

# INSPECTION REPORT

## **STONEYDOWN PARK PRIMARY SCHOOL**

London, E17

LEA area: Waltham Forest

Unique reference number: 103079

Headteacher: Jane Brown

Reporting inspector: Brian Espiner  
30600

Dates of inspection: 8 – 11 May 2001

Inspection number: 193526

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Pretoria Avenue Walthamstow London
Postcode:	E17 6JY
Telephone number:	020 8520 7026
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Appropriate authority:	The governing body
Name of chair of governors:	Jacqueline Sheehy
Date of previous inspection:	21 – 22 June 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	B Espiner	Registered inspector	English	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19660	D Paquette	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?
26514	A Tapsfield	Team inspector	Mathematics Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
20752	J Collings	Team inspector	Science Art and design Design and technology Information and communication technology	
26820	C Maddox	Team inspector	Geography History Religious education The Foundation Stage	
15023	A Haouas	Team inspector	Music English as an additional language Equal opportunities	

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

### **INFORMATION ABOUT THE SCHOOL**

Stoneydown Park is a mixed community primary school of 266 pupils, including 40 children who attend the nursery part time. The catchment area is one of mixed private and local authority housing. A quarter of pupils are entitled to free school meals, which is above average. There is a rich racial mix, with the largest number being of Pakistani heritage. Forty per cent of the pupils have English as an additional language, a very high proportion, with their main first languages being Urdu, Tamil, Turkish and Punjabi. A quarter of pupils have special educational needs, and eight of these have a Statement of Special Educational Need, which is well above average. Attainment on entry to full-time education is now broadly in line with the national average, although it has been below average in the past. After the school was put into special measures in 1996, it suffered from high staff mobility, and no teachers who were at the school at that time are still on the staff. The school was taken out of special measures in June 1999, and the headteacher and deputy headteacher were appointed in September 1999. Pupil mobility is above average.

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

This is an effective school. Standards are generally below average, but pupils now make satisfactory progress and standards are rising. Teaching is satisfactory, and often good. Staffing is stable after a period of high mobility, and there is now a strong and committed team. Leadership and management are effective. The school gives satisfactory value for money.

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

- The decisive leadership and management of the headteacher and key staff have ensured that positive steps are being taken to improve the school.
- The school teaches the basic skills of literacy and numeracy well.
- The provision for pupils with special educational needs, including those with statements, is very good, and these pupils make good progress.
- Procedures for monitoring and improving attendance are very good.
- The school has very good procedures for monitoring and promoting good behaviour, and teachers manage pupils well.
- Parents are supportive of the school, are involved, and contribute well to their children's education.
- The school is a good model of living together in a multicultural society.

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

- Standards are below average.
- The school does not teach the whole of the information and communication technology (ICT) and geography National Curriculum at Key Stage 2.
- Pupils of the same age in different classes do not spend equal amounts of time on all subjects, although they all receive more than the minimum requirements in literacy and numeracy.
- Planning in science does not always meet the needs of all pupils.
- The very good tracking of pupils' achievements in English and mathematics needs to be extended to the rest of the curriculum, particularly science and ICT.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the 1999 inspection, improvement has been satisfactory, bearing in mind that the headteacher and deputy headteacher have been at the school only 20 months. There were five key issues, and all have been tackled to some extent. Two of these, to extend the school development plan and to improve induction procedures for new teachers, have been tackled well. In two others, to continue to raise standards in science and ICT and complete the target-setting process, progress has been satisfactory. There has not been enough progress on the other key issue, to ensure that pupils in the same year group receive the same curriculum coverage. Although the school has now ensured that no pupil does the same work twice, pupils of the same age are not being given the same amount of time in each subject. The main improvement has been in appointing and retaining suitably qualified and experienced staff, and increasing morale and a joint sense of purpose. This has been done very well. Other good improvements have been in increasing resources and introducing many successful new systems and procedures.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	E	E
Mathematics	D	C	E	E
Science	C	D	D	C

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

In the 2000 national tests and tasks, attainment at the end of Key Stage 1 was well below the national average in reading and writing, and below average in mathematics. Compared with that of similar schools, attainment was average in mathematics, below average in reading and well below average in writing. Progress is now satisfactory at both key stages in most subjects, including literacy and numeracy, although it is unsatisfactory in ICT and geography at Key Stage 2, and in music overall. Progress is good at the Foundation Stage, and throughout the school for pupils with special educational needs. Pupils with English as an additional language make satisfactory progress. Standards are rising over time in line with national trends. The school sets itself targets for the number of pupils reaching the nationally expected Level 4 in English and mathematics at the end of Key Stage 2. These targets were exceeded in 2000, and have been raised considerably for 2001 in order to provide more challenge.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They are interested in learning.
Behaviour, in and out of classrooms	Behaviour is satisfactory. The school deals with potential unsatisfactory behaviour well. Four pupils were excluded for fixed periods last year, and one was excluded permanently.
Personal development and relationships	These are good. Pupils enjoy taking responsibility. Relationships are good, between pupils and staff and between pupils themselves.
Attendance	Attendance is below average, but the school is working very hard to improve it.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
54 lessons seen	good	satisfactory	satisfactory

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

Ninety-eight per cent of lessons were satisfactory or better, 57 per cent were good or better, and 13 per cent were very good. Only one lesson, in geography at Key Stage 2, was unsatisfactory. Teachers' knowledge and understanding, the teaching of basic skills of literacy and numeracy, and the management of pupils are all good. The teaching and learning of English and mathematics are satisfactory, and often good. The needs of all pupils are met, particularly for pupils with special educational needs, although sometimes there is insufficient challenge for higher attainers in science.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is unsatisfactory, as explained earlier.
Provision for pupils with special educational needs	In only one year since her appointment, the special educational needs co-ordinator has ensured that provision is very good.
Provision for pupils with English as an additional language	This is good. There is one full-time teacher and one teacher for two days per week, provided for by the Ethnic Minorities and Travellers Achievement Grant.
Provision for pupils' personal, including spiritual, moral, social and cultural	Provision for pupils' spiritual, moral and social education is satisfactory in all areas. The school is very successful in promoting understanding of the different cultures represented

development	within the school.
How well the school cares for its pupils	The procedures for assessing pupils' progress are very good in English and mathematics, but this needs extending to other subjects. Personal support and guidance are good. All staff show a genuine care for pupils.

The school works well in partnership with parents.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are sound. The headteacher and senior management team have worked hard to get the school on an even keel and heading in the right direction. They still have quite a lot to do.
How well the governors fulfil their responsibilities	Governors work hard. The structure and procedures of the governing body are sound, and all responsibilities are fulfilled.
The school's evaluation of its performance	This is satisfactory. The yearly cycle of performance management is under way, complete with lesson observation, staff appraisal, and very good tracking of pupils' performance in English and mathematics.
The strategic use of resources	The school applies the principles of best value - comparison, challenge, consultation and competition. Large items of expenditure are put out to tender.

Teachers and support staff match the demands of the curriculum. Accommodation is spacious and satisfactory. Learning resources are satisfactory in general, except in ICT, where the absence of some resources prevents the delivery of the whole curriculum. The refurbished library will need more reference books and classical children's literature.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Children are making good progress.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• Behaviour is good.</li> <li>• The teaching is good.</li> <li>• Parents are kept well informed about how their children are getting on.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Children do not always get the right amount of work to do at home.</li> </ul>

Parents were worried that their children's progress was impeded by the high level of staff mobility. Whilst this has been true in the past, staffing is now stable, so this is no longer a problem. Similarly, the main problems with homework were associated with the succession of temporary teachers in the Year 5 and 6 class. All pupils are required to read at home, and to learn spellings and number facts, and homework provision is satisfactory in most classes. However, not all teachers mark and return homework immediately. Inspectors agree, in the main, with parents' positive views, but not as strongly.

## **PART B: COMMENTARY**

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

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

1. In National Curriculum end of Key Stage 2 tests in 2000, attainment was below the national average in science, and well below the national average in English and mathematics. Attainment in science was in line with the average of similar schools, and in English and mathematics it was well below. In the 2000 Key Stage 1 tests and tasks, attainment in mathematics was below the national average, and in reading and writing it was well below. Compared with that of similar schools, attainment in writing was well below average, in reading it was below average, and in mathematics it was broadly in line.
2. The proportions of pupils at the end of Key Stage 2 reaching or exceeding the nationally expected Level 4 and reaching the higher Level 5 of the National Curriculum in the 2000 tests were both well below average in English and mathematics. The proportion reaching Level 4 in science was in line with the national average, and the proportion reaching Level 5 was below average. Results were lower than in 1999. The 1999 Year 6 pupils had been generally more able than usual, and the 2000 Year 6 had a higher than usual number of pupils with special educational needs or with English as an additional language. Four pupils were at an early stage of English acquisition. The high level of pupil mobility also had a detrimental effect on overall standards, as had the high turnover of teaching staff as the pupils moved through the school. These latter two factors are still affecting standards at the end of Key Stage 2, although the present Year 6 pupils are generally more able than last year's cohort. Over time, attainment is rising in line with national trends, although there are fluctuations from year to year, and pupils are generally two terms behind the national average. Standards now at the end of Key Stage 2 are below average in English, mathematics and science. Achievement – progress over time - is satisfactory at Key Stage 2. Girls generally attain more highly than boys, in line with the national picture.
3. The proportion of pupils at the end of Key Stage 1 reaching or exceeding the nationally expected Level 2 of the National Curriculum in the 2000 tests was above the national average in reading, and broadly similar to the national average in writing and mathematics. The proportion reaching the higher Level 3 was below average in writing and mathematics, and well below average in reading. An analysis of school records shows that these pupils made satisfactory progress at Key Stage 1. Teacher assessment of attainment in science shows that standards were well below average last year. However, teacher assessment in reading, writing and mathematics were overly cautious, so there is reason to believe that standards in science were higher than this. Standards now at the end of Key Stage 1 are below average in reading, writing, mathematics and science. Achievement at Key Stage 1 is satisfactory.
4. In English, standards at the end of Key Stage 1 are generally below average in speaking and listening and in reading. In writing, pupils know about, understand the function of, and can give examples of, verbs and nouns. They explain how proper nouns need capital letters. Most pupils know about capital letters and full stops in sentence construction, although they do not always get this right in practice. Few pupils, and only higher attainers, are joining letters when writing, and presentation of work is sometimes untidy. At the end of Key Stage 2, standards in speaking and listening, and in reading, are generally below average. Higher attainers read widely and one writes stories for pleasure. Some pupils are still not joining letters when

writing. Pupils write in a range of different styles, often composing long pieces of work independently. Most pupils understand and use simile and metaphor. Good progress is now being made throughout the school in the basic skills of literacy, largely because of the leadership of the deputy headteacher, a literacy expert. The high staff turnover in the past has meant that progress for some pupils has been unsatisfactory.

5. In mathematics, pupils at the end of Key Stage 1 understand place value to 100, name simple two-dimensional and three-dimensional shapes, and draw and interpret block graphs and pictograms. At the end of Key Stage 2, most pupils work to two decimal places and understand the connection between decimals, fractions and percentages. Many use co-ordinates in all four quadrants. Higher attainers use brackets correctly. Pupils have a limited understanding of probability. Progress in acquiring the basic skills of numeracy is good, since the adoption of the National Numeracy Strategy, which is helping to raise standards. In science, pupils at the end of Key Stage 1 are well below average in the skills of scientific enquiry. This is one area which has not improved since the last inspection, although it has improved at Key Stage 2. At the age of seven most pupils are unable to explain how to carry out a fair test, although they understand this by the age of 11.
6. Standards in ICT are satisfactory for seven year olds, but well below national expectations for 11 year olds. The school had some difficulty acquiring up-to-date computer equipment. Now that they have it, they are in a position to teach most of the National Curriculum, but some resources are still not in place, and some of the curriculum is not being taught; for example, computer control or monitoring physical events. Pupils are not using the worldwide web or sending emails, although this not the school's fault, as the connection does not work. All the various institutions involved in this are refusing to take responsibility, and the school is going round in circles. In geography standards are below expectation at the end of Key Stage 1 and well below expectation at the end of Key Stage 2. Little work was found in books and displays. When talking to pupils it became apparent that they know less than they should, and little time has been spent on geography this year. Standards in music are also lower than those found in most schools. A professional musician gives lessons once a fortnight. The quality of the actual provision is good, but pupils do not spend enough time learning the subject.
7. Standards in other subjects reach national expectations. In art, pupils use a range of materials to produce some attractive displays, although sketchbooks are underused. In design and technology, not enough evidence was available to give an overall judgement on standards. However, in the work seen in the Year 3 and 4 class, pupils showed a satisfactory awareness of the different factors involved in design and manufacture in the making of electric torches. Pupils have a suitable knowledge of key historical dates and a satisfactory understanding of the history of Britain and some other parts of the world. In religious education they know that deities differ depending on the religion in question. They have a satisfactory knowledge and understanding of different world religions, festival and symbols, and standards meet the requirements of the locally agreed syllabus.
8. Many children begin nursery with poorly developed speaking and listening and confidence skills. By the time they are ready to start Year 1 just over half the children reach the Early Learning Goals in personal, social and emotional development, communication, and language and literacy. In mathematical development just over half the children achieve the Early Learning Goals in relation to concepts and vocabulary but over three quarters of the children achieve the early goals in number.

By the end of reception year almost all children achieve the Early Learning Goals in knowledge and understanding of the world, creative development and physical development.

9. By the age of seven and 11, the majority of pupils with English as an additional language and those receiving additional support through the Ethnic Minority and Travellers Achievement Grant achieve appropriately and make satisfactory progress against their prior attainment. Pupils achieve best when the English as an additional language specialist teachers and class teachers plan together and work in close partnership to enable pupils to have full access to activities. However, in some classes where there is no allocation of specialist support, pupils do not achieve as well, because pupils' individual needs are sometimes not addressed and specific language strategies are not always deployed to enable pupils to participate more actively.
10. Pupils with special educational needs make good progress against the targets set within their individual education plans for literacy and numeracy. This is due to carefully planned assignments that reflect the aspects identified. Work with the reading recovery programme has been particularly effective in raising pupils' levels of attainment in reading. In general, pupils with special educational needs make better progress, given their special needs, than other pupils. Potential high attainers have not been challenged enough by temporary teachers in the past, and they are still not being extended enough in science.
11. The school's targets for numbers of 11 year olds reaching Level 4 of the National Curriculum in English and mathematics have not been challenging enough in the past. In 2000 the targets were surpassed, and the school has raised them for 2001. The targets are now very challenging, and the school could have difficulty in meeting them.

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

12. Pupils' attitudes to the school are good. They are motivated, interested in learning and participate well in the activities of the school. This includes pupils with special educational needs and English as an additional language who equally have positive attitudes to learning and are well integrated into the school.
13. Pupils' behaviour is satisfactory in the classroom and when moving around the school. There are a number of pupils who cannot sustain concentration during lessons for very long periods and who find working independently difficult. However, their needs are identified well and the school has clear and positive strategies for managing their behaviour. Teachers work closely with learning support assistants, English as an additional language teachers and the special educational needs co-ordinator to ensure that the disruption to the rest of the class is minimal. Parents support the view that the school works hard to promote good behaviour and behaviour in general is improving. The school is working hard to ensure the level of exclusions is kept to a minimum. Last year four pupils were excluded for a fixed period and one was excluded permanently. This was the result of a logical application of the due processes and shows the school's determination to improve behaviour. No litter or graffiti are present in the school. Most pupils respect and care for the school's property and environment.
14. Pupils are polite, friendly and courteous to visitors, greeting them warmly, holding open doors and offering directions when asked. When invited to do so, they speak

freely about life in school and willingly share their experiences. Pupils in general are honest and trustworthy and show due respect for school property and that of others. Overall, acceptable attitudes and behaviour are reinforced by the way good examples are rewarded and by the consistent and positive support of pupils' efforts by the staff.

15. The personal and social development of pupils is good. They enjoy taking responsibility when given the opportunity. For example, pupils successfully participate in assemblies, deliver registers and play an active role as classroom and lunchtime monitors. When required to work in pairs or groups in lessons, most pupils do so successfully. They co-operate well with each other and share resources responsibly.
16. The relationships formed between pupils, and between pupils and teachers, are good. Pupils co-operate well in lessons and are often observed helping and supporting each other. Relationships are also good between pupils and the classroom support staff, some of whom are parent helpers. There is a high degree of racial harmony in the school generally.
17. Although most pupils enjoy coming to school, attendance continues to be unsatisfactory and below the national average. This is because there are a significant number of unauthorised absences and late-comers. The school monitors attendance regularly and works closely with the education welfare office to improve attendance. Comprehensive strategies have been implemented to reduce unauthorized absences and lateness. The consequent, improving attendance has begun to make a positive contribution to the quality of learning in the school.
18. Pupils with special educational needs are positive in their response both to class work and to the work they undertake with the special educational needs staff. They work hard and collaborate well with their classmates. Other pupils give good support to their peers with special educational needs, celebrating their successes generously and taking trouble to include them in group activities.

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

19. Teaching and learning are satisfactory overall, as in the last inspection. At the Foundation Stage teaching and learning are good, and they are satisfactory at the other two key stages. These judgements are based on the analysis of pupils' work, and of teachers' planning and records, as well as observations of lessons. Of the 54 lessons seen where a judgement on teaching and learning was made, one lesson (two per cent) was unsatisfactory, 22 (41 per cent) were satisfactory, 24 (44 per cent) were good and seven (13 per cent) were very good. Good lessons were observed throughout the school. The best teaching and learning are in special educational needs, but every teacher, including the headteacher, gave at least one good lesson. Not enough lessons were seen in art, design and technology and geography to make a judgement. Music teaching is good.
20. The quality of teaching for the children in both the nursery and reception class is good and this has enabled the children to make good progress. Good planning and effective tracking of children's progress ensures that the curriculum for the Foundation Stage is taught in full and individual needs are met. Teachers ensure that there are fun and excitement in lessons and staff offer the right amount of support, praise and challenge to help the children get the most out of their time in school. Support staff are used well, with the nursery nurse fully integrated into the teaching provision.



21. The teaching and learning of the basic skills of literacy and numeracy are consistently good in all three key stages. Teachers have a good knowledge and understanding of the National Literacy and Numeracy Strategies, and their knowledge of phonics and grammar is also generally good. The management of pupils is also consistently good at Key Stages 1 and 2, and satisfactory at the Foundation Stage. Some classes are not easy to deal with, and some pupils are difficult to control but, in the main, they are dealt with well. Teachers and support staff have built up good relationships with their classes, and expect good relationships between the pupils themselves, based on mutual respect. Teachers are firm but fair. Not only does this mean that pupils expect to work hard, but it also contributes to the racial harmony so evident in the school.
22. The unsatisfactory lesson was in geography at Key Stage 2. The teacher had confused the day (working to the Monday timetable, but Monday had been a bank holiday, so this was Tuesday. Apparently, Tuesday was not planned for in detail). Weekly planning was available, but the learning objectives listed were not achieved.
23. Three of the very good lessons were with Key Stage 1 pupils with special educational needs, who were taking part in the reading recovery programme. The teaching by the special educational needs teacher is very good in general, with work tailored to the individual needs of the pupils concerned. In one very good lesson, in the reading recovery programme with a Year 1 pupil, the teacher started with very clear records of prior attainment. A very good pace was maintained, with the teacher reacting to the pupils' responses and changing the task to maintain interest, and using the pupil's own story to emphasise the use of 'n't' on the end of words. The constant challenge ensured that the pupil was just able to answer whilst maintaining confidence.
24. In classes the teaching of pupils with special educational needs varies. When it is good teachers plan work according to the underlying abilities of their pupils, carefully addressing aspects identified within a pupil's individual education plan, and integrating support staff in the learning process well. However, sometimes the support pupils receive in lessons is so focused on their individual needs that it leads to them being excluded from the activity undertaken by the rest of the class. All staff show a great deal of care for their pupils and know them and their difficulties well.
25. The quality of support provided for pupils with English as an additional language is good. The specialist teachers and support staff work collaboratively with class teachers. Support is clearly focused on making understanding easier and the development of English in different subjects. A strong feature in the practice of the school is the grouping of English as an additional language pupils with strong native English speakers, which benefits English as an additional language pupils as they are exposed to good models of language use in a diversity of situations. Pupils reinforce their learning as a result of effective class organisation and the careful distribution of tasks among adults. An effective example of this was seen in a Year 6 lesson focusing on narrative writing where the key points in the introduction by the class teacher were rehearsed with a small group of English as an additional language pupils. This enabled pupils to brainstorm ideas in a collaborative exchange of ideas and use the teacher's scribing to write with confidence.
26. A very good mathematics lesson in lower juniors illustrates the successful teaching and learning process very well. The teacher planned the lesson with the National Numeracy Strategy well in mind, showing very good knowledge and understanding. The initial whole-class work involved counting forwards and backwards in fives and

tens. The challenge was extended to include sixes, from different starting points. The teacher asked questions very well of individuals, asking lower attainers to multiply, and higher attainers to divide - a much more difficult process. In group work, with groups carefully chosen by prior attainment, the teacher maintained a cracking pace, and pupils were really involved, their interest nicely captured. They wanted to work hard and learn. They were given very interesting mathematical games, extending all groups, whatever their previous attainment. Competition enthused pupils to develop mental mathematical strategies, and that development produced, for their age, quite deep mathematical thinking, and therefore learning. The plenary session at the end of the lesson kept up the level of pupils' interest and involvement. They had to demonstrate, for instance, how they found out the possible combinations in the sum  $? \times ? = 180$ . This is a good example of very effective learning. It involved all members of the class, as the teacher was very careful to include, with well-targeted questions, pupils with English as an additional language, and pupils with special educational needs. All pupils in this lesson made very good progress in their knowledge and understanding of number, and in their skills of number manipulation. Very good teaching and learning, incorporating most or all of these features, were seen in two other mathematics lessons at Key Stage 2 and a physical education lesson at Key Stage 1.

27. Parents have expressed some dissatisfaction with the homework given to pupils. Most of this concerned the Year 5 and 6 class, who have had so many temporary teachers this year that they have lost count. Analysis of work in the Year 5 and 6 class shows that homework has very rarely been given this year until the present teacher was appointed a fortnight before the inspection. Spelling books, optimistically marked 'Spelling Book 1', show wear and tear, but were completely empty until the present teacher took over. Homework provision had been unsatisfactory, but was satisfactory in that class by the time this inspection took place. Most classes are set homework regularly, and pupils know exactly when they will get it, how long they have to complete it, and when they will get it back. Younger pupils have regular reading to do at home, with some learning of spellings or number facts. As they get older, pupils are given more specific pieces of work, set on a Friday and usually taken in the following Monday. Pupils in one Key Stage 2 class told inspectors that the weekly cycle was well established. They were given homework on Friday each week. It was taken in the following Wednesday, and returned to them on the Friday, in time to get more. However, in another Key Stage 2 class, homework is set and taken in regularly, but then is returned in a bunch sometime in the distant future. This is unsatisfactory, as its value in helping pupils consolidate skills is hindered.
28. Some examples were seen of the effective use of marking. However, in some classes, although marking is conscientious and comments are encouraging, there is little more than a range of ticks and 'well done'. Whilst it is important that pupils are praised and encouraged in this way, this style of marking is not as effective as that seen in, for example, Year 6, where helpful comments, suggestions and short-term targets are given to move pupils forward.

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

29. The school does not provide a balanced curriculum in that it fails to meet the requirements for the teaching of geography and the teaching of ICT at Key Stage 2. In other subjects it provides a range of opportunities that excite pupils of all ages, interests and abilities, and encourages them to be involved in their own learning.

- Pupils with special educational needs are cared for well and their learning needs are addressed successfully.
30. A key issue at the time of the last inspection was to ensure that children of the same age but in different classes were given similar learning opportunities. Changes to the curriculum mean that all pupils are now taught the same elements of each subject and there is no repetition. However, the way the curriculum is delivered still does not guarantee equal access to learning for pupils of the same age. This is because, for pupils of the same age, the amount of time allocated each week to a subject can vary significantly between two classes. For instance, of the two classes with Year 5 pupils, one class receives almost two hours more English each week, whilst receiving considerably less time studying science. This is a serious anomaly.
  31. Additionally, although appropriate schemes of work are in place for all subjects, the curriculum for science remains unsatisfactory because it does not build systematically on what children know, understand and can do. The new scheme for geography matches National Curriculum requirements but the school has only just started teaching it. The provision for ICT is unsatisfactory because, although the scheme of work meets National Curriculum requirements, the school does not have the necessary equipment to teach all the elements identified at Key Stage 2. The provision for music is unsatisfactory because insufficient time is given to each class to learn music. The quality of the music tuition that the children do receive is good, but there is not enough of it.
  32. The school has adopted the nationally recommended strategies for teaching literacy and numeracy and these have a positive influence on pupils' attainment in English and mathematics. The use of the nationally recommended support materials such as the Additional Literacy Strategy materials and the Best Practice Phonics materials has supported the development of literacy skills well.
  33. There is a satisfactory range of extra-curricular activities that enhance the quality of education for those who participate. These include a range of sporting activities such as football and a dance club, as well as musical activities such as recorders and a choir. Pupils also have the opportunity for individual music tuition to learn to play the guitar. Chess and art clubs have been available this year and the children talk enthusiastically about these activities. The school has performed well in a recent inter-schools seven-a-side football competition. The prescribed curriculum is enhanced with regular trips to a range of localities that support pupils' learning, such as to the Ragged School museum as part of their study on the Victorians and a nature walk around Walthamstow marshes and the River Lea to support work in geography. Younger pupils have visited the Jewish Museum as part of their religious education studies about world faiths. A good number of older pupils have chosen to attend the voluntary booster classes for mathematics and English.
  34. Apart from the timetable anomaly, the majority of pupils have appropriate access to the full curriculum including activities organised outside the school day. Boys and girls have the opportunity to participate on an equal footing in the extra-curricular activities on offer. In many aspects of the curriculum, opportunities are used to celebrate linguistic and cultural diversity notably through the use of other languages; for instance, in translated poems and the use of visitors like African drummers to develop pupils' insights and understanding of other cultures. Pupils who are in the early stages of English acquisition are withdrawn for intensive work in basic skills with content appropriately linked to mainstream tasks. A good system enabling the mainstream and English as an additional language teachers to review pupils' progress on a regular basis contributes positively to their progress.

35. Satisfactory provision is made for personal, social and health education, including sex education. The programme is balanced, addressing such issues as respect for each other, personal safety, caring for the environment and issues for the local and global communities such as recycling and conservation of the rainforests. Pupils are given opportunities to learn the necessary knowledge and skills for making informed decisions about healthy living. Older pupils work with the local authority's anti-drugs team to learn about the use and misuse of drugs.
36. Links with the community make a sound contribution to pupils' learning. The local newspaper runs a project aimed at developing reading for information. They supply both the materials (copies of newspapers) and adult support to guide older pupils in their reading. The police liaison officer and fire brigade officers work with pupils on a range of subjects, such as bullying and fire safety, contributing to the development of pupils' understanding of citizenship. The accident prevention team train pupils in Year 6 for cycling proficiency. They have worked with all classes on safety issues, for example, taking pupils in Years 2 and 3 on a safety walk around the locality to identify potential hazards. Leyton Orient and Arsenal football clubs give coaching after school. Different community groups hire the school building and one of these has supported the school, painting and decorating parts of the building and assisting the Year 6 booster classes.
37. Links with partner schools are satisfactory overall. Links are satisfactory with the receiving secondary schools. Staff from these schools visit Stoneydown Park during the term before pupils transfer and pupils then have a familiarisation day at their new school before the summer holidays. Children also benefit from the contributions made by secondary school students on work experience in the school. Students from the local sixth form college run the dance club and recently supported children as they put on a talent show to raise money for the Gujerat earthquake appeal. The music co-ordinator is working with teachers in other local primary schools to arrange a singing festival for younger pupils. All these activities help the school to produce more rounded individuals.
38. Provision for pupils' spiritual, moral, social and cultural development is sound overall. Stoneydown Park has become a happy school that promotes a caring atmosphere where all members of the school community are valued and appreciated.
39. Provision for pupils' spiritual development is satisfactory. The daily act of collective worship makes a sound contribution to pupils' spiritual development and encourages pupils to respect and be sensitive to the beliefs and feelings of others. Pupils are encouraged to reflect upon their thoughts and feelings, for instance in reviewing their personal responses to particular books, and they listen appreciatively to each other's ideas. Each class presents their own 'class assembly' to the school and their parents once a term.
40. The provision for pupils' moral development is satisfactory. The school provides a clear moral code and staff promote and have high expectations of pupils' behaviour. Many aspects of life in the school give support to the teaching of the principles that distinguish right from wrong. For example, within the programme for personal, health and social education pupils discuss teasing and bullying – why it is wrong, the way in which it is hurtful and how one can deal with it. Pupils are encouraged to challenge discriminatory or oppressive remarks and actions made either to groups of pupils or to individuals. The school fosters moral values such as honesty, tolerance and respect for one another and there is a strong ethos permeating the school of caring

for each other. Pupils show courtesy to all adults and talk politely with visitors. They are proud of their school and happy to talk about the activities they share.

41. The provision for pupils' social development is satisfactory. The school has a good systematic approach to managing behaviour and has sound policies on how to deal with bullying and harassment. These give clear guidance to all staff on the principles and practice of the school's provision. They are applied well and pupils have great faith in staff that any difficulties will be sorted out. Relationships between the adults and pupils in the school are good and staff encourage pupils to relate positively to each other. For example, midday supervisors were observed mediating very effectively during lunchtime disputes. Pupils of all ages contribute to the school community, taking responsibility for a range of jobs both within their classes and around the school. The annual residential trip for Year 6 pupils gives them good experience of being independent.
42. The provision for pupils' cultural development is sound overall. The school is very effective in promoting pupils' understanding of the range of cultures represented in the school. Many languages are visible all around the school on signs and displays. A wide range of religious festivals are observed throughout the school year and are explained carefully to all. Several western artists are studied within the art curriculum; such as Escher, Delauney and Kandinsky. Display around the school celebrates pupils' own art and its contribution to their school community. Events in school have included an art workshop for older children, whose resulting work is included in the millennium clock at Greenwich. Younger pupils in Key Stage 2 have taken part in an architecture workshop where they learned about the designs of particular structures and then built their own pyramid. In history pupils learn about the culture of such ancient civilisations as Greece and Egypt and in English pupils consider good quality children's texts and authors. Extra-curricular activities enhance the provision through visits to places of interest; for instance, the Suntrap field studies centre, the British Museum to find out about the ancient Greeks, and the William Morris Museum.
43. The school is less successful in developing pupils' understanding of cultures not represented in the school. This is largely because they do not have the resources to teach the children about, for example, Australian aboriginal or African art. The senior management is aware of this shortcoming and are intending to address it in the near future. Additionally, the new scheme of work for geography includes the detailed study of several communities with significant differences from our own. Once these topics are covered fully they too will help to address this issue.

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

44. The school's procedures for child protection and ensuring pupils' welfare are satisfactory. There is a staff member with overall responsibility for child protection and all members of the staff team are aware of lines of accountability. Procedures are well established and clear guidelines are available to all staff. Pupils receive adequate supervision by staff during the entire school day. The school has a tea-time club which is well attended and offers a range of interesting activities for pupils to participate in. The provision for medical care and first aid is satisfactory. Most pupils respond well to the support and care given by staff. The school undertakes regular routine checks of the premises to identify any hazards. All members of staff contribute to the caring environment and they show a genuine care for the pupils.
45. Procedures for monitoring and improving attendance are very good. They are systematic and well implemented, and attendance and punctuality are improving. The

school uses strategies such as weekly monitoring of attendance, regular contact with the education welfare officer and follow-up letters to parents. The importance of very good attendance is also promoted through newsletters and celebration assemblies.

46. The school has very good procedures to monitor and promote acceptable behaviour and to eliminate bullying. These have a positive impact on the attitudes and behaviour of pupils. Self-discipline and inclusion are promoted through a variety of strategies that involve rewards and sanctions. These are understood clearly by pupils and include certificates that are awarded at weekly celebration assemblies. The school has clear rules to ensure good conduct and discipline. These outline in a positive way the school expectations of pupils' behaviour and they make a significant contribution to the good standard of behaviour throughout the school.
47. Educational and personal support and guidance in the school are good. They are consistently of a high standard and take account of parents and pupils' views. Pupils have reading diaries in which they are given the opportunity to write comments. This involvement in their own learning helps the learning process. There is no whole-school policy on homework, and this gives rise to some inconsistency, especially on when it is returned. Parents support the view that the school cares effectively for the children.
48. The school has a comprehensive and very good range of assessment procedures in English and mathematics. English assessment uses Lewisham Local Education Authority's writing targets and Hackney Local Education Authority's reading targets. These also include the level descriptions of the National Curriculum. Pupils' attainment and progress are reviewed against these targets every half term and pupils' individual goals set where there is significant lack of progress. The monitoring of pupils' progress in mathematics uses the National Numeracy Strategy key objectives and the level descriptions of the National Curriculum. Pupils' progress in relation to these is reviewed termly and those not making the expected progress are supported two or three times a week by classroom assistants with work targeted to their needs. Pupils' progress in English and mathematics is monitored by gender and ethnicity to ensure that no group of pupils is underperforming. In addition, samples of pupils' work in English and mathematics are kept as a record of their progress. The school uses these combined with an analysis of pupils' attainment in national tests as information on which to base long-term planning, so assessment in English and mathematics makes a good contribution towards raising standards.
49. Assessment in science is being reviewed. The current system of highlighting an expanded list of level descriptions of the National Curriculum as pupils attain them, is time consuming, bureaucratic and not an effective tool to plan work based on prior attainment. Teachers' assessment in science at the end of Key Stage 1 and Key Stage 2 in 2000 showed a significant underestimation of pupils' ability, particularly higher attaining pupils at the end of Key Stage 2. Information and communication technology, and the remainder of the non-core subjects, have no systematic means of recording pupils' attainment. The lack of systematic assessment in science, ICT and the remaining non-core subjects impedes planning of appropriate work to meet the needs of all pupils. This is unsatisfactory.
50. Assessment procedures used by the English as an additional language specialist teachers are detailed, thorough and well focused on all aspects of English acquisition and the progress pupils make over time. Assessment data is appropriately shared with class teachers who keep the same data, so it can be used consistently. Evaluation of progress is effectively used to set targets and areas where pupils need

to improve. However, assessments are not closely linked to the National Curriculum levels of attainment.

51. The support and care for pupils with special educational needs are good, whilst the provision for pupils with Statements of Special Educational Need is very good. Staff are quick to identify and address needs as they arise and they monitor pupils' progress well. Class teachers use the general assessment procedures to identify pupils' learning needs, and when necessary the special educational needs co-ordinator completes more detailed assessments. This information is used very effectively when planning individual education plans in partnership with the special educational needs co-ordinator.

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

52. Parents' views of the school are positive. They are pleased with the school and the progress that their children are making. They feel welcome in the school as part of the school's community and contributors to their children's learning. Parents are also very happy with the positive contributions the new headteacher and governing body have brought to the school. Overall, the quality of links between the home and the school are satisfactory.
53. The school actively encourages parental involvement. Parents are happy with the daily activities of the school and the 'open door' policy that is in operation. They participate as volunteer helpers when called upon. The school does not have an official parent/teacher association, but parents, with school staff, successfully organize fundraising and social events.
54. The quality of information provided for parents, particularly about their children's progress, is satisfactory. Parents receive regular letters, newsletters and reports about their children's progress and are invited to curriculum events and other meetings, which are well attended. The school also provides helpful information to parents in the prospectus and governors' annual report to parents. The reports are comprehensive, attractive in presentation and meet statutory requirements. They give clear information about what pupils have learnt. Parents of pupils with special educational needs and English as an additional language are encouraged to be involved in supporting their children's progress. Individual education plans are shared with parents, who contribute to the review of targets and the setting of new ones. Opportunities are arranged for parents to discuss and sign all individual education plans as they are reviewed.
55. Parental contribution to pupils' learning at school and home is good. This is done mainly through the parents who help in the school, the home/school reading scheme, workshops for parents and involvement in homework.

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

56. The leadership and management of the school are effective. It is not appropriate to compare leadership and management with those at the time of the last inspection, as the headteacher then was temporary. The headteacher and deputy headteacher joined the school in September 1999, and formed a good working partnership. The situation in the school at that time was one of great instability, with teacher turnover so high that the whole staff had changed in the previous three years, since the school was put into special measures. There had been management changes in that time, and the school was dependent on a number of temporary teachers. Quite rightly, the present headteacher saw her main priority as being to bring some stability to the

school, and this she has done very well. A very competent teacher has responsibility for Key Stage 2 and is part of the senior management team. The deputy headteacher has overall responsibility for Key Stage 1 and is ensuring the smooth movement of pupils from the Foundation Stage and into Key Stage 2. The deputy headteacher also has responsibility for English and the Key Stage 2 co-ordinator has responsibility for mathematics. This has produced a strong senior management team, giving the school a clear sense of direction. The work of the school reflects its aims and values. All major subjects and aspects have co-ordinators, and individual governors take responsibility for major areas. The headteacher has taken responsibility for art and the deputy headteacher for design and technology until the leadership of these subjects can be delegated permanently in September.

57. Staffing in the main school is now stable, with all classes having permanent, full-time teachers. The headteacher has worked tirelessly to recruit and maintain staff. This is a significant achievement, and had finally come about only two weeks before the inspection. There have been considerable upheavals in the education of the present Year 5 and 6 class, with some of the dozen temporary teachers unfamiliar with the national strategies for teaching literacy and numeracy. The headteacher has the full support of her staff, and there is now a genuine, and obvious, team spirit. Governors and parents are very supportive of the headteacher and deputy headteacher, and there is a shared commitment to improve pupils' learning, and a good capacity to succeed. In the nursery, where for some time the only long-term stability has been the highly competent nursery nurse, a new, permanent teacher is to be appointed to start in September.
58. The staffing of the school is satisfactory to meet the requirements of the National Curriculum. Staff have a range of expertise and qualifications. The number of learning support staff is good, and through their qualifications and experience, they make an important contribution to pupils' progress, especially those for whom English is an additional language and those with special educational needs. A programme to support professional development has been instituted and both teaching and support staff have opportunities to develop their professional expertise. Two Canadian teachers have been trained further and achieved English qualified teacher status. Students undertaking initial teacher training are supported well. Administrative staff and lunchtime support staff contribute well to the smooth running of the school. The premises officer and cleaning staff work very hard to set and maintain high standards of cleanliness and the school is very well looked after.
59. There are satisfactory monitoring and evaluation of the school's performance. Teachers' planning is reviewed weekly by the headteacher. English and mathematics lessons are observed regularly, and teachers get written feedback on how learning can be improved. The school has started its yearly cycle of performance management as required by the recent government initiative, and the first round of formal appraisal is timetabled for September, with the headteacher having had her appraisal in November 2000. Very good systems for targets and tracking for each pupil in English and mathematics have been put in place by the senior management team. Other systems, such as that for child protection, have also been set up in the last two years.
60. There were five key issues in the last inspection, all of which have been tackled to some extent, and there has been satisfactory progress in four of them. However, one in particular has not been addressed rigorously enough. Although a two-year cycle of topics has ensured that no pupil does the same work twice, the amount of time given to subjects is not the same for pupils of the same age in different classes. There are



other problems with the curriculum and assessment that have not been solved. The scheme of work in science is not interpreted well enough to meet the needs of all pupils. Not enough time is given to music or geography. Some elements of the National Curriculum are not taught. Assessment in science is cumbersome and sometimes inaccurate, and there is no system for assessing ICT. There are mitigating factors. The senior management team has had only 20 months, and has worked hard to achieve what it has. However, references in the school development plan to the unsolved problems are not specific enough, although the plan itself is generally reflective of the school's needs, and put together with timescales, responsibility and monitoring dates. Each section is costed to tie in with the school budget.

61. The special educational needs co-ordinator has only been in the school for a year. However, in that time she has instituted many changes and the school's provision for pupils with special education needs is now very good. She has overhauled the management of the associated paperwork such that it is now up to date, accurate and useful in guiding teachers in their planning for individual pupils' needs. This is particularly evident in the way class teachers now draw up their own pupils' individual education plans, relying on the co-ordinator for guidance only. The special educational needs co-ordinator has also trained support staff and parent volunteers to run such programmes as '15 minutes a day' with individual pupils, and this is improving their reading.
62. The liaison between the special educational needs department and the staff responsible for teaching pupils with English as an additional language is very good and operates to the benefit of both sets of pupils. Individual pupils are reviewed carefully to ensure the most appropriate provision is made for them. The school governor with particular responsibility for special educational needs liaises regularly with the special educational needs co-ordinator and gives positive support. The school liaises effectively with outside agencies.
63. The school's aims acknowledge the importance of equal opportunity for all pupils and the majority of staff have an appropriate level of awareness of pupils' backgrounds. The Ethnic Minority and Travellers Achievement Grant is appropriately deployed. However, provision within mainstream classes where no specialist support exists needs to be developed and teachers trained to enable them to address the needs of those pupils more consistently. There is a good range of resources reflecting the diverse cultures and languages in classes and this, together with the ethnically mixed profile of staff, creates a positive learning environment where pupils feel proud of their multicultural identities.
64. Governors make a satisfactory contribution to the working of the school. The competent and supportive governing body has a good understanding of the school's strengths but is less well informed about where the school needs to improve. Governors are committed and hard working, and effectively fulfil their statutory duties. The committee system works well, and governors play an effective part in shaping the direction of the school, working closely with the senior management team and subject co-ordinators.
65. The school manages its finances satisfactorily. Specific grants and additional funding are used for their intended purposes. The day-to-day functions of the office are carried out professionally by the headteacher and the team of administrative staff. They ensure that all matters relating to income and expenditure are dealt with efficiently, using a computerized system. The school also buys in the services of a

finance support officer who support the school and monitors its financial systems. There is sufficient carry-forward of money from one year to the next for contingency, without being overcautious. The principles of best value are adequately applied to the purchasing of resources for the school, and large items of expenditure are put out to tender.

66. The accommodation of the school is satisfactory and meets the needs of the National Curriculum. The accommodation is spacious both internally and external. Some areas of the internal accommodation is in need of repair. The school is aware of this and has started a rolling programme of internal decoration and renovation. At present the school has no library as it is under repair. The external accommodation is attractive in presentation and well maintained. It offers a variety of areas, for example, grassed and paved, although there is no playing field. The nursery accommodation is fairly new and is in a separate building. The nursery environment is pleasant and a stimulating place to learn in.
67. Learning resources are satisfactory overall, except for ICT resources which are insufficient at Key Stage 2 to fulfil the requirements of the National Curriculum adequately. The school has had difficulty in replacing old computer equipment quickly. There was also a recognized need to replace books, and this has been done. Resources at the Foundation Stage are very good. The school has a good range of resources for special educational needs. The special educational needs classroom is centrally located and is attractively decorated. As a result pupils are positive about the time they spend there. The design of the school on three floors does not make it accessible for those with physical disabilities or wheelchair users.

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

68. In order to improve further and raise standards the school should:

- (1) Ensure that the whole National Curriculum is taught, with enough time given to geography and music, and all the content of the ICT curriculum at Key Stage 2 delivered and resourced. (paragraphs 6, 29, 31, 60, 125, 127, 135, 142, 144)
- (2) Make timetable changes to ensure that pupils of the same age are taught all subjects for the same amount of time. (paragraphs 30, 60, 91, 110)
- (3) Improve planning in science to ensure that individual needs are met, and place more emphasis on scientific enquiry at Key Stage 1. (paragraphs 5, 31, 104, 108, 111)
- (4) Review and revise assessment procedures, particularly in science and ICT, so that they are as good as the procedures now in place for English and mathematics. (paragraphs 48, 49, 60, 110, 111, 141)

### **Other issues that should be considered by the school**

- Ensure that the needs of pupils with English as an additional language are fully catered for in classes where support for these pupils is not available. (paragraphs 9, 63)
- Link assessment of English as an additional language to National Curriculum levels. (paragraph 50)
- Ensure consistency in the provision and marking of homework. (paragraphs 27, 90)
- In marking pupils' work, extend the present good practice of some teachers to all staff, in order to give helpful comments that indicate a way forward for all pupils. (paragraphs 28, 90)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	44	41	2	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	226
Number of full-time pupils known to be eligible for free school meals	0	58

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	8
Number of pupils on the school's special educational needs register	0	70

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	103

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	43

### Attendance

#### Authorised absence

	%
School data	7.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	21	16	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	17	19
	Girls	13	13	15
	Total	33	30	34
Percentage of pupils at NC level 2 or above	School	89 (80)	81 (86)	92 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	16
	Girls	12	11	10
	Total	28	29	26
Percentage of pupils at NC level 2 or above	School	76 (80)	78 (83)	70 (69)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	14
	Girls	8	7	14
	Total	16	15	28
Percentage of pupils at NC level 4 or above	School	48 (63)	45 (71)	85 (74)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	11
	Girls	6	4	8
	Total	11	8	19
Percentage of pupils at NC level 4 or above	School	33 (62)	24 (66)	58 (60)
	National	70 (68)	72 (69)	79 (75)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	14
Black – African heritage	2
Black – other	0
Indian	1
Pakistani	81
Bangladeshi	1
Chinese	2
White	63
Any other minority ethnic group	66

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

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

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	1
Other minority ethnic groups	1	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	21.2
Average class size	28.3

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

Total number of education support staff	8
Total aggregate hours worked per week	119

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	2
Total aggregate hours worked per week	39

Number of pupils per FTE adult	6.7
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	571,088
Total expenditure	570,447
Expenditure per pupil	2,273
Balance brought forward from previous year	21,568
Balance carried forward to next year	22,209





**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	265
Number of questionnaires returned	90

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68.9	26.7	2.2	0	2.2
My child is making good progress in school.	51.1	44.4	2.2	2.2	0
Behaviour in the school is good.	45.5	48.9	3.3	0	3.3
My child gets the right amount of work to do at home.	25.6	43.3	17.8	5.6	7.8
The teaching is good.	55.6	34.4	3.3	1.1	5.6
I am kept well informed about how my child is getting on.	44.4	43.3	6.7	1.1	4.4
I would feel comfortable about approaching the school with questions or a problem.	62.2	31.1	0	3.3	3.3
The school expects my child to work hard and achieve his or her best.	58.9	34.4	3.3	0	3.3
The school works closely with parents.	47.8	38.9	5.6	0	7.8
The school is well led and managed.	46.7	38.9	0	0	14.4
The school is helping my child become mature and responsible.	36.7	54.4	4.4	1.1	3.3
The school provides an interesting range of activities outside lessons.	24.4	47.8	5.6	2.2	20

**Other issues raised by parents**

The instability of school staff.

## **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**

69. The quality of education for the children in both the nursery and reception classes is good and this helps the children to make good progress. The curriculum for the Foundation Stage is taught in full through a well planned programme of activities. Teachers ensure that there are fun and excitement in lessons and staff offer the right amount of support, praise and challenge to help the children get the most out of their time in school.
70. Many children begin nursery with poorly developed speaking and listening and confidence skills. The school has a very high proportion of children who on entering school are in the early stages of speaking English. Staff are determined that these children's experiences are not seen as a disadvantage but as a positive dimension to build on in partnership with parents. Parents regularly support in class, often translating and reassuring new children and helping with English as an additional language. This effective partnership between home and school has a positive effective on children's learning. By the time the children are ready to start Year 1 just over half the children reach the Early Learning Goals in personal, social and emotional development, communication, and language and literacy. In mathematical development just over half the children achieve the Early Learning Goals in relation to concepts and vocabulary but over three quarters of the children achieve the Early Learning Goals in number. By the end of reception year almost all children achieve the Early Learning Goals in knowledge and understanding of the world, creative development and physical development.
71. In both the nursery and reception class teachers are effective and have positive relationships with the children. There is limited but effective liaison between the two classes. The nursery nurse has provided very good continuity whilst the permanent teacher has been absent. The nursery staff keep detailed and effective records of children's progress in the areas of learning, including samples of work which highlight progress children have made along the stepping stones towards the Early Learning Goals. During their first term in reception the children are assessed appropriately using baseline materials. This information is reported informally at parents' evenings and the raw score data is used well by the class teacher for planning the children's next stages in learning. The use of baseline information within the school to measure children's progress and set class and school targets has been weak in the past. The school does not have comprehensive data relating to previous groups of children who are now further up the school. As such the school is unable to measure fully the progress pupils make as they move up the school. The accommodation for the under-fives is very good in the nursery and good in reception and resources to support learning are very good.

### **Personal, social and emotional development**

72. Children make good progress in their personal and social skills. By the time they enter Key Stage 1 the vast majority have achieved the Early Learning Goals in this area. They gain confidence and learn to establish good relationships with adults and other children in the nursery during registration and daily snack times. They take turns to hand out food and make sure they remember to say "Thank you". The vast majority can work as a group when assisted by an adult and about half the group are

able to work and play alongside others. Some of the children are shy with adults and reluctant to take part in conversations.

73. In the nursery the younger children need to be encouraged to play and speak to each other and adults, otherwise they carry out activities independently with limited collaboration and little communication. For example when two children go to the play in the home corner an adult has to initiate the role play before the children are able to play together. Children concentrate for reasonably long periods and are happy to share toys with others. During activity time small groups of children take it in turns to listen to music on the listening station and work together to build a train track. In the reception class almost all children are eager to try to say "Good morning" in Arabic and show respect for the efforts of others. Children in the reception classes show increasing ability to select their own resources and are confident to explain to visitors where books are kept and the arrangements for assembly and library time. Children throughout the nursery and reception classes show growing confidence in dressing and personal hygiene. Almost all children behave well. There are a few instances of poor behaviour in the nursery and reception class, but this is infrequent. Children are beginning to show an understanding of what is right from wrong. They treat the school environment with respect. For example, in the nursery they take care of the tadpoles and look after plants they have grown.

### **Communication , language and literacy**

74. In both the nursery and reception class children enjoy listening to stories and discussions. Staff encourage children to speak about their experiences and show they value children's contributions. The younger children in reception are less confident. By the time the children finish in reception the majority achieve the Early Learning Goals in speaking and listening. However, for some children weaknesses remain in expressive language skills such as predicting, explaining and experimenting with language.
75. In both the nursery and reception class children are good at identifying letters and sounds. The Best Practice Phonics system adopted in the Foundation Stage is used very effectively to support teachers' planning. The children clearly enjoy the direct teaching of sound work and make good progress in learning and using new sounds in both reading and writing tasks.
76. Aspects of the literacy hour framework are taught successfully in the later stages of the reception year. This ensures children are well prepared for Year 1. One very able child attends Year 1 literacy lessons to provide him with more challenging work. Writing activities in the nursery prepare children well for experiences in the reception class. When they enter the reception class, almost all children are confident in writing, using marks, spaces or letters, and most children write their first name with recognisable letters. By the time they leave reception approximately half of the children use their phonic knowledge to write simple sentences, sometimes with punctuation, and almost all children are confident in attempting to write independently and are eager to read their work, alongside an adult. Good links are made to other areas through the use of books. For example, children write letters in response to the book 'Dear Zoo' and create cages for their animals. Basic handwriting skills are taught, but the letter formation and pencil grip of some children is inaccurate and this is not always noticed or corrected.
77. In the nursery, children are given basic early reading skills such as handling books well, pointing out letters by name and sound and making up their own story to the book they are reading. This positive start is continued in reception and by the time

children start Year 1 over half the children are reading familiar and common words and simple sentences independently. The children like reading and books. They are able to explain how they can borrow books from the library and they speak knowledgeably about the books they have read and are going to read next. The school actively encourages parents to play a major role in the support of reading at home. There is clear evidence of this in the home/school reading records. These are well kept and indicate that children read regularly and that their progress is closely monitored by the class teacher. The books selected are matched well to individual children's ability and this ensures that almost all children make good progress with reading.

### **Mathematical development**

78. In the nursery, the vast majority of children make good progress in the area of number. This is due to good teaching and effective deployment of staff and parent helpers. The nursery nurse's skilful questioning allows her to assess children's number skills. For example, during registration, two children counted all the children present (17) and added one more. Children find learning in other mathematical areas such as pattern making and spatial awareness significantly more challenging. On entry to reception, baseline assessment confirms that children are much stronger in number skills than any other area of mathematics. Over three quarters of the children are on line to achieve the Early Learning Goals in number, but only half are likely to achieve the goals in the other areas of mathematics. Teaching and learning are good. Children experience a wide range of first hand activities with many opportunities to chant, sing rhymes, count and record numbers, and measure in everyday situations. There is a strong emphasis on the use of correct mathematical vocabulary and consolidation of skills. Children in the nursery can sort by colour and are beginning to sort by size when supported. They describe butterflies using mathematical words such as 'bigger' and 'taller', and are able to put socks on the washing line in size order. They enjoy a wide range of supervised practical experiences such as sand and water play, which gives experience in capacity work. In reception, children make simple mental calculations during registration. They are able to add on three more and subtract five from 20. One able child is able to recall multiplication facts at random from the three, five, and 11 tables. They use mathematics confidently in every day situations in the post office, telling the time, using money and weighing parcels.

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

79. By the time they enter Key Stage 1, children's knowledge and understanding of the world is at least average and the quality of teaching is good. Children are encouraged to observe, explore and describe the world around them through well-planned topics. Teachers provide a wide range of interesting and different challenges throughout the week and this encourages the children to be alert and eager to find out something new. There is currently no computer in the nursery but children in reception have access to the suite of computers twice a week. Children use information technology appropriately to make tally charts of favourite pets, food and colours. They show an understanding of where they live by creating in modeling materials people who help them such as the cleaner and dinner supervisor. They create season pictures in collage to show the passage of time and the changes in weather, and have good opportunities to explore the outside environment. For example, they visit the local town center, and observe tadpoles in the pond as part of their topic. Children enjoy observing and talking about the shells and seaside objects from other places, which are displayed on the interest table. Teachers provide good opportunities for children

to talk with adults and ask questions about the features of living things. Children grow cress and make observations as the seeds change, and have opportunity to create designs and select tools to make models. In the nursery they enjoy making bugs out of play dough and papier mache. In the reception class children design bird machines and make 'Tumbling Teds' with moveable limbs. Good adult support in the nursery ensures children's cutting skills and joining skills progress well whilst children make spiders and bugs for a display on minibeasts.

### **Physical development**

80. The outdoor physical environment for the children in the nursery is very good. The attractive planting and paved area provide a good circuit for the children to ride the bikes. The children make good use of the grassed area for relaxing and ball games. Children have daily access to this area and engage in a variety of interesting activities. Children enjoying taking turns and sharing the tricycles, although two of the bicycles are too small for some children. They ride carefully trying hard not to collide. Staff provide opportunities for children to practise football skills and target skills with bats and balls. These activities are less successful than the teacher directed activities. For example, a child made very good progress with catching and throwing a beanbag when working with the nursery nurse who challenged the child by extending the distance between them. This safe and purposeful area ensures the children make good progress towards achieving the Early Learning Goals, which the majority attain by the time they are five.
81. In the reception class children have regular opportunities to use the area outside the class for outdoor play such as water and sand. They also use the school hall for physical education. In the hall children behave well, they show very good awareness of safety and rules and are eager to practise hopping, skipping and moving to a musical beat. Children co-operate well in the caterpillar game as they pass through other children's legs. Although over-eagerness makes them a little noisy in some activities, they quickly respond to the teacher's request to stop and listen. Most children make satisfactory progress in the development of manipulative skills. They handle crayons, brushes and scissors safely and carefully but some are not able to use a pencil correctly.

### **Creative development**

82. Children make sound gains in their learning of creative skills both in the nursery and reception class. The quality of teaching is satisfactory. Children have many opportunities to respond creatively and express their feelings in a variety of ways. Teachers plan activities which develop their imagination in role play. For example, in the reception class the children playing in the post office were encouraged by the adults helping to use the right vocabulary and develop their ideas. In the nursery children are often allowed to play with other children in the home corner, but many children are reluctant to interact with one another without adult support. Children respond and represent their ideas through painting, model making, constructing using kits, and performing to parents. In the nursery, children make considered choices for collage materials when making bugs and frogs. In reception, children create attractive apple trees using ink and pastel crayons, and enjoy creating patterns with bubble paint. They create fish with tissue and glitter, and paint pictures of people who help them.
83. Children in both the nursery and reception class have a regular opportunity to work with an experienced musician. The children clearly enjoy singing and taking part in

the practical musical activities she plans. During the lesson they made good gains in learning and were eager to accompany her as she sang "Good morning" in a variety of ways. The children said which notes were loud and quiet and listened carefully to her instructions, responding with enthusiasm when requested to do so. The teacher is competent and enthusiastic which encouraged the children to play along with her as she strummed out a beat. Many of the children got up and danced and the teacher made very good use of these spontaneous cues to develop their understanding. For example when one child said his name was "Leo" the children practised roaring like a lion and then whispering it like a pussy cat - much to the group's delight! The quality of the teaching of music is good with the planning clearly showing how the progression of skills builds up over time. At the same time the teacher's obvious skills enable the lesson to sparkle and have an element of spontaneity, which has a very positive effect on pupils' creative development.

## ENGLISH

84. In the national tests in 2000, attainment at the end of Key Stage 2 was well below average nationally and below the average of similar schools. At the end of Key Stage 1 in the 2000 national tests, attainment was well below the national average in reading and writing. Compared with the results of similar schools, attainment was below average in reading, and well below average in writing. An analysis of the standards attained by these pupils when they entered Key Stage 1 shows that their progress was satisfactory. Similarly, progress at present is satisfactory throughout the school, including the progress of pupils with English as an additional language. Pupils with special educational needs make good progress towards their individual education plans. Standards at the end of Key Stage 2 are lower than at the time of the last inspection, but that was a particularly high attaining year.
85. Although in reading the proportion of pupils reaching the expected Level 2 of the National Curriculum at the end of Key Stage 1 in 2000 was above average, the proportion reaching the higher Level 3 was half the national average, and this brought down the overall result to well below average. In writing, the proportion reaching Level 2 was below average, and no pupil reached Level 3. Moreover, Level 2 is divided into three sections, and in writing most of the pupils attained only the lowest of these. Standards at the end of Key Stage 1 are higher this year, although they are still below average in both reading and writing, and also in speaking and listening, for which there is no national test.
86. At the end of Key Stage 1, pupils understand what verbs are, confidently quoting examples, although these are all in present participle form. They know the difference between common and proper nouns, correctly using capital letters to indicate the latter. The majority use capital letters at the beginning of sentences and full stops at the end. They give numerous examples of books they like, including the main commercial reading scheme used by the school, and describe their favourite characters. Handwriting is developing, although spacing is not always consistent and some of the work is not well presented. One pupil wrote "I am good at puting spasses imbetween words" with some pride. Most pupils are starting to understand how prefixes work, and how and why compound words such as 'football' and 'newspaper' are put together. Higher attainers use speech and question marks correctly. Handwriting is fairly neat, but very few pupils join letters consistently. Spelling is good. Higher attaining pupils can make present and past participles from stems, although they are unsure of when to double consonants. They express themselves well, with good sentence construction, when writing about themselves.

Some do not yet use 'dis-' and 'un-' correctly, giving example such as 'dislisten' and 'unthink'.

87. In the 2000 end of Key Stage 2 tests, the proportions reaching or exceeding the expected Level 4, and also reaching the higher Level 5, were well below average. The class was about a year behind on average. This particular cohort of pupils had an unusually high number either with special educational needs or with English as an additional language, or both. Four pupils had joined the school in Year 6 at an early stage of using the English language. This is in addition to high pupil and staff mobility when these pupils were lower down the school. Standards are higher this year, although they are still below average, and in the mixed Year 5 and 6 class they are well below. Girls generally achieve better than boys, which reflects the national situation.
88. Most 11 year olds write for a wide range of purposes; for example, poetry, letters, biographies, and factual pieces, as well as fiction. These pieces of work are of a good length, some being several hundred words long. Handwriting is satisfactory in the main, although some pupils are still not using cursive script. Spelling is generally below average. Average attaining pupils use, and explain, metaphor and simile. Higher attainers turn stories into play scripts, and show good knowledge and understanding of books such as 'Goodnight Mr Tom' and parts of 'Hamlet'. One girl writes short stories for fun. A lot of pupils, including some higher attainers, are still sometimes writing 'was' for 'were'.
89. Although some Year 6 pupils use the local library, most do not do so on a regular basis. However, most pupils read for pleasure, and they speak enthusiastically about favourite authors such as R L Stein and Roald Dahl. They are reasonably familiar with some of the work of Shakespeare and Dickens. Pupils use the contents and index pages of non-fiction books with the confidence and ease that comes from having been able to do this for some time. One Kosovan refugee proudly read from a very difficult book of his own choice to an inspector. He was using the context of the story to make sense of sentences, even though there were several words in each sentence that he did not understand. His determination to learn is commendable.
90. Teaching and learning are satisfactory and often good. No lesson seen was less than satisfactory. Teachers have a good knowledge and understanding of the subject, and emphasise the learning of basic skills well. All teachers successfully use the framework of the National Literacy Strategy to plan literacy lessons. The management of pupils is good, ensuring there is an atmosphere where pupils expect to concentrate and work hard. In a good Year 2 lesson on statements and questions, pupils responded to the teacher's enthusiasm by eagerly putting up their hands to answer questions. The teacher used her lively personality well, involving the class with well-chosen questions. A brisk pace ensured that pupils were interested and concentrated on their work. Since the teacher had told them what was expected at the start of the lesson, they knew exactly what they had to do, and got on with it with good humour. Well-structured group work, nicely tied to science, enabled pupils to extend their knowledge and understanding of words used in questioning. Extra help was given to pupils with English as an additional language. All good lessons were characterised by all or most of these factors, and by the extra help given to pupils with special educational needs. Homework is given regularly, but is not always returned quickly. Marking by some teachers is very helpful, with comments indicating how work can be improved and short-term targets given to pupils. This is not the case in all classes.

91. The curriculum is sound in its content, and all pupils get at least one hour of literacy every day. The school uses several phonics schemes to supplement the National Literacy Strategy, and planning is based on the schemes produced by two other London boroughs. However, the amount of time devoted to the subject varies from class to class; for example, by nearly two hours per week for Year 5 pupils in different classes, and this situation is unsatisfactory. Apart from this aspect, the subject is very well led and managed. The co-ordinator is knowledgeable, enthusiastic and hard working. All pupils are carefully tracked and given individual targets. Some classes have very useful group targets for reading as well. The school's targets for the number of Year 6 pupils reaching or exceeding the expected Level 4 of the National Curriculum were exceeded in 2000, and the school, bravely, has raised them considerably for 2001. A considerable amount of money has been spent well on replacing books, and resources are satisfactory overall, although the library, which was being refurbished at the time of the inspection, needs more reference books and classic children's literature.

## **MATHEMATICS**

92. The school makes satisfactory provision for mathematics and by the time they leave pupils have made satisfactory progress.
93. By the time they are seven, pupils attain below the standards expected for their age in numeracy and all areas of mathematics (number, algebra, and shape, space and measures). In the 2000 national tests pupils' standards were below the national average, although they attained standards close the average for similar schools. The percentage of pupils reaching the expected Level 2 was close to the national average. The percentage of pupils reaching the higher Level 3 was below the national average.
94. By the time they are 11, pupils' standards are below those expected for their age. In the 2000 national tests standards were well below the national average and the average for similar schools. Of these pupils, 45 per cent attained at least the expected Level 4 and six per cent attained the higher Level 5. These results are not as good as those when the school was last inspected. However, standards attained currently in the school are improving. Many pupils are attaining close to the expectations for their age. However, overall there are not enough pupils attaining at the higher levels to balance the significant proportion of pupils working at the lower levels of attainment.
95. Significant differences between the performances of boys and girls have been noted during the last five years but there is no consistency in this data - some years boys do better but other years girls outperform boys. During the inspection no differences in levels of attainment between boys and girls were noted. There are no significant differences in the attainment of pupils of different cultural backgrounds. Pupils with special educational needs make good progress because of the very good support they receive. Teachers make good use of the learning targets in the individual education plans when planning work for pupils with special educational needs. Pupils who learn with English as an additional language make good progress because of the good support they receive.
96. By the age of seven most pupils are working at the expected levels for their age. However, little work at the higher Level 3 was observed. Pupils have a satisfactory knowledge of place value to 100 and are beginning to make use of 'sets of numbers' (ie early tables work) to aid calculations. For example, pupils in Year 2 were observed counting up in twos, fives and tens and making use of this knowledge when solving



word problems. They name simple two- and three-dimensional shapes and use measuring instruments carefully, estimating well before they measure. They gather and classify data, presenting their findings clearly in simple block graphs or pictograms. For example, pupils construct graphs to show the difference in breathing and heart rates before and after exercise.

97. By the age of 11, about 65 per cent of pupils are working confidently at or above the expected levels of attainment for their age. They use their knowledge of place value well to help them work out calculations in their heads. They use a range of written methods of calculation well and they apply their understanding of fractions and the relations between fractions, decimals and percentages accurately. They develop their measuring skills and use and interpret a range of diagrams and charts, many using co-ordinates in four quadrants correctly. Pupils apply mathematics techniques well to word problems, for example in calculating currency conversions from exchange rates expressed in at least two places of decimals. They understand the use of negative numbers in real situations such as when considering temperature. Higher attaining pupils use brackets with confidence. Pupils regularly undertake mathematics investigations, for example older pupils consider which net designs will make a closed cube. Pupils analyse data statistically and interpret their findings carefully. They have limited experience of working with probability. Although nearly all pupils have been taught the appropriate aspects of mathematics for their age, a significant proportion of pupils at the age of 11 are not confident when applying this knowledge and do not attain at the expected levels.
98. In half of the mathematics lessons observed the quality of teaching and learning was at least good with examples of some very good teaching. No unsatisfactory teaching of mathematics was observed. Teachers question pupils well to check their understanding and develop their thinking. They present lessons in a variety of ways which capture the interest of pupils, making them enthusiastic about number and giving them confidence in their own abilities. Pupils are encouraged to solve problems in their own way and are given opportunities to describe and explain their thinking processes to each other. For example, when calculating the missing number in a number sentence, some pupils count on, others count back, and yet others use the opposite mathematical operation to calculate the missing number successfully.
99. Teachers are familiar and secure with the National Numeracy Strategy and apply this effectively. Learning intentions for each lesson are clearly set down in the planning and usually displayed clearly for the pupils. In the best lessons these objectives are reviewed at the end of the session, but this is not consistent throughout the school, limiting opportunities for pupils to evaluate how successful they have been for themselves. The teachers use a good range of mathematical vocabulary and this results in pupils being able to explain their work using the correct terminology, for example pupils know that to calculate the decimal equivalent of a fraction they need to 'divide the numerator by the denominator'. Oral and mental sessions are led carefully, with a range of methods used in developing pupils' strategies. In the best lessons teachers expect quick responses to rapid questioning and this results in pupils learning quickly and showing good mental agility.
100. Teachers manage pupils and resources efficiently and the learning support staff give effective support, especially when helping lower attaining pupils to contribute to whole class discussion. Teachers ensure that most pupils with different levels of attainment receive challenging work that matches their learning needs and this promotes the learning both of the higher attainers and of those who need a little extra practice or

support. The good relationships between staff and pupils make many mathematics lessons fun and this enhances pupils' enthusiasm and benefits learning.

101. Throughout the school pupils are beginning to make use of ICT effectively to support their work in data handling. Pupils make use of mathematics well to help learning in other subjects. For example, pupils draw graphs and measure their heart rate in science.
102. Teachers use a range of strategies well to assess pupils' attainment in mathematics. The results from the annual non-statutory tests are beginning to be used to track pupils' progress from year to year and are also used to guide the school's target setting. Rigorous analysis of national test papers has been undertaken to identify which aspects of mathematics cause pupils most difficulty. Findings are used to increasing effect to guide teachers' planning for the following year. Teachers regularly evaluate pupils' progress against 'key objective' statements, using their findings well to help them set individual and group targets.
103. The school has made good progress in its provision for mathematics since the last inspection. Although standards of attainment have fallen in the interim, they are now rising again. Standards of teaching have risen and good strategies have been put in place to maintain this improvement. The co-ordinator is good at supporting and advising colleagues and she has a clear vision for the future development of the school's provision for mathematics over the next few years. The school is aware that the proportion of pupils attaining at levels below those expected for their age continues to be an issue.

## **SCIENCE**

104. Teacher assessment in 2000 recorded pupils' standards of attainment by the end of Key Stage 1 as well below the national average and the number of higher attaining pupils below the national average. In the tests for 11 year olds in 2000, pupils' standards were below the national average, but they achieved similar results when compared with similar schools. There were also a high number of refugees in the class. The standards of pupils currently in Year 6 are similar to the results in 2000. Overall pupils' achievement in science is satisfactory. Since the last inspection standards overall have been maintained. At Key Stage 2 there has been an improvement in pupils' ability to carry out and record investigations. However at Key Stage 1 pupils' ability to plan, record and consider evidence when carrying out investigations is well below expectation for pupils of this age.
105. Year 2 pupils are aware of the role of drugs as medicines. Through investigation they learn that plants need light for healthy growth but cannot explain how to prove this. They sort objects by their characteristics and make a bulb light in a simple circuit. They are insecure when describing why different animals are found in different places.
106. In Year 6, pupils are aware that there are differences in germination, pollination and fertilisation, but are not fully secure. They describe the effects of exercise on heart and breathing rate but too few pupils are able to explain this in terms of the need for the body to exchange gases more quickly. Pupils describe the effect of dissolving solids in liquids but not how to retrieve the solute through evaporation. They explain how to make a shadow larger by increasing the object to screen distance or decreasing the object to light source distance. Pupils carry out fair tests; for example, when comparing the effect of different materials for a parachute canopy, they know

that they need to keep the mass and the height from which they are dropped the same.

107. Science contributes well to literacy through, for example, the development of science vocabulary in Years 3 and 4 when devising an investigation into the factors affecting germination. In Year 2, literacy skills are enhanced when developing rules for safe use of medicines. There are satisfactory links to numeracy and ICT; when, for example, pupils in Years 4 and 5 investigate the effects of different types of insulation on the rate of cooling and plot 'cooling curves' by inputting the data collected into a computer. Pupils with special educational needs and those with English as an additional language are assisted well by teachers and support staff, and make good progress.
108. Teaching is sound overall with no unsatisfactory teaching seen. Teachers' plans are based on the Qualifications and Curriculum Authority's scheme of work but this is not consistently interpreted to plan work matched to the age and ability of all pupils. This leads to some inappropriate work being done, and lack of challenge for the higher attaining pupils. Where teaching is good, teachers use their good knowledge and understanding to plan lessons to meet the needs of all pupils. There is good pace which maintains pupils' interest. The content is challenging and appropriate to age and ability and develops learning. For example, in a Years 3 and 4 lesson pupils developed good investigative skills through well-organised practical work. This involved all pupils, with clear time limits to complete work that ensured a sound understanding of the fair testing of the range of conditions necessary for germination.
109. Pupils' attitudes to science are good overall. Pupils enjoy the practical aspects of science and are willing to discuss the investigations they have done. Where lessons are challenging they concentrate well and complete written work appropriately. However, overall the presentation and systematic recording of their work are below expectations for their ages.
110. The mismatch in appropriate planning to meet the needs of all pupils is a result of a lack of monitoring of lessons and a clear scheme of work and assessment. This restricts teachers' ability to plan work that builds systematically on pupils' knowledge, understanding and skills from one year to the next. This is exacerbated with mixed-age classes where, for example, the Year 5 pupils in two different classes get significantly different amounts of time studying science each week. Teacher assessment in science at the end of Key Stage 1 and Key Stage 2 shows an underestimation of pupils' ability.
111. To improve the subject further the time spent on science should meet the national expectations for each year group. To support more accurate assessment the scheme of work needs to be reviewed, not only to identify what aspects of the Programmes of Study of the National Curriculum are covered and when, but also to identify objectives, vocabulary, activities and expected learning outcomes for the range of ability completing each unit of work. There should be more emphasis placed on pupils' consideration of evidence, planning and recording at Key Stage 1.

## **ART AND DESIGN**

112. No art lessons were seen during the inspection and there was insufficient evidence to make a secure judgement at Key Stage 1. However, from talking to pupils and a scrutiny of displays and pupils' work, standards in art are in line with expectations at the end of Key Stage 2.

113. Eight and nine year old pupils paint still life water colours of fruit carefully, with a good sense of proportion and use of colour. Ten and 11 year olds study a range of artists and styles; for example, Matisse, Delaunay and Kandinsky. At Key Stage 2 pupils experience the use of a sound range of drawing and painting materials, eg. pencil, charcoal, acrylic, water colour and 'Brusho' work. Nine and ten year olds, stimulated by the work of Delaunay's 'Windows Open', developed sound use of warm and cold colours to depict mood. Some pupils show sensitivity in using charcoal to 'copy' and depict the 'atmosphere' of a picture but many are too involved in trying to create an accurate reproduction. Pupils in Years 5 and 6 demonstrated good involvement and care to interpret elements of shape, form, line and colour in creating pictures successfully in the style of Kandinsky. The work on observational drawing of invertebrates demonstrates good observation and attention to details such as size, proportion and tone. However the work in sketch-books is of little value in supporting subsequent work through trial and error, the practising of techniques or recording of images.
114. Art contributes to literacy through discussion of work, for example, when considering the styles of different artists. No significant contribution to mathematics was identified. Some use of an art program on a computer was made in Year 1 when constructing good quality pictures of underwater scenes of fish and seaweed. Otherwise there is little use of ICT.
115. As no art lessons were seen it is not possible to make a secure judgement about the quality of teaching. From the work seen, teaching is at least satisfactory overall and the quality demonstrates that pupils have sound attitudes to the subject.
116. There is no co-ordinator for art. The headteacher currently oversees the subject and the school expects to appoint a co-ordinator from September 2001. The scheme of work is based on the Qualifications and Curriculum Authority example. However, the school's interpretation of this is not sufficiently detailed to support teachers' planning to ensure systematic development of knowledge, understanding and skills in all areas. For example the pupils have limited experience of three-dimensional work, a range of scales, collaborative projects or a range of genres, styles and traditions represented in the rich range of cultures present in the school. The school has no systematic way of recording what pupils have done or how well they achieve and cannot plan work firmly based on pupils' prior experience.
117. To improve the subject the scheme of work needs to be reviewed to include a much wider range of cultural traditions, to clarify expectations for each year group and to ensure the fuller range of experiences and skills identified in the National Curriculum are built on systematically. A simple record of pupils' achievement in each unit of work needs to be in place to enable teachers to plan work securely based on prior experience.

## **DESIGN AND TECHNOLOGY**

118. There was insufficient evidence to make a judgement on the standards reached by seven and 11 year olds. The standard of work seen in lessons met expectations.
119. Year 2 pupils develop a design for a wheeled vehicle involving a fixed axle and revolving wheels that run freely without interference from the chassis. Year 1 pupils create magnetic games, push and pull mechanisms using card, and explore fixings for moving two-dimensional puppets. Pupils in the Years 3 and 4 class show sound

awareness of the suitability of the design of various torches for different purposes; for example, light and small for easy carriage, large strip light for emergency lighting and the use of an angled head so the torch that could be clipped in a breast pocket leaving the hands free. Pupils also showed a sound understanding of why different materials were used for different parts of a torch, for example, lenses made of clear plastic rather than glass for safety, and metal for conductivity to create the circuit to light the bulb.

120. Design and technology contributes to literacy through speaking and listening when, for example, pupils discuss the advantages and disadvantages of different methods of construction of the wheels and axles in Year 2. Numeracy skills were developed in the Year 2 lesson through a consideration of the importance of the artefact and work in three dimensions.
121. Pupils' attitudes to design and technology are good overall. They enjoy the creativity and the practical aspects of the subject. Pupils with special educational needs and those with English as an additional language are assisted well by teachers and support staff, and make good progress.
122. Too few lessons were seen to come to a secure judgement on the quality of teaching. However, the quality of teaching in each of the lessons seen was good. Teachers had good knowledge and understanding to plan stimulating and appropriate work. The methods and equipment used challenged pupils and were very well matched to their needs and abilities. For example, in the Year 2 lesson, pupils were guided through the planning process for their wheeled vehicles with a very well crafted session of trial and error directed by the teacher. The variety of torch designs available for scrutiny showed that eight and nine year olds develop an understanding of the range of designs and suitability for purpose rather than simple descriptions of the materials and construction.
123. There is no co-ordinator for design and technology. The subject is currently overseen by the deputy headteacher and the school expects to appoint a co-ordinator from September 2001. The current scheme of work uses aspects of the Qualifications and Curriculum Authority's example for design and technology. However, the school's interpretation of this is insufficiently coherent to ensure progression of knowledge, understanding and skills from one year to the next. There is no systematic record of what or how well pupils have achieved and consequently work is not planned based on pupils' prior achievement.
124. To improve the subject the scheme of work needs to be reviewed to identify what aspects of the Programmes of Study of the National Curriculum are covered and when. To support teachers' planning objectives, vocabulary, activities and expected learning outcomes for the range of ability need to be made explicit for each unit of work. A simple record of pupils' achievement, in each unit of work completed, needs to be in place to enable teachers to plan work based securely on their prior achievement.

## **GEOGRAPHY**

125. Since the last inspection standards in geography have declined and overall the standard of attainment in geography for pupils aged seven and 11 is below national expectations and pupils make unsatisfactory progress. It was possible to observe only one lesson during the inspection but discussion with pupils and past examination of pupils' work indicate that standards of attainment are below average at Key Stage 1

and well below average at Key Stage 2. At Key Stage 2, limited and inconsistent coverage of the subject has resulted in weak geographical skills. Older pupils are underachieving and do not have sufficient technical vocabulary, mapping skills or knowledge.

126. By the end of Key Stage 1, pupils have a small amount of limited knowledge of their local area. They are able to talk about people who help them in school; for example, cleaners, dinner ladies and teachers. During town walks they identify local buildings such as the police station and pharmacy. A good link to other subjects is made by Year 1 pupils studying a topic on houses. They make an estate agents' and design posters to sell a house. The teacher creates a useful writing framework to help pupils identify their houses' best features and local amenities. In Year 2, pupils compare the imaginary island of Struay with Walthamstow. The pupils are able to tell the story of Katie Morag and her two grandmothers but are not able to say whether the island is real or imaginary. They clearly enjoy this study and describe the place as somewhere near Scotland on the globe. They are not able to offer views or judgements about their locality or use sufficient geographical vocabulary to describe physical features. Many are beginning to become aware of places beyond their locality and most pupils know that they live in England. One pupil knows that London is the capital of England and another mentions Birmingham and New York as examples of other cities. When asked about countries, a few pupils can name countries they have visited, but no one is able to locate these on the globe.
127. A scrutiny of books at Key Stage 2 indicates the coverage of the subject during the first two terms of this academic year was poor and as a result standards of attainment for older pupils is well below average. However, current work displayed, such as a local study of the River Lea, shows that the recent introduction of a revised scheme of work for geography is enabling some teachers to plan appropriately. As a result, teachers have clearer expectations of what has to be taught, and standards of work achieved in some classes has improved. Pupils in the Year 4 and 5 class do not understand the scale used on the map they are studying to find local water sources. They are beginning to understand the concept of a bird's eye view but almost all the class can not reproduce a simple birds eye plan of water sources in the school. A large majority of pupils do not have the knowledge or experience to talk about geographical work they have carried out during the school year. One pupil had no geographical work in her humanities book. Pupils in Year 6 have very little basic geography knowledge and can not talk about what they have studied apart from the local river topic which they clearly enjoyed. The vast majority are unsure of basic knowledge such as the capital of Wales.
128. It was not possible to make a reliable judgement on teaching at either Key Stage, but examination of teachers' planning and pupils' work indicate that teachers at Key Stage 1 have secure subject knowledge. At Key Stage 2 some teachers are unsure of the subject. In the one lesson observed the quality of teaching was unsatisfactory. The teacher did not have a clear focus for the lesson and the activity carried out did not relate to the planned scheme of work. The resources used were adequate, but rather small and almost all the pupils did not have the necessary mathematical skills to interpret the scale on the map. The explanation of the task was unclear and pupils set to work at a slow pace, some were unaware of what they had to do and lacked real purpose. Pupils did not have sufficient time to complete the bird's eye views and the lesson finished abruptly as break began. Pupils showed no desire to complete the task and abandoned their work. Almost all the work completed was well below the standard of attainment expected for their age group. By contrast the quality of work in some books and displays is satisfactory and sometimes good. The best work seen

resulted from teachers planning effective links to other subjects and involved practical tasks; for example, using a database to collect information on transport, placing technical vocabulary related to the water cycle on an interactive display and keeping weather charts.

129. The newly appointed co-ordinator is in the process of developing the subject and at present she has not had the opportunity to evaluate teaching and pupils' progress. Until recently the subject has been managed ineffectively on an ad hoc basis and this affects the school's ability to provide a consistent and sufficiently challenging geography curriculum, particularly at Key Stage 2. In Key Stage 2 there are inconsistencies in the range of experiences offered to pupils and how and where the work is recorded. For example, different activities are carried out by the same age pupils in different classes and different exercise books are used. The newly revised scheme of work should prevent further inconsistencies in provision for the subject. The resources for geography are sufficient and good use is made of the locality by some teachers. For example, six year old pupils visit the local town centre and Year 6 pupils attend the field study centre in Epping Forest. The school has recognised that geography is an area for improvement and the development plan includes some action for the co-ordinator to link the subject to ICT, monitor teaching and learning and acquire additional resources.

## HISTORY

130. The timetable for history meant that during the inspection no lessons were observed. However, from a scrutiny of past work and displays and discussions with pupils, evidence indicates that since the last inspection satisfactory standards of work and sound progress have been maintained by all pupils.
131. By the age of seven pupils develop their knowledge and understanding of life and people in the past. For example pupils describe how the seaside was different 100 years ago to the present day: *"They did not all wear shoes, they were poor, they had penny farthing bikes and ate ice-cream out of paper!"* This work is successfully supported by visual resources. At Key Stage 2, pupils use literacy skills well to produce persuasive articles about the life of a Victorian child. They are able to describe their visit to the Ragged School Museum and clearly enjoyed this experience. Pupils show a satisfactory knowledge of key dates and an understanding of the history of Britain and the wider world. For example, they spoke about the lives of the ancient Egyptians and Greeks, recalling some of the key differences between them. Seven year olds know that the passage of time can be shown on a timeline. By the age of 11 pupils order the Romans, Vikings, Tudors and Victorians correctly. The pupils' experience of how history is interpreted is underdeveloped. This is because the planning for the subject has until recently been inconsistent.
132. Based on a scrutiny of work and teachers' planning, teaching is judged to be satisfactory in both key stages. A good example of homework being used well to support learning involves Year 1 pupils finding out from grandparents the type of games they played as children. Pupils achieve the best results when teachers' planning links history to other areas of the curriculum. For example: whilst studying a topic on 'Homes' Year 1 pupils sort artefacts to put in old and new houses. At Key Stage 2 pupils use their art skills to produce Roman mosaics, a collage of Tudor buildings and a class book documenting the life and marriages of Henry VIII.
133. The subject is led satisfactorily. The school has recently introduced a two year programme of history topics to ensure pupils receive consistent coverage of the

curriculum. The co-ordinator has revised the scheme of work for history and recent work carried out during the last two terms indicates that teachers throughout the school are beginning to use this framework satisfactorily to plan lessons. Resources are well placed in a central area and are adequate for the subject. The co-ordinator's action plan has identified priority areas for curriculum development and future spending in the subject, which should ensure the subjects develops appropriately in the future.



## INFORMATION AND COMMUNICATION TECHNOLOGY

134. Pupils' achievements in ICT at Key Stage 1 are similar to those found in most other schools. However achievement is well below expectations at Key Stage 2. The full range of the National Curriculum is not taught so the school does not meet statutory requirements.
135. Since the last inspection in June 1999 there have been significant improvements in resources with the recent installation of a computer suite. Since its installation significant improvements have been made with 11 year olds meeting expectations in word processing and multimedia presentations. However, other aspects of the National Curriculum are not being systematically addressed. For example, there is no use of 'simulations to explore models', 'refining a sequence of instructions to make things happen and to monitor events', 'exchange information ... including email' or use of the internet or CD-ROM as resources for research and investigation.
136. By the age of seven, pupils are able to load programs, save their work and use a word processor to record work in science related to pushing and pulling. They choose appropriate 'tools', for example, 'stamp, brush and fill' in a graphics program to draw a picture of an underwater sea-side scene of fish and seaweed.
137. By the age of 11, pupils have limited experience but word process their work on rainforests using fonts, alignment and 'clip art' to enhance presentation. They also use 'Hyper-studio' to create a multimedia presentation to aid future Year 6 pupils in science, using text, hyperlinks, their own and imported pictures, and sound.
138. Although there is evidence of word processing throughout the school and some plotting of graphs, very limited use is made of ICT to support other subjects, particularly in finding information and communicating.
139. Pupils with special educational needs and those with English as an additional language are assisted well by teachers and support staff, and make good progress. Pupils' attitudes to ICT are good overall. In the limited number of lessons seen and through discussion with pupils it is evident that pupils work independently, responsibly and are stimulated particularly through work in the computer suite.
140. Three lessons were seen, one at Key Stage 1 and two at Key Stage 2, and pupils' work was reviewed. Overall teaching is sound with no unsatisfactory teaching. Good use is made of the computer suite and lessons are well organised with clear objectives. In good lessons teachers manage pupils well and ensure that pupils are able to work independently, giving teachers the opportunity to support small groups or individuals and allow those who were more secure to make good progress.
141. The co-ordinator has introduced the use of the computer suite and is in the process of adopting a new scheme of work based on the Qualifications and Curriculum Authority's example. When in place this will give teachers the support that is currently lacking to plan work that builds on pupils' knowledge, understanding and skills systematically from one year to the next. It will also enable teachers to create assessment procedures to assess and record pupils' progress against agreed expectations. The lack of teachers' knowledge and understanding in ICT skills is to be developed through training supported by the National Opportunities Fund.
142. In order to improve the subject further the revised scheme of work and assessment procedures should be implemented as a matter of urgency and consideration given to

how pupils at end of Key Stage 2 are to fulfil the requirements of the National Curriculum, particularly as they will not have had the benefit of the new scheme of work from Year 3. The lack of appropriate resources to meet the National Curriculum requirements in, for example, modelling, monitoring and control at Key Stage 2 should also be addressed as a matter of urgency. To improve the subject further the time spent on ICT should meet the national expectations for each year group. The scheme of work needs to be reviewed, not only to identify what aspects of the Programmes of Study of the National Curriculum are covered and when, but also to identify objectives, vocabulary, activities and expected learning outcomes for the range of ability completing each unit of work.

## **MUSIC**

143. Only one lesson was seen, with pupils in Year 3. Singing was seen during assemblies. From this, and from evidence based on teachers' planning and discussion with the co-ordinator, attainment in music is judged to be below what is expected of pupils aged seven and 11. Pupils in Year 3 followed the tempo of the music played by the teacher. They listened, clapped and kept the beat at the same time when following the teacher on the guitar. The quality of singing in assemblies was below that found in most schools. The singing was generally hesitant and lacked zest. However, this could be because pupils were tackling songs that had very demanding melodies, chosen because they fitted well with the assembly theme.
144. Pupils' attitudes to music are positive. They participate in lessons with real enjoyment and respond well to the specialist teacher who is a professional performer. The teaching seen was good. The teacher is enthusiastic and this has a positive impact on pupils' response and participation. The provision of music is enhanced by extra-curricular tuition on the guitar and recorders, and by the expertise of the specialist, which is used well. However, the time allocated to music is inadequate, especially as class teachers do not consistently follow up activities introduced by the specialist teacher. Priorities for developing the subject are identified, but these are not sufficiently focused on improving standards and are not linked to methods of measuring achievement and progress.

## **PHYSICAL EDUCATION**

145. During the week of the inspection it was not possible to observe all aspects of the curriculum for physical education. Inspection evidence is drawn from observations of games and gymnastics lessons, from a scrutiny of planning and from discussions with staff and pupils.
146. Seven and 11 year olds achieve expected standards in physical education and make satisfactory progress. There are no significant differences between the attainment of boys and girls and between pupils of different cultural backgrounds. Pupils with special educational needs are well supported and make sound progress.
147. Pupils at Key Stage 1 work enthusiastically in gymnastics, for example using stretching and rolling movements to travel across a mat or a beam. Most seven year olds link movements into simple sequences successfully, and show an increasing awareness of space. They thoroughly enjoy their work and co-operate well with each other, showing increasing control of their bodies. Teachers give classes effective guidance to reflect upon their own and others' performance and this enables pupils to develop their skills and ideas further.

148. At Key Stage 2, pupils are taught games skills and techniques systematically. Many have good co-ordination and throw and catch accurately. During the inspection the focus for several classes was on tennis skills. Pupils learned quickly how to control a ball using racquets or bats and how to aim a ball when hitting it. They made good progress as a result of well-focused teaching. Pupils in Year 6 have recently begun to learn to hurdle and know the significance of careful use of the 'lead leg'. Most teachers make good use of the detailed scheme of work to guide their teaching. Lesson plans give clear directions for developing pupils' skills and teachers plan well, skilfully structuring the lesson so that pupils face increasing challenges and develop their skills fully. Teachers make good use of pupils' performance to demonstrate achievement and encourage others.
149. Pupils appreciate each other's efforts and teachers give them opportunities to reflect upon and evaluate their own and each other's performances. They take part enthusiastically in physical activities and co-operate well in pairs, groups and teams, showing appropriate regard for fair play. Most pupils concentrate well and use lesson time to the full. However, a significant minority in several classes is unwilling to be involved and sometimes this interferes with the learning of the rest of the class as valuable time is taken up while the teacher deals, successfully, with the problem.
150. All teaching of physical education is at least satisfactory, with examples of good and very good teaching. Many staff have evident enthusiasm for sport and are keen to share this with pupils. They show a good awareness of health and safety issues within each lesson. They are good role models and change into appropriate clothing for physical education lessons. This has a positive effect on pupils' attitudes to the activity.
151. The co-ordinator has great enthusiasm for the subject. She monitors teachers' plans and advises colleagues on techniques to apply in lessons and training courses to attend to further their expertise. She has given training to colleagues in the use of parachute games, from which pupils learn collaborative skills, and has taught lessons for colleagues to observe. She is keen to develop the school's provision for dance.
152. In the main the school has appropriate resources for physical education. The playground is appropriate for games and the hall is suitable for indoor activities, but there is no field for football or athletics. Equipment is satisfactory, well maintained and easily accessible.

## **RELIGIOUS EDUCATION**

153. Since the previous inspection the school has maintained satisfactory standards in religious education. Attainment at the end of both key stages is in line with the expectations of the locally agreed syllabus and pupils make sound progress. The subject is linked with other subjects in the curriculum such as art and English. Along with relating religious education to their own experiences, this enhances learning. Only a few lessons were observed during the inspection, but examination of school planning and past work as well as discussion with pupils indicates that an appropriate curriculum is being followed.
154. At the end of Key Stage 1, pupils are familiar with the stories in the Bible and are able to relate stories about Jesus the story teller and create attractive art displays illustrating events in His life. Pupils apply literacy skills well when labelling pictures to describe Jesus's character and are able to portray the Creation Story in sequenced pictures. They know about some religious celebrations of the major world religions

and are eager to talk about their visit to the Jewish museum and synagogue. They are able to describe their experiences of trying different food and learning about Shabbat. They are able to name some of the objects they have illustrated using pens and ink, such as spice boxes and the seder plate. They have a clear understanding that people are of value and are able to write ten rules for happiness, write prayers for their home and describe things which are special to them such as their teddies. At Key Stage 2, pupils know that deities differ according to religious belief and learn about the value of religious symbols and rituals. They are able to name and describe the life and teachings of Buddha and retell stories from a range of world religions such as the Muslim story of Hamed and Leila and the Chinese New Year story.

155. Attitudes to learning are satisfactory at both key stages. Most pupils listen carefully to their teachers and contribute to class discussion. At Key Stage 2, a small number of pupils do not sustain interest in the lessons. They choose to call out during class discussion and opt out of the follow-up activity. Their inappropriate behaviour is generally ignored by other pupils who concentrate appropriately and complete the task. In one lesson pupils learned that Christians believe God is the father of all people. They were very eager to share their own experiences, describing how their parents or carers showed them love. During a lesson on the sacrifices of Buddha, pupils willingly shared their own personal experiences and pupils responded sensitively when one child explained: "I had to give up my grandma when she died".
156. Teaching in the three lessons seen during the inspection was satisfactory overall, with one that was good. Teachers plan effectively and build upon previous learning. They have sound subject knowledge and the majority present lessons in a stimulating way to engage pupils' interest; for example, using music to set the scene of the story of Buddha's life. Varied formats used for recording work such as painting, zigzag books and writing frames motivate pupils to produce work of a good quality. Teachers question appropriately to deepen pupils' understanding of the matters under consideration and encourage pupils to share their personal experiences.
157. The newly-appointed co-ordinator is in the process of developing the subject and overall the subject is managed satisfactorily. The scheme of work for religious education has recently been reviewed for Key Stage 2 and it is planned for review at Key Stage 1 later this year. At present the co-ordinator has not had the opportunity to evaluate teaching and pupils' progress. At Key Stage 2 there are inconsistencies in the range of experiences offered to pupils and how and where the work is recorded. For example, different activities are carried out by the same age pupils in different classes and different exercise books are used. The recently revised scheme should help to prevent further inconsistencies in provision. Resources are sufficient, and additional relevant objects have been identified by the co-ordinator to support teaching and learning within the new scheme of work.