee, and ensure that all staff are aware of the procedures to be followed. See Paragraphs 35, 54

#### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- (i) Further improving the clarity of the targets and timetables in the school development plan and ensuring that the governing body develops more rigorous procedures for monitoring its implementation and sets more explicit developmental targets for the headteacher and deputy headteacher.  
See Paragraphs 48, 49
- (ii) Ensuring that the guidelines and practice outlines in the Nursery policy include all children aged under five, and that clearer guidance is provided to ensure a smooth transition between the work of children aged under five and that within the National Curriculum. See Paragraphs 25, 51
- (iii) Increasing the opportunity for curriculum co-ordinators to monitor the quality of teaching and learning in their areas of responsibility. See Paragraphs 22, 80, 92, 96, 104
- (iv) Continuing to monitor unauthorised attendance rigorously with a view to improving it.  
See Paragraphs 16, 37

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	20	51	26	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	23	175
Number of full-time pupils eligible for free school meals	0	34

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y2
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	6	46

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

*Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	34	25	59

<i>National Curriculum Test/Task Results</i>		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	34	33
	Girls	22	23	23
	Total	54	57	56
Percentage of pupils at NC level 2 or above	School	92 (92)	97 (83)	95 (89)
	National	82 [80]	83 [81]	87 [84]

<b>Teachers' Assessments</b>		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	33	33
	Girls	22	23	24
	Total	56	56	57
Percentage of pupils at NC level 2 or above	School	95 (78)	95 (78)	97 (81)
	National	82 [81]	86 [85]	87[86]

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	22
Black – other	15
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	3
White	46
Any other minority ethnic group	7

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

**Exclusions in the last school year**

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

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

**Teachers and classes**

**Qualified teachers and classes: YR– Y2**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	25
Average class size	29.2

**Education support staff: YR – Y2**

Total number of education support staff	6
Total aggregate hours worked per week	16

**Financial information**

Financial year	1999
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	£
Total income	375617
Total expenditure	376212
Expenditure per pupil	1726
Balance brought forward from previous year	3777
Balance carried forward to next year	3182

**Qualified teachers and support staff:  
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

220
92

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	70	29	1	0	0
Behaviour in the school is good.	72	26	0	0	2
My child gets the right amount of work to do at home.	61	34	5	0	0
The teaching is good.	82	17	0	0	1
I am kept well informed about how my child is getting on.	76	21	2	1	0
I would feel comfortable about approaching the school with questions or a problem.	77	22	1	0	0
The school expects my child to work hard and achieve his or her best.	79	20	0	0	1
The school works closely with parents.	78	21	1	0	0
The school is well led and managed.	89	10	0	0	1
The school is helping my child become mature and responsible.	76	20	1	0	3
The school provides an interesting range of activities outside lessons.	73	21	2	1	3

### Other issues raised by parents

- Pupils achieve good standards.
- Pupils with special educational needs and those with English as an additional language receive good support.
- The positive ethos is a strength of the school.
- Standards of behaviour are good.
- The school provides a good range of extracurricular activities.

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

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

59. Attainment on entry to both the Nursery and the Reception class is broadly average. However, over the past three years, the school's own assessment data indicate that children starting the Reception year have a noticeably lower standard in literacy development than in previous years. From this starting point, most children make satisfactory progress and reach the expected standards in the recommended areas of learning for children aged under five by the time they reach statutory school age. In their personal and social development, creative and physical development, most children exceed the expected standards by the age of five. In their mathematics and in their knowledge and understanding of the world, they meet the standard that would be expected of them. In language and literacy, they make good progress and by the age of five, most children are on course to reach the expected level. The school's last inspection judged the children's development to be satisfactory in most areas of learning, but there were some weaknesses in the development of their knowledge and understanding of the world and in their physical development. The findings of this inspection show an improvement in judgements due to the improved quality of provision for the youngest children and the quality of teaching which is now, overall, good. The previous inspection also noted a weakness in the early years policy. These shortcomings have been addressed well.

60. Children start school part-time in the Nursery, when they are three and move to full-time schooling in the Reception class at the start of the autumn or spring term during the year in which they become five. At the time of the inspection, there were 61 children aged under five in the school, 46 in the Nursery and 15 in one of the Reception classes.

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

61. By the time they are five, most children are on course to achieve standards in their personal and social development that exceed those expected for their age. The school provides good opportunities for pupils' personal and social development, and this has a positive impact on their learning. The well-established routines and caring nature of the provision allow all children to feel secure and to grow in confidence. They quickly begin to explore the variety of activities on offer in the Nursery, learn to share and take turns. Relationships are very good and children of different races and nationalities are very well integrated. All adults use constant praise and encouragement and each child is valued. They motivate the children to learn and are good at encouraging them to try. Consequently, children are self-confident, mix well with other children and behave very well. In the Nursery, provision for imaginative play is good and enhances the children's co-operation with others. Children in the Reception class build soundly on their previous development and by the age of five, they work well as part of a group, settle to tasks quickly and are able to concentrate for increasing periods of time. Children are eager to explore new learning, enjoy their work and develop mature attitudes to learning. They carry out instructions carefully and respond well to the high expectations of good behaviour.

62. The quality of teaching and the quality of learning are good in this area. Opportunities are exploited to the full to promote the children's personal and social development and the children respond positively. Whole-class teaching in personal and social education and in weekly 'circle' time is provided to support the children's development. Teachers draw out children's responses in discussion times and encourage them to put up their hands when they want to speak and to listen when it is not their turn to speak. Children are encouraged to be kind and helpful towards others and to begin to take responsibility for their own behaviour.

## **Language and literacy**

63. On entry to the Nursery and the Reception class, the attainment of most children in language and literacy is below average. However, they make good progress and by the time they are five, most are approaching the standards expected for children of this age. In the Nursery, children are provided with a wide range of purposeful practical activities to support the development of language and literacy. Teachers provide many opportunities for children to talk with an adult while they undertake their activities and actively seek to extend their vocabulary. Most children participate in discussions, show confidence in talking and listen attentively to others by the time they are five. They enjoy listening to stories and rhymes and have positive attitudes to reading. By the age of five, children know that words and pictures carry meaning, talk about the title and author of a book and are beginning to read on sight a few familiar words in simple text. Older children identify rhyming words, such as fall and wall and relate speech sounds to the letter shapes. There is good progress in writing from the meaningful scribbles representing their news in the Nursery to writing, unaided, a sentence such as 'I see a stone' in the Reception class. Children start to learn how to write sounds down and by the age of five, most write their own names and other important words without help. Most children learn to form recognisable letters, with appropriate use of upper and lower case letters.

64. The quality of teaching and the quality of learning are good. Teachers understand the importance of language development and use a wide range of strategies to extend the children's learning. In the Nursery, the writing corner is available for children to use and contains interesting activities that promote writing skills. For example, during the time of the inspection, the children were creating their own 'passport' to take on holiday. The teaching of reading is well structured, from sharing books in the Nursery to the more formal introduction to reading and regular phonic practice in the Reception class. The Reception teacher has devised an appropriate range of activities for the daily literacy lesson to increase children's interest, knowledge and understanding in both reading and writing.

## **Mathematics.**

65. By the age of five, most children reach the expected standards for their age. A wide range of practical activities is thoughtfully prepared by the teachers to enable the children to practise counting and explore the values of numbers up to ten. Children in the Nursery talk about, recognise and recreate repeating patterns of two colours. They name the simple shapes of triangle, circle, square and rectangle and put objects, such as bowls for the three bears, in order of size. The children in the Reception class build on these experiences and through nursery rhymes, such as ten green bottles, learn the concept of subtraction. They recognise, name and match numbers to ten and count beyond to higher numbers. The older children record their numbers from nought to ten accurately and understand specific mathematical vocabulary.

66. The quality of teaching and the quality of learning are good overall. The teacher's knowledge and understanding of the needs of these young children ensure that there are an appropriate variety of practical activities before working on a more formal curriculum. The work is planned well and the tasks provided for the children clearly promote their numeracy skills. The Reception teacher uses methods in the National Numeracy Strategy well and provides suitable practical activities according to the needs of both the youngest and older children in the class.

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

67. The children's developing knowledge and understanding of the world around them is in line with expectations for children of this age. Taking the themes such as Transport, Materials and Mini-beasts, activities are planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of the work and children are encouraged to explain, describe and give opinions. For example, Nursery children learn that jelly should be put in a fridge to set rather than in an oven. They roll toy cars down ramps set at different heights to find out which one travels the furthest and sort objects into common types of material, such as wood, plastic and metal. This is an improvement on the findings of the last inspection when opportunities for scientific and technological discovery were judged to be limited. Good use is made of the local environment to provide children with a variety of experiences, such as looking at different vehicles that use the roads nearby which also develops their awareness of road safety. The outside play area is marked out as a road and has working traffic lights to provide the children with the real experience of how to cross a road safely. The staff provide them with police and fire officers uniforms so that they can participate in the play and learn about the different roles in society. In the Reception class, children learn about the different jobs that people in the school do and compare the clothes they wore as a baby with those they wear now. Children use recycled materials to make models of vehicles, such as buses, ships and helicopters and produce a well-finished end product. They enjoy using the computer and use the arrow keys carefully to move the cursor in the right direction when playing a number game.

68. Overall, the quality of teaching and the quality of learning are good, as seen in the range of well planned experiences that are relevant to the children in the world around them.

## **Physical development.**

69. In the Nursery, there is good provision for the children to develop their physical skills. The wide range of activities provided by the staff gives the children many opportunities to run, climb and balance in the attractive, outside play area. This judgement is a great improvement on the findings of the previous inspection, when the provision was judged to be poor. However, direct access from the Nursery class to the outside play area remains a problem. Most children are on course to achieve the standards expected for their age by the time they are five. They have a good range of large and small equipment, wheeled toys and balancing apparatus, which they use with increasing skill and good control. They develop the technique to send a ball with a plastic hockey stick and find ways of travelling over, under and through the climbing equipment. When children first enter the Reception class, they have access to the Nursery facilities at times when they are not used by the Nursery and, in time, join the older children in the playground at break times. Physical education lessons are timetabled. Manual dexterity is well promoted and children develop increasing hand control through painting, drawing, making activities and manipulating construction toys.

70. The quality of teaching and learning is good in this area and fully promotes the children's development. Well-focused observations of children's progress enable staff in the Nursery to provide suitable experiences that not only support specific skills but are also enjoyable.

## **Creative development.**

71. Children make good progress in acquiring skills in this area of learning through a wide range of experiences in art, music and imaginative play and by the age of five, they achieve standards that are above those expected for their age. Children are encouraged to paint freely

and show a developing understanding of how to mix colours, such as black and white to make the grey colour of an elephant and red and white to make the pink colour of skin. They make kites with paper, paint with string and sew carefully around the edges of fish shapes. Good examples of observational drawings of prams and bicycles show careful attention to detail. The 'school bus' role-play area in the Nursery is very popular and gives good opportunities for imaginative play, as do the outside activities. In Reception, however, due to the timetable, there are fewer opportunities for the children to engage in free imaginative play. Children participate with enthusiasm and enjoyment in music lessons when they use the percussion instruments. They know a range of nursery rhymes, sing in tune and recognise instruments such as the tambourine, drum and maracas.

72. Overall, the quality of teaching and the quality of learning are good. Staff in the Nursery provide a good range of imaginative experiences for the children and in general many worthwhile activities are provided for the children in Reception. However, in Reception, there are fewer opportunities for the children to experience free choice in their play.

## **ENGLISH**

73. By the time they leave the school, pupils attain standards in speaking and listening, reading and writing that are above those reached by most pupils of a similar age. This is an improvement in reading on the results of the 1999 tests at the end of Key Stage 1 which showed that standards were below those expected in all schools. However, when compared with similar schools, standards in reading were above those expected and standards in writing were well above. Since the last inspection, standards in reading and writing have been improved and high standards in speaking and listening have been maintained. The end of Key Stage 1 test results shows an upward trend in standards. Pupils with special educational needs and those with English as an additional language attain well for their capabilities and the higher achievers are sufficiently challenged. There are no significant differences in the performance of boys and girls.

74. By the age of seven, pupils' speaking and listening skills are good. Activities across the curriculum are used successfully to develop the pupils' speaking skills and extend their vocabulary. All pupils listen attentively to adults and to each other, and particularly enjoy hearing and discussing stories in the literacy hour. They show confidence in talking and use a growing vocabulary to express their ideas clearly within the classroom to groups of pupils and in front of the class. This was seen in a Year 2 'circle' time, when the pupils spoke openly about feeling nervous. This time was used well by the teacher to allay many of the fears the pupils expressed about going to the junior school. Across the school, pupils listen carefully to the teachers' instructions, respond readily when questioned and offer opinions willingly. Pupils with special educational needs are encouraged to participate and to speak clearly. For the majority of pupils, progress is good and their speaking and listening skills make a significant contribution to their good progress across the curriculum.

75. Standards in reading in Year 2 are good. Pupils read with a good degree of accuracy and understanding. They read confidently from their books with increasing expression and express opinions about some of the major events in the book. Older pupils readily name their favourite authors, such as Roald Dahl and Jeremy Strong, and give reasons for their choice. Through their work in the literacy hour, they have a good knowledge of how books are organised and understand terms such as title, author and illustrator. Most pupils understand the distinction between fact and fiction and use the contents page and index to find their way about the text. Many are able to use dictionaries and glossaries to locate words by using the initial letter. Higher achievers capably tackle relatively demanding text, drawing on a range of techniques to decipher the words. Pupils read poems aloud with increasing confidence and

recognise when it makes sense. Those with special educational needs work out new simple words by splitting them into sounds and nearly all have a good store of memorised words to call upon. All enjoy reading and regularly take their books home to practise their skills.

76. Pupils' writing is good. A scrutiny of work shows that pupils write in a variety of forms and for a range of purposes. Their work shows examples of effective communication of ideas through letter writing, personal experiences, shopping lists and poems. Higher achievers write about the lives of famous people, such as Roald Dahl and Vincent Van Gogh. They learn to sequence their ideas and generally have a good understanding of sentence structure for their age. In Year 2, many pupils write sustained stories, with a suitable beginning, middle and end, and start to use words to good effect, such as 'the thunder rumbled like a giant's empty belly'. Most pupils, including those with special educational needs, learn to spell monosyllabic words and other words correctly. Their handwriting style in the majority of cases is joined and legible and adds to the overall good presentation of their written work.

77. Progress in the acquisition of literacy skills is consistently good. In speaking and listening, the pupils develop the ability to listen carefully and demonstrate a growing confidence to talk in different contexts. They have appropriate opportunities for speaking to an audience, reporting back and engaging in small group discussions in class. In reading, most pupils rapidly become independent readers and, within the literacy hour, they learn to appreciate a range of literary texts. Group reading and class reading are fully established, which enables pupils to consider their books in detail. Vocabulary choices become progressively more imaginative in their creative writing and all pupils, including those with special educational needs, make good progress in improving their punctuation and spelling. Their work is enhanced by literacy having a high profile in many areas across the curriculum.

78. The quality of teaching and the quality of learning are good. Teachers have a secure knowledge and understanding of the subject and their planning is clear and focused. A strength of the teaching is the sharing of the learning intended for the lesson with the pupils, so they know exactly what they are expected to learn. Work is well matched to the pupils' abilities and needs and this promotes effective learning and high standards in literacy. Strengths of the teaching of English and its impact on learning were well illustrated in a Year 2 lesson in which pupils were looking at a book that contained both a story and information. The teacher quickly engaged the pupils' attention by her confident approach and maintained their interest throughout the lesson with her lively manner and brisk pace. The use of good effective questioning, such as, 'What's special about this page, what is it telling us?' enabled pupils to make very good gains in their understanding of the text. Resources were used well to promote pupils' understanding of questions which formed a puzzle to be solved by the reader. Pupils responded well to the challenge set and, as a result, wrote perceptive questions, such as 'Is it fragile?' and 'Is it edible?' Independent writing is introduced to the younger pupils through a variety of activities and appropriate strategies are used effectively to develop their sight vocabulary for writing. Teachers use a variety of methods to teach reading effectively and all pupils are heard to read on a regular basis, either within the group reading time or as individuals. The good attention given to teaching handwriting improves pupils' presentation as they move through the school. The support given to pupils who find learning more difficult is very good and has a positive effect on their standards in reading and writing. Equally effective in most classes is the support given to higher achievers. These factors directly influence the pupils' rate of progress throughout the school and reflect the good use of assessment information to plan appropriate work for pupils to attain high standards. The good working atmosphere in classes during the literacy lessons reflects the good teaching and the willingness of pupils to learn. No unsatisfactory teaching was seen.

79. The curriculum is broad and balanced and meets the requirements of the National Curriculum. The literacy hour is well established and teachers show confidence in managing its different components. The policy for the subject is detailed and together with the framework for the National Literacy Strategy forms a useful scheme of work, which ensures the progressive sequences of learning. However, the policy itself does not reflect the strategies of the literacy hour. Assessment and recording in the subject are good and the use of the information from recorded assessments is effective. Lesson plans are detailed and well matched to the needs of all pupils. Each lesson is carefully evaluated to monitor the effect of the teaching on the pupils' learning. Personal targets are set with the pupils and, in lessons, they are regularly reminded of them. Once achieved, new targets are set to motivate the pupils and provide them with a sense of achievement. Reading and spelling homework is well established in Years 1 and 2 to reinforce and extend class work.

80. The subject is very well led by the headteacher, who is supported effectively by the key literacy teacher. Both work very hard and offer effective leadership to the subject, ensuring that literacy has a very high profile in school. The monitoring of teaching is on an informal basis and both the headteacher and key literacy teacher give clear professional guidance to teachers. Targets for the development of literacy are appropriate and achievable. Resources in the subject are good and the school is well equipped with a wide range of books to support the literacy hour. The school library is attractive and, in general, accessible. It provides a useful range of non-fiction books for the pupils to use or borrow on a weekly basis. Each class is timetabled to use the library. The curricular provision is enriched through visits to the Greenwich Theatre, storytellers and theatre groups in school. Overall, the school's provision for literacy is good and it is well placed to maintain good standards.

## **MATHEMATICS**

81. In Year 2, pupils achieve standards that are above those reached by most pupils of a similar age. This judgement is in line with the findings of the last OFSTED inspection when it was also judged that pupils' attainment was above national expectations. The school has made sound progress in this area. In the end of key stage national tests for seven year olds in 1999, the pupils' results in mathematics were above the national average for all schools. When compared with those of similar schools, the results were well above average. There is no significant difference in the performance of boys and girls. Trends in performance over the last four years indicate that overall standards remain above the national average. Pupils with special educational needs receive well-targeted support and are making very good progress. This is an improvement on the last inspection when pupils with special educational needs made sound progress in the subject. Pupils with English as an additional language also make good progress.

82. By the time they are seven, most pupils have a good understanding and knowledge of numbers and know the different value of digits in numbers up to 100. Pupils halve numbers and know the multiplication facts for the two, five and ten times tables. They show a good understanding of odd and even numbers, either individually or as part of a sequence. In their work on shape and space, they correctly name common two-dimensional shapes and identify the properties of some three-dimensional shapes. Most pupils measure with reasonable accuracy using standard measures like centimetres, grams and litres. They understand how to interpret a bar chart and can identify and use halves and quarters in mixed numbers. The oral part of several numeracy lessons has successfully reinforced pupils' mental skills and now most confidently explain the methods of working they use to calculate mentally. Most pupils use appropriate mathematics to solve problems relating to money, height and capacity.

83. The quality of teaching and learning is good. This represents an improvement since the last inspection when teaching was judged to be mainly sound, but with both good and unsatisfactory elements. Pupils are achieving well, and are making good progress in their learning. Teachers plan their lessons well and make the pupils aware of what they are expected to learn by the end of the lessons. Initial mental exercise sessions have a brisk pace and teachers ask carefully targeted questions. For example, a teacher in a Reception class asked a pupil to raise an unequal number of fingers on both hands and proceeded to extend pupils' learning by asking, 'How many more fingers would we need to raise on this hand to make the fingers equal?' The activities planned for the group parts of the lessons are also well matched to the differing needs and abilities of pupils in the class. For example, pupils in a Year 2 lesson used their individual white boards to record as many ways as they could to add groups of tens to make one hundred. Pupils for whom this task was too challenging recorded number bonds to ten. A strength of teaching across the school is the way in which teachers establish very positive, productive working relationships with pupils in their classes. The particular learning focus for the lesson is shared with all pupils at the beginning, and the success of the lesson is assessed together at the end. This helps to secure pupils' interest, motivation and their commitment to their own learning. For example, in the summing up at the end of a Year 1 lesson, pupils were eager to share with each other what they had achieved in the lesson. In a Year 2 lesson, pupils were told to close their eyes and think about what was easy and what they needed to help them understand further. Teachers use classroom assistants well to support pupils with special educational needs, and those with English as an additional language. This has a positive effect on the good progress these pupils make towards their own learning targets.

84. The school provides equality of access to all pupils throughout the school. A useful policy and guidelines statement is in place and the National Numeracy Strategy has been introduced well in all classes. The subject co-ordinator is enthusiastic and experienced and she provides effective support and guidance to other members of staff. Members of the senior management team have all attended training before the introduction of the Numeracy Strategy into classrooms. Resources for the subject are good, with a range of books and practical equipment available in all classrooms to provide easy access for teachers, support staff and pupils. Numeracy skills are taught well and provide satisfactory support to work in other areas of the curriculum; for example, in geography to analyse temperature charts, and in science, to measure and record the height that a range of balls reaches when bounced. Standards in the subject are enhanced well by the positive attitudes and behaviour shown by pupils throughout the school. Pupils respect each other in classrooms and listen carefully to the answers of others, sometimes applauding success. They work well in groups when, for example, needing to position their digit cards in groups of three to make the largest number that they can. Pupils take good care of resources.

## **SCIENCE**

85. In Year 2, pupils achieve standards that are above those reached by most pupils of their age. This inspection judgement is in line with the results of the 1999 teacher assessment tests which also found that standards were above those achieved in all schools. This represents good improvement since the last OFSTED inspection when it was judged that standards were in line with those expected nationally. The proportion of higher achievers in the current Year 2 group, those reaching Level 3, is above the national average. In 1999, the proportion was well above the national average. In the inspection, no significant differences were observed between the attainment of boys and girls. Pupils with special educational needs and those with English as an additional language attain good standards according to their previous attainment.

86. By the age of seven, pupils have satisfactory opportunity to undertake experiments and investigations. For example, older pupils grow seeds and investigate the conditions required for plant growth, and others consider which surface allows a ball to bounce the highest. Throughout the school, pupils are encouraged to make predictions about what might happen, collect evidence and explain their findings. A minor weakness is the lack of specific reference to the development of investigative skills in some teachers' termly and weekly lesson plans. Pupils' understanding of life processes is good. They know the main characteristics of different life forms and the importance of food chains. In their work on the human skeleton, the function of some organs of the human body, and the names of the main parts of flowering plants, they extend their understanding into levels that exceed those expected for their age. Pupils' understanding of materials is also good. As they study the school environment, they know how the properties of some materials such as glass, wood, stone and brick determine their particular use. They also know that some changes in materials, such as turning ice to water, can be reversed, whilst cooking an egg and toasting bread cannot. Pupils' understanding of physical processes is satisfactory. They know the difference between some sources of natural and artificial light. They identify some uses of electricity in the home and at school, and know how to construct a simple circuit using bulbs, batteries and buzzers.

87. Teaching across the school is good. This enables very effective learning to take place. At the last inspection, teaching was also good. Pupils are achieving well and making good progress in their learning. All the teaching observed was at least satisfactory and most was good with some very good elements. Teachers give clear introductions to their lessons. This ensures that all pupils are aware of what is expected of them and understand how the present lesson is linked to their previous work. Teachers introduce and emphasise new vocabulary and concepts clearly and continually reinforce them during the lesson. Where teaching is most effective, the specific learning intended for that lesson is shared with the class, and referred to in the summing up at the end of the lesson. Pupils are managed well and their interest and motivation are maintained by the careful use of questions and comments. This ensures that the progress that all pupils make is maximised. A lesson to younger pupils on the theme of minibeast habitats illustrated several other features of good teaching and led to effective learning. The teacher introduced a good variety of interesting and challenging activities and appropriate reference was made to health and safety issues when handling soil and minibeasts. In the same lesson, good links were made with literacy skills as pupils developed their understanding of the use of the index and contents pages of the reference books they were using, and through good opportunities for speaking and listening in the summary at the end of the lesson when they asked pertinent questions of a pupil who had researched his topic on spiders. Minor weaknesses were in the lack of depth in some teachers' planning and insufficiently detailed introductions to lessons.

88. Teachers are supported by a clear policy document which gives useful advice on 'How we teach science' and makes reference to the processes, concepts and skills to be taught. Half-termly planning is thorough. Science is taught through a series of cross-curricular topics which have been carefully checked to ensure full coverage of National Curriculum requirements. This enables good links to be made in pupils' learning across different curriculum areas. Teachers meet with year group colleagues to plan half-termly units of work. This ensures consistency of approach across each year. The co-ordinator monitors teachers' half-termly and weekly planning to ensure continuity across the school. Teachers support each other well. The good attitudes and behaviour of the pupils significantly enhance standards in the subject. They are responsive, interested and enthusiastic learners. This was also the judgement of the previous inspection. Assessment is good. Individual pieces of work are kept from each topic, which are clearly annotated and helpfully assessed against National Curriculum criteria. Useful termly analyses are completed of pupils' attitudes to science and

the development of their investigative skills and teachers complete detailed evaluations of their lessons. These include reference to whole-class issues and individual pupils' strengths and weaknesses in learning. Assessment data are used well to inform future planning. Appropriate analysis is done by the co-ordinator of the trends shown in the results of national testing. Resourcing in the subject is good. Resources are arranged according to the topics to be taught, are well-organised and clearly labelled and contain a good range, quality and number of items. This has continued a strength identified at the previous inspection. Interest in the subject is promoted well through the annual 'science day', where activities are set up for pupils.

## **ART**

89. In Year 2, pupils achieve standards that are above those found in other schools. This represents good improvement since the last inspection when standards were in line with national expectations. Pupils with special educational needs and those with English as an additional language attain good standards for their prior ability and make good progress towards their own learning targets.

90. By the time they are seven, pupils are aware of the work and styles of some famous artists. Year 1 pupils copy the style of Van Gogh, and after observing 'The Snail' by Henri Matisse, others paint their own colour wheels paying careful attention to colour mixing. In addition, they use the inspiration of pattern in the Matisse painting to create their own spiral collage pictures using pastels and sticky paper. Pupils use a good variety of materials as they weave around paper plates using net, hessian and wool, and use fabric in their tie and dye work and papier-mâché to make their masks. Pupils' appreciation of colour and patterns is developed well as they print repeating patterns, and mix brown and white to match the colour of skin tone in their paintings of the members of staff in the school. Pupils produce good observational drawings including that of an ornate Victorian doll's pram in charcoal and chalks, and others make good observational drawings of daffodils. Opportunities are provided during whole-school multicultural days for pupils to experience the art of other cultures. Good opportunity is provided for the reinforcement of literacy skills as pupils research and write about the lives and times of famous painters.

91. The quality of teaching and learning are good. Pupils achieve well and are making good progress in their learning. The evidence from the lessons observed and from the work on display is that pupils are given opportunity of experiencing a good range of techniques and developing a wide range of skills. In lessons, pupils are introduced well to the planned activities. For example, older pupils were taught effectively basic printing and colour mixing techniques in preparation for painting portraits of members of staff. The very good attitudes and behaviour of the pupils positively improve standards in the subject. They work sensibly with the equipment provided and take great care with their work, for example, as they mix colours until they get exactly the shade that they want. They work co-operatively in their groups, taking turns as appropriate. For example, in a lesson to older pupils, they waited patiently until the printing block that they wanted to use was available. Pupils' learning is additionally enhanced by the good use of learning support assistants. The previous inspection report commented that art lessons were prescriptive, paint colours often having been already previously mixed, and that there was a limited range of art equipment for the pupils to experience. These shortcomings have been addressed well, and no longer apply. Good progress has been made in allowing pupils a wide range of art materials to explore for themselves.

92. The co-ordinator is enthusiastic and has an imaginative approach to the subject. She provides good support for her colleagues. She has, with the involvement of all the staff,

produced a policy for the subject and a detailed scheme of work. She leads staff meetings on a termly basis to monitor the artwork that has been undertaken. Although the co-ordinator is able to monitor planning and displays, she is not given time to monitor class teaching. Teachers create relevant links with other subjects, for example, in mathematics where pictures have been made of people using a range of two-dimensional shapes. Computers have been used to draw pictures of fruits and vegetables. Resources are good and are stored both centrally and in classrooms. Throughout the school, there are colourful displays that are used effectively to enliven classrooms and enhance communal areas. Interest in the subject is enhanced by a recent visit to the Courtauld Institute.

## **DESIGN AND TECHNOLOGY**

93. In Year 2, pupils attain standards that are similar to those found in other schools. This was also the judgement of the previous OFSTED inspection. The school has made satisfactory improvement since the last inspection. Pupils with special educational needs and those with English as an additional language attain good standards according to their previous attainment and make good progress towards their own learning targets.

94. In Year 2, pupils use a variety of tools and techniques as they design and make a range of artefacts. For example, older pupils use saws and drills to make their wooden picture frames, and mould and decorate clay tiles and pots. As they make pancakes they are introduced appropriately to food technology elements. Pupils are encouraged to have a specific design focus as, for example, older pupils consider the best bag to contain a puppet or robot, and younger pupils design a house for two teddy bears and a pen for seven sheep. Pupils' evaluative skills are developed satisfactorily as they consider the effectiveness of the levers in the models they have made. One pupil commented that she could improve her design by making the arms move as well as the legs.

95. The quality of teaching and the quality of learning are satisfactory. Pupils achieve well and are making sound progress in their learning. Teachers' management of pupils is competent. They demonstrate secure subject knowledge and pupils are provided with work of a suitable challenge, for example, in developing their accuracy in cutting and sticking. Minor shortcomings in some lessons are where insufficient opportunity is provided for pupils to select their own materials for their artefacts, or to evaluate their finished products. Appropriate links are made with learning in other subjects. For example, where pupils evaluate their work, good literacy skills are being used, and links are made with science, as pupils use electrical circuits for a range of purposes.

96. The subject is well led by an enthusiastic co-ordinator who has a very clear idea of how to develop the subject further in the school. She provides good support for other teachers but has little opportunity to monitor teaching in the classrooms. Assessment in the subject is good. Assessment tasks are planned as part of the topic to be taught. For example, a practical assessment task involving folding and cutting a paper sun with its rays is being used well to assess the attainment of Year 2 pupils. Design and technology is often planned and taught as one of a range of activities in a lesson. In some classes, activities are planned in blocks to alternate with art lessons. This planning arrangement works well and pupils are given sufficient opportunities to design and assess their work more effectively. However, in some classes, where a wider range of activities is planned, the subject has not been given a sufficiently clear focus. Interest in the subject is encouraged well through the organisation of whole school design and technology days with interesting challenges such as to design and make picture frames and wooden mazes for marbles. Parents provide help at these occasions enhancing their relationship with the school. Evidence from the lessons observed, and from the displays of pupils' work confirms that they have good attitudes to the subject and behave

well. They work hard and enthusiastically; they are well motivated, and their work is carefully finished. The subject makes a positive contribution to pupils' social development when they work together and share resources well. Resources are good and are stored both in classrooms and centrally.

## **GEOGRAPHY**

97. Overall, the standards attained by the pupils in Year 2 are similar to those found in other schools. There are, however, elements of above average attainment in some aspects of pupils' work. Pupils with special educational needs and those with English as an additional language attain satisfactory standards according to their previous attainment. The findings of this inspection are similar to those of the school's previous inspection and indicate that the school has made sound progress since then.

98. By the age of seven, pupils locate and name the constituent parts of the United Kingdom and mark the major cities on a map. Their knowledge and understanding of the weather are good. They keep a chart of their observations over a period of a week and use the appropriate weather symbols to represent the different conditions. They use thermometers to measure the temperature both inside and outside the classroom and compare the results. Through the topic, 'Hot and Cold', pupils show an awareness of the differences between varied climatic regions around the world, mark them on a map and write about them. They write about famous explorers, such as Matthew Henson and Robert Peary, who made maps of the North Pole. They study the contrasting locality of Jamaica and write briefly about the main features of the island. Their geographical skills are sound. They draw 'plan' views of objects, such as a car, and make picture maps of their homes that include a simple key. They undertake a study of the school playground, put forward their views of what they like or dislike about the environment and suggest ways that it could be improved.

99. The quality of teaching and the learning is good. In the previous inspection, there was insufficient evidence to make a judgement on the quality of teaching. Pupils achieve well and are making good progress in their learning. Strengths in teaching and their effect on pupils' learning were evident in a Year 2 lesson on the study of the playground environment. The work was well organised and managed, so that the pupils knew exactly what they were required to do and, by sharing the learning intentions of the lesson, pupils knew what they were expected to learn. The good pace and clear explanations of the tasks engaged all the pupils and enabled them to succeed. Pupils listened carefully to the teacher's instructions, applied themselves well to the task and, by sharing their views, showed that they had achieved the intention of the lesson. Across the school, teachers make good use of the local environment and of the human resources in the school. For example, both the caretaker and school secretary spoke to the youngest pupils about what their jobs entail and showed them the tools they use. Pupils listened carefully, asked relevant questions and showed in their response that they had gained a good understanding of all the important jobs that are carried out by people in school, other than teachers.

100. A sound policy and scheme of work provide an appropriate overview of the subject, and sufficient detail to support teachers in their planning. There are good links with other subjects such as history but, in particular, the work on environmental science provides pupils with geographical studies that are based on direct experiences. The subject is very well managed by an enthusiastic and well-qualified co-ordinator. She provides effective support for her colleagues in both geography and history and has a clear overview of their planning. Resources in geography are good and the school makes very good use of visits in and around the local environment and to places further afield, such as Epping Forest to extend the pupils' geographical knowledge, skills and understanding.

## HISTORY

101. Pupils in Year 2 attain standards in history that are above those found in other schools. This is in line with the judgement of the previous inspection and represents sound improvement. Pupils with special educational needs and those with English as an additional language achieve satisfactory standards relative to their previous attainment. In this inspection, the only history lesson seen was given by a visiting 'Victorian' teacher from the 'Ragged School', which provided the pupils with a very realistic insight into what it was like to attend school 100 years ago. This was supplemented by an analysis of pupils' work, displays, teachers' planning and the tasks undertaken by pupils in lessons that had links with other subjects, such as art.

102. By Year 2, pupils show a growing awareness of chronology for their age by their understanding of how features of everyday life such as buildings and schools have changed over time. They place important events in the lives of famous people, such as Roald Dahl and Vincent Van Gogh, in the correct order on a time-line, and include some interesting facts. They study old and new photographs to discover how life is different today from both the recent and more distant past, as in shops, furniture and toys. Most pupils have satisfactory knowledge of significant characters in the past, such as Mary Seacole and Guy Fawkes and why they are memorable. They communicate their knowledge effectively through discussion and writing. For example, in the lesson on what it was like to attend school 100 years ago, pupils prepared meaningful questions to ask of the 'Victorian' visitor and gave clear explanations on the use of technology in schools today. Similarly, younger pupils enjoy finding out about the past by handling and drawing artefacts from the past and comparing them with those in use today, such as irons and cameras. Older pupils show early research skills and write knowledgeably about the history of Teddy bears and how the name originated.

103. Overall, the quality of teaching and the quality of learning are good. This is similar to the findings of the previous inspection. Pupils achieve well and are making good progress in their learning. Although no teachers were observed teaching history during the inspection, the full evidence, notably the analysis of pupils' work and their response to questions, shows that, by the age of seven, pupils' skills, knowledge and understanding as young historians are well developed. Teachers make effective links with previous work and learning in other subjects, such as art, literacy and geography. Lessons are well planned as part of a coherent sequence and meet the needs and abilities of all pupils. Pupils' learning is also enriched by the use of visitors as an effective source of information, who bring history alive. Good use is made of artefacts, photographs and visits out to places of interest, such as local museums and a Victorian school to add breadth to pupils' learning.

104. A sound policy and scheme of work support the teaching of the subject and show a good balance between the areas of study and the key elements of history. These ensure full coverage and the development of skills necessary to understand and interpret the past. Assessment procedures are appropriate and involve teachers in recording any significant achievement or problems pupils may encounter in their work. The co-ordinator is well informed and has a personal enthusiasm for the subject. Monitoring of planning and displays takes place but there is little classroom observation. Resources in history are good with a wide range of artefacts and books. These are supplemented by loans from the Local Education Authority's lending service. The school also has on site, an original James I ice house, that is often used by visiting schools. The subject makes an effective contribution to the pupils' literacy skills.

## **INFORMATION TECHNOLOGY**

105. In Year 2, pupils attain standards that are similar to those found in other schools. This was also the judgement of the previous OFSTED inspection. Pupils with special educational needs and English as an additional language also attain satisfactory standards according to their own learning targets.

106. Pupils have a sound appreciation of the use of computer systems and their importance in the school and the wider community. By the time they are seven, pupils develop satisfactory word-processing skills. They write their own names and longer pieces of text, including poems, stories and display captions, using different fonts and heading styles and utilising a range of colours. They are confident with keyboard and computer mouse skills, and most are able to load, save and retrieve their work with a minimum of support from adults. Higher achievers are proficient with more advanced skills such as highlighting text, changing the size of the print and using the spell-checking function. Pupils have a satisfactory understanding of the use of the computer to give signals and commands as they use a robotic toy and move a screen turtle over a predetermined course. Pupils use painting and drawing programs confidently. Younger pupils draw recognisable pictures of themselves, and use the colour-fill and stipple effect functions of the art program to improve the quality and presentation of their work. Minor shortcomings are the insufficient use of the subject to extend and reinforce numeracy skills and the insufficient use of CD ROMS as sources of information for topic work.

107. The quality of teaching and learning are satisfactory. There was insufficient evidence at the last OFSTED inspection for an overall judgement to be made about the quality of teaching. Pupils achieve well and are making sound progress in their learning. Teachers provide a satisfactory balance between work done on computers in their classes and work in the computer suite, which the school refers to as the Learning Centre. Teachers provide opportunity for pupils to use small-screen laptop computers, for example, as the focus of a group's writing in a literacy lesson. However, in one lesson, pupils were given insufficient support and guidance for them to make good progress. Teachers introduce new concepts to the class and opportunity is provided in class, and in the timetabled Learning Centre time, for these skills to be practised and reinforced. During the inspection, no class teaching was observed. Observations were restricted to group work in the Learning Centre supervised by a learning support assistant. Learning support assistants are competent, confident and prepared well for their lessons. They relate well to the pupils and intervene appropriately as pupils work to encourage and instruct them. This contributes to the sound learning that takes place.

108. Teachers are well supported by a detailed policy and guidelines document, which makes reference to the teaching of the main elements of the subject. Teachers' planning follows a list of skills to be taught to each year group and a programme linking concepts and skills to the whole-school cross-curricular topic framework. Interest in the subject is encouraged well by clear displays giving advice on the appropriate use of the computer. Assessment in the subject is sound. Pupils' attainment is recorded using class tracking sheets and each class teacher records pupils' access to different programs. A shortcoming in the subject is the lack of a collection of work which has been assessed according to National Curriculum criteria to give teachers a clearer appreciation of the level expected of pupils of different age and ability. Groups of older pupils have had some access to the Internet, although E-mail facilities have not yet been developed. Resources in the subject are good. A recent significant investment in computers has allowed the purchase of eight personal computers which have been located in the new Learning Centre. There are sufficient numbers of small-screen laptops in the school to enable a group of pupils in each class to undertake some basic word processing work together. Interest and opportunity in the subject are enhanced well by the after school

computer club. During the inspection, this was for Year 1 pupils, but pupils from other year groups have the opportunity of attending throughout the year.

## **MUSIC**

109. There was insufficient evidence for a judgement to be made about the overall standards attained by pupils by the age of seven. Because of the organisation of the timetable it was only possible to see one music lesson. However, there was sufficient evidence from communal singing, study of school documentation and talking with staff to state that the school provides pupils with many worthwhile musical experiences. At the previous inspection, standards were in line with those expected for pupils' age.

110. In singing, pupils are encouraged to have a 'dancing feel' to their performance. They sing back a newly taught line of a song tunefully and clap confidently to the rhythm of the piano. Pupils create a simple graphic score to record their compositions and devise the symbols themselves. They use percussion instruments confidently to play back their composition and show an increasing ability to control the instruments to make loud and soft sounds. Some pupils who benefit from extra tuition on the violin are familiar with musical notation and vocabulary.

111. There was insufficient evidence for a judgement to be made about the overall quality of teaching and learning in the school. Teaching in the single lesson observed was good. Time within the lesson was well organised and the teacher's lively approach caught and retained the pupils' interest throughout the lesson. When discussing written symbols, questioning was used well to make the pupils think for themselves. For example, pupils were asked, 'How are you going to know when to play your instrument?'. The activity was suitably challenging for all pupils and fully promoted pupils' knowledge and understanding of composing. Overall, teachers plan their lessons well and appropriately balance the activities between creativity and control. A wide variety of music is played for the pupils to listen to as they move into the hall for assembly and at the start of class assemblies and they begin to understand that music can be used to achieve a particular effect.

112. The music curriculum is suitably broad and balanced. The policy and scheme of work secure the progressive development of skills that pupils need to understand and appreciate music. Music is considered to be an integral part of the curriculum and, very often, activities are linked to the termly topics. The arrangement whereby the headteacher and a part-time teacher, who has musical expertise, share the responsibility for music in the school works well. Together, they provide colleagues with effective support and have a clear overview of the subject. Resources are good and include a range of music to listen to and a variety of instruments from a diversity of cultures. Extra activities in the subject include visiting musicians, such as African drummers, and visits out to the Albert Hall. Pupils have the opportunity to learn the violin and, in all, 13 pupils from Years 1 and 2 take advantage of this opportunity. The school has a choir that is closely linked to the church and the regular productions at Christmas and Easter give pupils the opportunity to perform to an audience. Overall, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

113. In Year 2, pupils achieve standards that are similar to those found in other schools. This was also the judgement of the previous OFSTED inspection and represents satisfactory improvement. Pupils with special educational needs and English as an additional language

also achieve satisfactory standards.

114. By the age of seven, pupils have developed sound games skills. They are aware of the importance of their own space and that of others and they develop ways of dodging and avoiding others as they move purposefully around the hall or playground. They practise their skills of throwing and catching, and many demonstrate higher than average ability in these areas. A minor limitation in some lessons is that pupils are given insufficient opportunity to practise their skills with a partner or in small groups. In gymnastics, pupils demonstrate sound ability to perform movements on the floor, and to maintain controlled balances using different parts of their bodies. In dance, pupils respond expressively to music as they devise movement sequences which reflect a butterfly's flight. Here, they show good expression, control and balance.

115. The quality of teaching and learning is satisfactory. This is broadly similar to the judgement of the previous inspection which noted that most of the teaching was sound, and some good. Pupils achieve well and are making good progress in their learning. All the lessons begin with a suitable warm-up and end with a cool-down activity. Only in some lessons is the effect of exercise on the body clearly taught. Across the school, pupils change for their lessons promptly, and enter and leave the hall in an orderly way. This ensures that lessons begin and end in a safe and controlled way and that all lesson time is used productively. Teachers use praise and encouragement well and they allow pupils to demonstrate good ideas and good practice to others in the class. This focuses pupils' learning well. Where teaching is good or very good, teachers establish very good relationships with pupils in their class. Pupils are then well motivated, keen to try new skills and learn effectively. In the best lessons, teachers clearly show pupils how they might improve their skills. For example, in a lesson to older pupils, the basic skills of catching and throwing were taught well, enabling the progress of all pupils to be maximised.

116. Teachers are well supported by a detailed policy and guidelines statement which includes aims and objectives and reference to appropriate health and safety issues in the subject. Planning follows a whole-school framework which indicates where elements of the subject are to be taught to each year. Teachers' half-termly planning follows commercial schemes of work for games, gymnastics and dance, and the agreed curricular plan ensures that pupils have experience of each of these elements in each term. Wherever possible, links are made with other subjects. The co-ordinator monitors teachers' termly planning. This ensures that all elements of the subject are appropriately covered. Opportunity is enhanced well through the variety of playtime activities which are provided, and through the after-school dance club. A sports club, which is managed and run by a commercial organisation, meets weekly. It is popular and well attended. Resources for gymnastics and games activities are satisfactory. At the last inspection, they were good. Several pupils belong to sports clubs in the local community.