

## INSPECTION REPORT

**Woodlands Junior School**

Ilford

LEA : Redbridge

Unique reference number: 102834

Headteacher: Mrs J. A Holder

Reporting inspector: Mr Paul Canham  
1353

Dates of inspection: 11<sup>th</sup>-14<sup>th</sup> February 2002

Inspection number: 194855

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Loxford Lane Ilford Essex
Postcode:	1G1 2PJ
Telephone number:	020 8478 4612
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Brenda Fitter
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1353	Paul Canham	<i>Registered inspector</i>	Science; Design and technology; Physical education.	What sort of school it is? The school's results and pupils' achievements. How well pupils are taught? How well the school is led and managed?
9092	Ron Elam	<i>Lay inspector</i>		Pupils' attitudes and personal development. How well does the school care for its pupils; How well does the school work in partnership with parents?
23805	Margaret Lygoe	<i>Team inspector</i>	Art and design; Mathematics.	How good are the curricular and other opportunities offered to pupils?
2917	Jackie McMullan	<i>Team inspector</i>		
1723	Michael Milton	<i>Team inspector</i>	Information and communication technology; Geography; Religious education.	
15590	Sue Slocombe	<i>Team inspector</i>	Equal opportunities; History; Special educational needs.	
12764	Wendy Thomas	<i>Team inspector</i>	English; English as additional language; Music.	

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

### **INFORMATION ABOUT THE SCHOOL**

Woodlands Junior School is larger in size than most other schools of the same type. Currently, there are 434 pupils on roll, with a similar proportion of boys and girls, aged from seven to eleven years. The school draws its pupils from a culturally diverse community within the immediate area. A very high proportion of pupils (88 per cent) come from minority ethnic backgrounds and 80 per cent speak a language other than English at home. Of these, 28 per cent are at the early stages of learning English. About 25 per cent of pupils are refugees and 46 per cent of the school population leave or join the school during Years 3 to 6. The percentage of pupils eligible for free school meals is almost three times the national average. The proportion of pupils (24 per cent) with some form of special educational need, including those with statements, is above the national average. Taking into account the large number of pupils who join the school after the start of Year 3, attainment on entry is well below average.

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

The school is effective because it addresses the needs of its pupils whilst facing challenging circumstances. The school provides a learning environment which celebrates the richness of language and a diversity of cultures. Pupils achieve well in English, mathematics and science when compared to their knowledge and levels of understanding when they join the school. The commitment to meeting the needs of pupils of the headteacher and staff, supported by governors, helps to provide pupils with a well-structured and stimulating learning environment. Good quality teaching contributes to pupils' good progress. The school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- The good teaching ensures that pupils achieve well in English, mathematics and science by the time they leave school at the age of eleven;
- Very good leadership and management ensure that the school has clear structures and routines that effectively support teaching and learning;
- Provision for pupils' cultural development is outstanding, and it is very good for spiritual, moral, and social development. Consequently, pupils are tolerant to each other's views, have good attitudes to their work, behave well, and want to achieve. Pupils enjoy very good relationships with one another;
- Pupils are well cared for in a supportive learning environment;.
- The school makes good provision for pupils with special educational needs and those for whom English is as an additional language.

### **WHAT COULD BE IMPROVED**

- Handwriting and increased opportunities for writing across the curriculum;
- Standards in mathematics and science;
- The provision for physical education;
- Attendance levels.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made substantial progress since its last inspection in June 1997. Pupils are now benefiting significantly from good teaching and strong leadership and management, which focus on raising levels of achievement. A systematic approach to monitoring has been established and the school development plan is linked to financial planning. Standards have steadily improved in English, mathematics and science, though they remain well below national averages overall. Subject guidance has been successfully introduced and weaknesses in the curriculum have been addressed. For example, the provision for information and communication technology, and design and technology are now good, although physical education is now under developed. As stated in the previous report, attendance is unsatisfactory.

## STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	D	B
mathematics	E	E	E	C
Science	E	E	E	D

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Behind the most recent results is a marked improvement in standards since the previous year. The overall trend over three years is similar to that found nationally. The proportion of pupils reaching the expected level was slightly above average in English and mathematics, but below average in science. However, a significantly higher proportion of pupils who spend the full four years in the school achieve at least the expected standard and above compared with those who join the school later. These pupils make good progress. In the most recent results, boys gained better results than girls. However, that particular year group had a higher than usual proportion of girls with special educational needs. Evidence from this inspection broadly reflects the results of the tests, with pupils aged eleven working at levels that are below the national expectation, although pupils are working at the expected levels in design and technology, history and religious education. Standards in art are above that found nationally. In all other subjects, standards gained are below the nationally expected level. The good teaching ensures that all pupils, including those with special educational needs and those for whom English is as an additional language, benefit from well-focused support. Taking into the account the exceptional circumstances in which the school has works, challenging targets for English and mathematics have been set for the Year 2002.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes and they are keen to learn. Good attitudes contribute considerably to the progress made in lessons
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. Pupils clearly understand what is expected of them. Two pupils have been excluded during the past year.
Personal development and relationships	Very good. Pupils are given a wide range of opportunities for them to take responsibility. Very good relationships are a distinctive feature of the school community.
Attendance	Unsatisfactory. Attendance was well below national average during the last reporting year

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Pupils benefit significantly from a committed team of adults who manage classroom activities well and create a positive learning atmosphere. The overall good teaching is the main reason why pupils are making good progress in lessons. The strengths of very good teaching are in the detail of the planning, incisive questioning and the wide range of teaching methods. Some pupils benefit from creative and stimulating teaching which inspires their learning. The progress made by pupils, including those with special educational needs and those for whom English is as an additional language, is carefully monitored and the information used to help with planning. The very good relationships are used effectively to underpin teachers' high expectations of behaviour. Consistently good teaching was seen in several subjects, including English, mathematics, science, information and communication technology, art, and design and technology. The influence of specialist teachers has a strong impact on pupils' levels of achievement. Common features of the small proportion of unsatisfactory teaching include lack of pace and the setting of tasks which are not closely matched to pupils' stages of learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the learning opportunities for pupils are good, although there remain some shortcomings in provision. The curriculum is fully relevant to pupils from a diverse community. The school focuses successfully on developing pupils' skills in all aspects of English. The good range of extra-curricular activities gives pupils more opportunities to develop their skills and interests.
Provision for pupils with special educational needs	The provision is good because pupils' needs are identified at an early stage. Pupils benefit from effective support and the detailed individual education plans are used well to help with assessments.
Provision for pupils with English as an additional language	Most pupils have English as an additional language. The provision is effective and it helps pupils to learn well, although it is under review by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school makes outstanding provision for cultural development. It successfully embraces the diversity of cultures. The provision for spiritual, moral, and social development is very good. It helps pupils to develop personal responsibility, trust and mutual respect.
How well the school cares for its pupils	Very good. Staff know the pupils well and take care of them in a safe and supportive environment. Very effective Child Protection procedures ensure that staff are sensitive to the needs of the pupils.

The school makes effective links with parents, who are keen to be involved and make good use of the many opportunities offered.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the school are very good. The headteacher has a very clear vision for the work of the school in raising levels of achievement. She is well supported by the deputies and other key staff. Several subjects are well managed.
How well the governors fulfil their responsibilities	Members are supportive and well informed about the work of the school. The governing body fulfils its statutory responsibilities, with the exception of providing parents with all the required information in their annual report and prospectus.
The school's evaluation of its performance	Very good, with particular strengths in the monitoring, evaluation, and development of its teaching and learning. The school has also established effective procedures to analyse test and assessment information to judge its own progress.
The strategic use of resources	Good. The school's budget is well managed and spending decisions are carefully considered. The school effectively applies the principles of best value. Good financial planning focuses funding at the school's priorities.

The school has attracted effective teachers. They work together well as team and pupils benefit from additional support in lessons and around the school.

Accommodation is satisfactory overall, with a wide range of positive features alongside significant weaknesses. Resources are satisfactory overall.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Children are encouraged to work hard, and they make good progress.</li><li>• The good behaviour.</li><li>• The school is well managed.</li><li>• Children are helped to become mature and responsible, and they behave well.</li><li>• The good teaching.</li><li>• Parents feel comfortable about approaching the school with questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• Homework is consistently set.</li></ul>

Parents' views of the school are favourable. There has been a marked shift in the strength of feeling about the school since the previous inspection. Evidence from the inspection endorses parents' positive views. In contrast to the views of a significant number of parents, the homework seen during the inspection supported pupils' learning.

## **PART B: COMMENTARY**

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

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

1. Pupils who transfer from the adjacent infant school enter the school with standards in reading, writing and mathematics that are below national averages. About 46 per cent of pupils join or leave the school after the start of Year 3, and many of these are refugees. A very high proportion of pupils (88 per cent) come from minority ethnic backgrounds and 80 per cent speak a language other than English at home. Of these, 28 per cent are at the early stages of learning English. Currently, 24 per cent of pupils have some form of special educational need, including those with statements. Taking all these factors into account, attainment on entry is well below average.

2. The good provision for pupils for whom English is an additional language pervades much of the good learning throughout the school. Pupils benefit from the additional opportunities for oral work and support during whole class teaching and group work sessions. Using their home language, pupils, at the early stages of learning English, make good gains in learning with the help of bilingual assistants. Pupils with special educational needs also make good progress. They benefit from effective support, allowing them full access to the curriculum when working individually or in small groups both within the class and in groups withdrawn from class. Pupils develop a confidence in their learning due largely to the effective support given by staff with whom they have purposeful and constructive relationships.

3. The results of the 2001 national tests show that standards in Year 6 were below the national average in English, well below average in mathematics and science. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were above average English, average in mathematics, and below average in science. The proportions of pupils reaching Levels (5) above those expected for their age were below above average in English and mathematics and well below the average in science. Test scores have risen steadily since the last inspection and at a rate that is similar to that found nationally, although the most recent results show a substantial improvement in all three subjects. There has been a significant improvement in English where the difference between the standards gained in writing and reading were just 5 per cent.

4. A significantly higher proportion of pupils who spend the full four years in the school achieve the expected standard and above when compared with those who join the school after the beginning of Year 3. Over time, boys have consistently achieved better results than girls and, in the most recent results, boys gained better results than girls. However, that particular year group had a higher than usual proportion of girls with special educational needs. The school has analysed pupils' attainment according to ethnicity, but no significant pattern has emerged. Taking onto the account the challenging circumstances faced by the school, challenging targets for English and mathematics have been set for the Year 2002.

5. Evidence gathered during the inspection broadly reflects the results of the tests. A narrow range of vocabulary and limitations in writing skills impinge on the progress pupils make in other subjects. There is little evidence of pupils being encouraged to write for different purposes across the curriculum. In lessons, pupils showed good understanding

orally but often lacked the skills to record their work. Pupils aged eleven are working at levels that are below the national expectation, although pupils are working at expected levels in design and technology, history, and religious education. Standards in art are above that found nationally.

6. As pupils progress through the school, they develop well their speaking and listening skills through class discussions and by answering questions. In several subjects, including mathematics and science, pupils are encouraged to use key words and correct terms. Pupils enjoy listening to stories and talk enthusiastically about books they have read. Pupils make good progress in reading and, by the age of eleven, many are confident, fluent readers. They can talk about a range of authors and are confident in using reference books to find information. However, pupils do not have well-established strategies for tackling unfamiliar words. Many of the bilingual pupils are competent in reading quite complex texts but do not always show good understanding of their reading. In writing, the work of most 11 year old pupils is competent but does not reflect the use of expressive language and vocabulary. Pupils enjoy discussing their work, but find it difficult to apply their knowledge in their own writing. Pupils do not routinely redraft their work. Whilst pupils do well in spelling exercises they do not transfer what they have learned to their other written work and spelling is a weakness. Standards of handwriting are weak. Pupils do not routinely use joined script and the presentation of their work is often untidy.

7. In mathematics, most pupils gain a sound range of methods for calculating mentally, and higher attaining pupils have a secure grasp of number facts such as multiplication tables. Pupils gain a satisfactory knowledge of place value and the number system. Many pupils solve straightforward calculations competently using the four rules of number. Higher attaining pupils work accurately with fractions, decimals and percentages. Pupils have most difficulty when they have to apply their knowledge to solve problems. Many pupils have difficulties when they encounter unfamiliar vocabulary. Pupils benefit from the focus the school places on using correct mathematical vocabulary, although their recall of words over time is often uncertain. In science, the work of the small proportion of higher attaining pupils is completed to a good standard, although the amount does not reflect the breadth of learning and the levels of achievement that have taken place. The majority of pupils often talk confidently about their work and, on occasions, use appropriate vocabulary but they have difficulty explaining what they have learned and recording their findings. Standards in art are above those found nationally because pupils work confidently to explore ideas and are familiar with a range of different techniques and materials. Many pupils show a good understanding of colour, pattern, shape and form.

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

8. Pupils' attitudes to learning are good and have improved substantially since the previous inspection when they were judged to be good or very good in 40 per cent of lessons. Evidence from the current inspection shows that the response of pupils was good or very good in 80 per cent of lessons. Ninety-five per cent of the parents who returned the questionnaire confirm that their children like school. Nevertheless levels of attendance are unsatisfactory, and a small number of pupils persistently arrive late at the start of the school day.

9. Pupils often concentrate well and show interest in what they are doing. For example, during a lesson in information and communication technology, pupils' interests were captured during the creation of a photomontage in the style of David Hockney. In Year 6, pupils were fully attentive during a geography lesson, which compared different locations in Britain and Brazil. Pupils responded enthusiastically to the teacher's incisive and probing questions. In

science, pupils in Year 6 were engrossed during a lesson which focused on the world around us. All pupils were motivated by the topic and the very good range of teaching methods which captured their interest. In all but a few classes, pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom.

10. Pupils behave well in the classroom and around the school. Pupils are confident well mannered, courteous, and welcoming to visitors. They wait patiently for other classes when going to and from their rooms at the beginning and end of the day, and during assemblies. Pupils generally move around the school in an orderly manner and show respect for property. For example, they take care when using the computers, and when collecting and putting away instruments. Although behaviour is invariably good, in a small number of unsatisfactory lessons, pupils became inattentive and restless. This is because teachers talked for too long or the work was not sufficiently challenging. The school has very good procedures to deal with inappropriate behaviour, and the school excluded two pupils during the last academic year for short periods of time. Pupils' relationships with each other, and adults, are very good and one of the school's strengths. These positive features enhance the quality of learning and the harmonious atmosphere within the school. Pupils are keen to help each other and featured in several lessons. For example, pupils in Year 5 collaborated during group work when building up a series of movements during gymnastics. During a lesson on personal and social education, pupils in Year 4 showed how they could work successfully together in the making of Mexican wave whilst using a parachute. Good relationships ensured that pupils in Year 6 were comfortable asking questions of the teacher when discussing the key features of a humorous text. All pupils, including those from different ethnic and cultural backgrounds, work together very well during group work in the classroom and when playing at break and lunch times.

11. Pupils' personal development is also very good and another strength of the school. Pupils in Year 3 showed their ability to relate to the feelings of others when discussing the Romans' treatment of the Iceni during a history lesson. During lessons, pupils show self-reliance and initiative by working independently from the teacher. Pupils are respectful of other peoples' points of view. This was particularly apparent during some lessons in Year 6. For example, in religious education, pupils talked in a mature way and showed understanding of the beliefs of their classmates when discussing the principles of making a multi-faith building. In science, pupils showed maturity in their discussions about the solar system and, in design and technology, pupils took seriously the need for safety procedures. Pupils behave in a very responsible way when they take on the many tasks around the school. Within the classroom they willingly help to give out and collect resources and books; in the hall the older pupils showed care when helping to clear up after lunch and in the playground were sensitive to supporting younger pupils. The school council meeting showed that pupils of different ages are able to work together sensibly discussing various issues about school life.

12. Attendance was well below the national average in the school year ending July 2001, although it has improved since the previous inspection. These absences are due largely to a significant number of parents who take their children on holiday in term time. Many of these holidays are longer than two weeks as families travel long distances to maintain their contact with relatives. Most pupils arrive in good time for school, but a small number are persistently late. Late arrival in class causes stress to these pupils who miss important instructions at the start of the day. Class registers are completed neatly and conform with statutory requirements.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The school has been successful in attracting effective teachers, who are sensitive and supportive to the needs of pupils, many of whom, come from a diverse cultural background. The effective teaching of pupils for whom English is an additional language underpins much of the good learning seen during the inspection. Bilingual assistants give effective support to pupils at the early stages of learning English, using their home languages. Good levels of interest and concentration, and a willingness to work, were features of pupils' learning lessons across the school. Teaching has improved since the previous inspection. Teaching is now good. It was judged to be satisfactory or better in 92 per cent of all lessons seen. Good teaching was seen in 49 per cent of lessons, and very good teaching was observed in a further 16 per cent. Examples of good, and very good teaching were seen in all years. Throughout the school, pupils made good and very good gains in their knowledge and understanding in 65 per cent of the lessons observed, and satisfactory progress in all but 8 per cent of the remaining lessons.

14. Common features of the small proportion of unsatisfactory teaching (8 per cent) include lack of pace and tasks, which were not sufficiently matched to pupil's stages of learning. As a consequence, pupils did not learn as much as they could, and a small number became restless.

15. Pupils benefit significantly from a committed team of adults who manage classroom activities well and create a positive learning atmosphere. A striking feature of teaching is the focus teachers place on the use of key vocabulary and the good opportunities provided for the development of pupils' speaking and listening skills during lessons. This strategy is very effective for all pupils, but particularly for those who speak English as an additional language. The teaching of literacy across the curriculum is good, although pupils would benefit from more opportunities to develop their writing skills in subjects such as history and geography. The school's strategy for teaching numeracy across the curriculum is satisfactory. Numeracy skills are used well to support learning in several subjects, including science and design and technology.

16. Strengths of good and very good teaching are: the very good relationships and the effective way these are used to raise expectations; the detail of the planning; the high quality of presentation skills; and the wide range of teaching methods.

17. Consistently good teaching was seen in several subjects, including English, mathematics, science, information and communication technology, art, and design and technology. The influence of specialist teachers has a strong impact on pupils' levels of achievement in the creative and performing subjects, such as art and music where pupils benefit from the teachers' very good subject knowledge.

18. During very good lessons, pupils benefited significantly from an enthusiastic approach to teaching, very effective use of resources, and a wide range of teaching methods. For example, during a science lesson on the planets, pupils in Year 6 were highly motivated by the imaginative use of resources, which included different sized balls and a very good wall display. In art, pupils in Year 6 made good strides in their learning because they were particularly interested in the examples of art from different cultures.

19. A particular strength in teaching is the sensitive supportive approach used by teachers and other adults. All but a few pupils reciprocate the very good relationships that have been established. In many lessons, the good relationships are used to raise standards in the quality of pupils' work. For example, in a well-organised physical education lesson, pupils in Year 5 benefited significantly from the strong relationships between the teacher and pupils,

which were used well to raise expectations. The teaching of English was often judged to be good due largely to the encouragement given to pupils and their enthusiastic response. In several subjects, including science and mathematics, there is a close match of tasks to pupils' prior learning. The activities stimulate pupils' interest, ensuring that they are well motivated and work productively. In consequence, pupils are motivated by the tasks and activities, which successfully extended their thinking and understanding. Homework seen during the inspection gives pupils more opportunities to work independently and improve their knowledge and understanding.

20. Other features of good teaching are the effective management of pupils and the clarity of the learning intentions. In science, the oral sessions at the start of each lesson have energy and pace and stimulate an enthusiastic response. In a good science lesson, pupils in Year 3 were encouraged to settle quickly with the help of lively questioning which led to a good range of responses. Pupils wanted to participate and learn. The quality of direct, whole-class teaching is high, with clear explanations, demonstrations and probing questioning to ensure that pupils understand. For example, pupils in Year 4 benefited from a good review of the previous week's work in information and communication technology, and the quality of the teacher's questioning, which encouraged them to answer at length and in detail. In science, pupils in Year 4 made very good gains in their learning during a lesson, which focused on the position of the sun, because the teacher made exceptionally good use of in-depth explanations whilst using a good range of scientific vocabulary. The teaching of mathematics was judged to be good in several lessons because there was a good mix of whole-class teaching and individual and group activities. Pupils sustain good levels of learning in English lessons through incisive questioning which helps pupils to express themselves using key vocabulary. Where pupils are challenged by the teaching, they behave very well, concentrate on what they are doing and work hard to overcome difficulties.

21. The pace of lessons is generally good although some whole class teaching sessions in English and mathematics are over-long and lower attaining pupils experience difficulties in concentrating.

22. The good and very good teaching is based on good knowledge of the subject and, the teaching of basic skills. Careful planning in several subjects, including English, art, design and technology, and information and communication technology is underpinned by a thorough understanding of the subject material. This leads to well thought-out instructions that emphasise pupil involvement, and well-structured activities that guide all pupils in applying and extending their knowledge. However, in physical education, the pace is slow in some lessons because teachers do not strike a balance between giving sufficient instructions and allowing pupils to practise the skill. In mathematics, and to some extent in a minority of English lessons, the level of work is not always sufficiently varied to meet the differing needs of all pupils. Good and very good teaching in music reflects the expertise of the teachers subject specialists, whose knowledge underpins their questioning of pupils, which makes them think and tests their understanding.

23. The teaching of pupils with special educational needs is good. They make good progress against their individual education plans particularly in literacy and numeracy. The good progress is largely due to the good quality of the individual education plans because they contain specific targets that are measurable and easily understood by the pupils. Pupils are well integrated, and teachers have expert knowledge of the wide range of learning difficulties and offer precise, targeted support. Pupils take part in a carefully chosen range of activities that engage them mentally, physically and emotionally. As a



result, these sessions are productive because pupils realise for themselves that they are learning well. In class lessons, they work with other pupils at a similar level and are given additional support wherever possible. Their progress is carefully monitored, and adjustments made to their individual education plans so that future lessons meet their needs.

24. Information and communication technology is used well to support teaching and learning in several subjects, including mathematics, science and art, although its use is limited in history and English. During the inspection, information from the Internet was used well to support pupils' learning in Year 6. Evidence from pupils' work showed some good analyses of data in the form of graphs and bar charts in science and mathematics.

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

25. The quality and range of the learning opportunities for pupils are good, although there remain some shortcomings in provision. The school has successfully tackled the key issues identified in the previous inspection report, and there are schemes of work to guide subject planning in all subjects. Statutory requirements are met, and pupils are offered a good range of additional experiences. The curriculum is generally stimulating and fully relevant to pupils from a diverse community. The school focuses successfully on developing pupils' skills in all aspects of English. This is a necessary priority given the low levels of attainment when pupils join the school, and the very high proportion of pupils who learn English as an additional language. There is very good provision for art, and the provision for design and technology and for religious education is good. Not enough time is allocated to teaching physical education and geography, and this has an impact on standards.

26. The school makes good provision for a wide range of special educational needs. It is welcoming and provides a safe, caring environment. Pupils with special educational needs are quickly identified and are provided with individual education plans. The targets in these plans are clear, specific and suitably challenging for pupils' academic and personal development. These targets are reviewed and updated regularly. Good links are made with outside agencies and these provide additional advice and expertise for the wide range of pupils learning, physical, emotional and social needs.

27. The school makes good provision for pupils for whom English is an additional language. Pupils receive good support to allow all them full access to the curriculum. Support assistants give valuable help to those who experience difficulties. Learning opportunities are good as they are for all pupils. The school focuses on a different community language each week. This is introduced in the whole school assembly on Monday morning. During the inspection week the language chosen was Turkish. Through the week, teachers and pupils greeted each other in Turkish. Pupils are confident in using their home languages.

28. The school's provision for literacy is good, although there remains scope for pupils to make greater use of their writing skills in subjects such as history and geography. There is a strong, and successful, focus on developing skills in speaking and listening, so that, by Year 6, pupils are generally confident. The school's strategy for teaching numeracy is satisfactory. Pupils are taught in groups organised by ability. While this has the advantage of allowing teachers to focus on a narrower range of attainment, there is not always enough variation of task within the sets to ensure that all pupils are sufficiently stretched.

29. The provision for pupils' personal, social and health development is good. Various aspects are taught through the main subjects of the curriculum. For example, healthy eating and safety awareness feature in the teaching of subjects such as science, physical education and design and technology. Other initiatives that are well developed are the use of circle time, the school council and, the pairing of friends in the playground. The co-ordinator has a good understanding of the various areas that should be taught and has started to develop a structured scheme of work to provide for the development of aspects such as attitudes, citizenship, health and relationships for all year groups. The policy for sex education is appropriate and links to relationships, body awareness and feelings. The school's arrangements for increasing pupils' awareness of drugs are good and follow the local education authority's scheme.

30. The science curriculum is well organised and lessons build well on previous work. The new computer suite is used effectively, and provision for information and communication technology (ICT) has improved. Strong links have been established between art, and ICT is used appropriately in science and mathematics. The school has yet to make full use of ICT in history, geography and music. Provision for religious education is good. The subject is strengthened through strong links with different faith communities, and a good range of visits and visitors. Well-organised assemblies offer opportunities to take part in different celebrations, and this makes lessons more relevant to pupils.

31. Provision for art is very good. Skills and knowledge are developed systematically and pupils are introduced to a wide range of experiences. Art is linked very effectively with other subjects, such as history and science, and pupils have good opportunities to visit art galleries. The curriculum for design and technology is good, systematically planned and prepares pupils very well with the programme of work in the link secondary school.

32. Not enough time is allocated to physical education and geography, and as a result standards are below those expected. The timetable is organised in such a way that music is taught during alternate half terms. This has an impact on the development of skills, although the provision is good for the development of pupils' performing skills.

33. There is a good range of extra-curricular activities. Sports activities include netball, football, cricket and basketball clubs. There is good provision for pupils to develop their interest in music through the many recorder clubs, choir, orchestra and instrumental tuition. Other activities take place at various times during the year. These include drama and art. Pupils have the opportunity to take part in a residential visit during Year 6.

34. Links with the local community are good, and include contacts with the local Islamic community centre as well as local businesses. There is a good programme of visits and visitors. For example, pupils visit art and science museums, and they are taken to a local mill. There are very good links with the secondary school to which most of the pupils transfer. Curriculum links with the infant school are not as well developed, but are improving.

35. Provision for personal, social and health education is good. Proper attention is given to drugs awareness and aspects of personal safety. The programme of study has yet to be finalised, although appropriate lessons take place in all classes.

36. The school's provision for pupils' spiritual, moral, social and cultural development is very good. This is an improvement since the previous inspection. The school's values and caring ethos are strongly promoted by all its staff in the daily life of the school. The friendly, safe and supportive environment assists pupils in feeling valued members of the school community and in developing a sense of belonging.

37. Provision for spiritual development is very good. Opportunities are taken within collective worship, religious education, and other areas of the curriculum to promote spiritual understanding and awareness. Assemblies are very lively and exceptionally well planned to provide pupils with a wide knowledge and insight into values and beliefs. Time is allowed for reflection and contemplation on a chosen theme. For example, pupils were asked to think about how and from whom they would seek help in times of uncertainty or trouble. Pupils take such opportunities seriously remaining quietly focussed. The different religious beliefs within the school are valued equally with festivals and special days celebrated in assemblies. Special achievement awards for good work and behaviour are presented weekly both to classes and to individual pupils. The citations are read out to the assembled school and copies sent home. Good teaching provides pupils with opportunities to develop spiritual awareness in some lessons, for example in art, music and religious education. However these opportunities are not always well documented in written planning.

38. Pupils' moral development is very good. The school teaches very effectively the principles that separate right from wrong, and pupils are aware of what is acceptable and unacceptable behaviour. This is reinforced by a positive approach to behaviour management which applied consistently by staff, and by a reward system that is valued by the pupils. All adults in the school provide good moral examples and the very positive relationships encourage good behaviour and self discipline. Pupils know the school's golden rules which are prominently displayed throughout the building and in the playground, and which provide a reminder to them of acceptable actions. Personal, social and health education (PSHE) lessons are planned to allow moral issues to be debated. During such a lesson, a lively discussion by a group of pupils focussed on the qualities that make a good team member. These they identified as fairness, helpfulness, co-operation and listening to others. The school council, which has representatives from each year group, gives pupils the opportunity to discuss social and moral issues within the school and to influence the decisions that are made. Instances of bullying, aggressive behaviour and racism within the school are infrequent. When they do occur, member of staff, in accordance with the school's well-documented procedures, deal them with firmly and sensitively.

39. The school makes very good provision for pupils' social development. Staff reinforce appropriate social skills in all areas of the curriculum and provide pupils with an effective role model. In lessons and extra-curricular activities, such as team sports, pupils have opportunities to work together sharing ideas and equipment. Pupils take their responsibilities seriously and are reliable and conscientious in what they do. Older pupils are required to apply formally for posts as monitors and their roles and responsibilities are clearly documented. For example, they place the boxes of games equipment in the playground at the beginning of lunchtime and put them away at the end of the session. In the playground, all pupils play well together as instanced by mixed groups of pupils lining up to throw bean bags through a ring attached to the school wall. This collaborative play and the calm atmosphere are well supported by the midday supervisors, who organise games and join in with activities. The school provides a wide range of extra-curricular activities, such as sports and music clubs, which contribute very positively to pupils' social development. Educational visits and school journeys help to promote and develop a range of social skills, as do visitors to the school. Pupils, who were selected to ask questions of the local mayor during a visit, displayed a high level of confidence and maturity due largely to the good planning of the occasion by staff and their coaching of the pupils in public speaking.

40. The provision for pupils' cultural development is excellent. Pupils have many very good opportunities to learn about their own and the culture of others from visits to places of worship, museums, art galleries, festivals and the theatre, and through the well-planned involvement of visiting speakers to the school. All areas of the curriculum support effectively the cultural development of pupils and celebrate their cultural diversity. For example, pupils

were encouraged to use their own languages as well as English in identifying and naming objects in a book. In art, pupils produce good work in the style of famous artists from various countries having first learned about them in lessons. Evidence of this can be seen from the many exciting displays of pupils' and artists' work around the school. Religious education and school assemblies play a significant part in developing pupils' understanding of their own culture, and that of others within the school community. Each week, a pupil selects the music to be played at assembly, and greets the audience in his or her own language. This greeting is then spoken at various times throughout the week by staff and pupils. This strategy provides the opportunity for all pupils to greet each other in a number of languages. Displays throughout the school reflect the multi-cultural nature of its pupils, and indicates to them that their own culture is known and valued.

41. Provision for spiritual, moral, social and cultural education is a strength of the school and promotes very effectively in pupils, whatever their range of needs or cultural diversity, the sense of belonging to an orderly and caring community.

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

42. In keeping with the findings from the previous report, the school provides pupils with a very safe and caring environment. The school promotes very well in all pupils, whatever their needs, the sense of belonging to a supportive, caring community. Teachers and other adults show great concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable. The school has good procedures for monitoring pupils' academic performance and personal development, and for providing educational and personal support.

43. The school has very good procedures for child protection and for ensuring the welfare of the pupils. The arrangements have improved since the previous inspection. The headteacher is the designated officer for child protection and the school follows procedures provided by the local education authority. Support staff have received guidance on how to deal with any situations that may arise, and know who to report to in the school if necessary. The provision for first aid is very good. The school has several trained staff, who keep records of any treatment and inform parents where appropriate. The health and safety arrangements are also very good with a well-trained, knowledgeable, deputy headteacher and good support from both the local education authority and the health and safety executive. The school recognises the importance, not only of good training for all staff, but also of the need for brief but regular reminders at staff meetings. Risk assessments are carried out in all areas of the school's work. Teachers ensure that pupils are aware of health and safety issues during lessons such as science, physical education and design and technology.

44. The monitoring of progress of pupils' personal development is good. Teachers and other adults know the pupils well and they benefit from effective levels of support. Opportunities during circle time and other lessons are used effectively to encourage pupils to listen to each other and to be tolerant of other points of view. The school enables pupils to recognise the value of good work during weekly achievement assemblies and in the setting of personal targets. At lunchtimes a member of staff meets with a small group of pupils to talk about their concerns and help raise their self-esteem. Pupils' personal qualities are enhanced by the various tasks they are given around the school. These include, taking on the responsibility of a monitor within the classroom and, for older pupils, applying for posts of responsibility, such as librarians and dining hall helpers. Applications are in writing and pupils are asked to explain how they meet the person specification; applicants are interviewed. The school council has representatives from all classes and enables pupils to understand how to

work with others.

45. Procedures for promoting discipline and good behaviour are very good. They have improved since the previous report when they were judged to be satisfactory. The behaviour policy is good and aims to raise self-esteem and self-reliance. The prospectus provides parents with an outline of the school's positive approach. Class and school 'golden' rules are displayed and teachers reward pupils with praise, table points and stars. Inappropriate behaviour is dealt with consistently throughout the school, with formal warnings followed by a sanction, such as missing breaktime. The school involves parents if problems continue. During the inspection, teachers used their very good relationships with pupils to maintain high expectations and to discuss any problems concerning behaviour. Nevertheless, in a small number of lessons, teachers did not consistently follow up instances of silly behaviour or chatting that distracted other pupils from working. The school has provided guidance and training to the midday supervisors to help with playground games and encourage good behaviour. The school also has an appropriate anti-bullying policy and parents recognised that any issues are dealt with effectively

46. The school has introduced a range of procedures to improve the levels of attendance. For example, information in the prospectus and newsletters highlights the need for good attendance and punctuality. The school has sent out letters in several community languages to inform families of the regulations regarding extended holidays during term time. Teachers closely monitor the registers regularly and contact parents as necessary. Rigorous procedures have been introduced which lead to pupils' names being taken off the register after ten days of unauthorised absence. However, the school is without an educational welfare officer but recognises the need to develop more strategies with the help of the local education authority. The school has begun to monitor absence in relation to ethnicity and religious observance.

47. Procedures for the identification and assessment of pupils with special educational needs are clear and well implemented. The special needs co-ordinator manages the process skilfully with pupils receiving support and additional teaching where appropriate. At the time of the previous inspection, the school had effective procedures for assessing pupils' progress in English, mathematics and science. These procedures have been strengthened further. The school is refining its procedures for using assessment to track pupils' progress through the school. The information gained from assessments is used to set targets and further challenges for pupils. Teachers use the information to group pupils in lessons and to organise the sets for mathematics. The majority of pupils have English as an additional language and the school uses the local authority's guidance for assessing their progress in English. Standardised tests in English and mathematics are used each year for pupils in Years 3, 4 and 5. In the foundation subjects, teachers make summative assessments of pupils' progress at the end of each term. These assessments are used to inform parents of their children's progress in the end of year reports. The school acknowledges the need to develop assessment procedures in all subjects. Teachers have been working on a new policy for teaching and learning, which includes guidance on all aspects of assessment and marking. There are regular assessments of pupils' progress in the experimental and investigative aspects of mathematics and science, and also on speaking and listening. Pupils also evaluate their own progress at the end of each term.

48. Teachers use the information gained from assessment to plan their lessons, though in some lessons, this could be further developed to provide activities more closely matched to the needs of pupils at different stages of learning. The school has made good progress in developing its assessment procedures since the last inspection.

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

49. Parents' views of the school are very favourable. This signifies a significant shift in the strength of feeling about the school since the previous inspection. In responses to the pre-inspection questionnaire, 87 per cent of parents indicated that feel comfortable about approaching the school, and 83 per cent indicated that the school works closely with them. In addition, 86 per cent felt that the school is well led and managed. The small number of parents who attended the pre-inspection meeting with the registered inspector shared a mixed range of views. Evidence from the inspection endorses all the positive views and concludes that the work of the school is rightly valued and respected by parents because pupils from a diverse range of backgrounds and experiences are given good opportunities to achieve well.

50. In contrast to the views of a significant number of parents, the homework seen during the inspection supported pupils' learning, though the school has already consulted parents as part of its review of the homework policy. The school provides a good range of extra-curricular activities and the school has established good links with the parents

51. Contacts with parents are effective and have improved since the last inspection. Newsletters are sent home every two weeks outlining the various activities in which their children are involved, as well as providing general administrative information. Every term, year group leaders give parents information about what is being taught.. The prospectus and annual report to parents are informative but do not include all the required information. Good links have been established with the class teachers, make themselves available before and after school for parents. Almost all parents attend the formal meetings with teachers in the autumn and spring terms to discuss how their children are progressing. On these occasions the school provides interpreters for ten or more community languages. The school is considering further ways of improving its translations for parents, for example by making audiotapes of the admission procedures. Some letters, such as the one which refers to attendance, are translated into several community languages. However, some parents feel that the school should make more use of translated letters in their regular correspondence. Pupils' annual progress reports provide parents with good summaries of what the pupils know and can do in each subject together with targets for improvement. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.

52. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. Discussion with pupils showed that their parents actively encourage and help them at home, for example by hearing them read. Pupils are happy in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. The majority of parents are eager to come into school to see what their children are doing. The school invites them to come in each term to see class-led assemblies, and at other times for festivals and events. Exhibition evenings are especially well attended. For example, two hundred parents attended the design and technology fair last year. The home-school communication book keeps a comprehensive record of correspondence. The school does not have a parents association. Few parents help in the classroom on a regular basis though more are willing to help on the numerous school trips.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of leadership and management has improved substantially since the previous inspection. The head teacher provides very effective, resourceful and supportive leadership. She is dedicated to the school and is committed to meeting the needs of all pupils, many of whom bring a richness of language and a cultural diversity from many communities. The school successfully gives its pupils a rich range of opportunities to help them achieve well, raise their esteem, and strengthen their understanding of peoples' beliefs. The staff reflect her sensitive and supportive approach and they work cohesively as a caring team, committed to the welfare of the pupils and the whole community. In consequence, the school a clear sense of purpose and relationships are very good throughout the school. In recognition of the very good relationships, the quality of its self review procedures, and the systematic and sensitive support approach given to staff, the school is well on its way to obtaining the Investors in People Award.

54. The school's priorities and aims are clearly identified in its development plan and reflected in its daily work. By necessity, the school has focused a significant proportion of its resources, curriculum time and additional support, on raising standards in English. In consequence, standards in English have steadily improved in recent years but standards have also risen in mathematics and science. Pupils who spend four years in the school gain standards similar to those found nationally.

55. The targets set by the school for English and mathematics seem low but they were set before the school planned to give regular, additional, focused support to small groups of pupils. Other key areas of the school's work, such as teaching and systems to promote good behaviour, have also improved.

56. The headteacher delegates well, and members of the senior management team, including the two recently-appointed deputies, have clear roles and responsibilities. Staff are involved in decision making, the school community is caring, and pupils are constantly encouraged to be thoughtful and responsible. The school has established a systematic approach to the observation of teaching and teachers benefit from oral and written feedbacks, which indicate areas for improvement. Subject co-ordinators are given time away from teaching to monitor planning and support colleagues. Several subjects, such as English, mathematics, science, art, and design and technology, are particularly well managed.

57. The headteacher has been successful in gaining support and additional resources from outside agencies to help raise standards. For example, the school is about to take part in a local authority initiative concerned with helping pupils to attain the higher reading levels. The school also makes very good use of resources within the local community, which bring pupils and staff with good learning opportunities and subject expertise.

58. The school successfully integrates pupils into a learning environment, which celebrates the richness of language from different cultures. It also rises to the challenge of meeting the wide-ranging needs of its pupils. The provision for special educational needs is managed well with excellent use of information and communication technology in preparing documentation and interrogating data. The very experienced special needs co-ordinator provides good support to the school. The school meets fully the requirements of the Code of Practice apart from the special educational needs policy, which is in urgent need of reviewing and updating. Lesson plans and individual education plans are monitored well to

confirm that appropriate strategies and activities are in place for pupils with special educational needs. However, the special needs co-ordinator does not monitor teaching and learning to ensure there is consistency of good practice in all lessons. The budget for pupils with special educational needs is identified and it is used to provide additional teachers, support assistants and good resources.

59. The school provides an environment which celebrates the richness of language and a diversity of cultures. The provision for pupils for whom English is as an additional language is effective although it is under review by the school. The governing body has agreed to employ additional bilingual learning assistants and a senior teacher with specific responsibility for the management of the provision. Currently, the school engages two teachers from the local education authority to support pupils at the early stages of learning English.

60. The governing body continues to be conscientious and members are supportive of the headteacher and the work of the school. Through regular visits, key governors become aware of the school's needs and they know it well. The governing body is meeting all statutory requirements, with the exception of the contents of the school brochure and governors' annual report, which do not contain all the required information.

61. The findings of a recent audit were that the school's finances are well controlled and that the school has robust systems for financial administration. The audit report identified some relatively minor weaknesses, and almost all of these have been addressed already. The good financial administration is supported by the school's finance officer and termly advice from the local education authority. Budget holders receive termly reports as a matter of routine, with more frequent reports when requested. The responsibilities for financial management and administration are clear in the school's finance policy.

62. The school makes good strategic use of its resources. The governing body has agreed an annual strategic planning cycle which links the budget to the school's priorities in its improvement plan. The key priorities for improvement for the current year are costed, but longer-term priorities are not costed to give estimates of the resources needed to bring about improvements over the next two or three years, and this is a weakness. The governing body monitors the implementation of the school improvement plan so that governors can evaluate the effectiveness of their financial decisions. Specific grants, such as those for special education needs and ethnic minority pupils, used well to improve the quality of education and to raise standards. A weakness is that there are no budget projections for two or three years ahead.

63. The school has a budget carryover of about 10 per cent of its income, and the governing body has agreed how to spend this significant sum. Part of this money is being used to fund the increasing number of pupils on the school's roll.

64. Good use is made of best value principles for the use of the school's resources. For example, competitive tendering has been very effectively used to secure good value for money in equipping the new computer suite. The best value principles have been used to review the school's provision for pupils with English as an additional language, and to inform the changes the school is implementing to this provision in order to improve the progress made by pupils with English as an additional language. The school consulted both parents and pupils in its review of homework. Although the school compares the attainment of its pupils against those in similar schools, its pattern of expenditure is not checked against external financial benchmarks. However, the governing body would benefit from training on the applying the principles of best value to all the school's work.

65. When taking into account the cost per pupil, the challenging circumstances faced by



the school, the quality of teaching and leadership, and the levels of achievement, the school provides good value for money.

66. The school has a sufficient number of experienced teachers and support staff to meet the demands of the curriculum. Some of the teachers from abroad have yet to be given qualified teacher status. Staff are deployed appropriately and several have subject expertise which is closely matched to their management responsibilities. All staff have job descriptions and the arrangements for performance management are very well established. The provision of technical support for the computer work enhances the delivery of information and communication technology. The school has a good induction programme. Staff development is linked to the school development plan but also takes account of the individuals' needs. The support staff have regular meetings with their line managers and are provided with good and appropriate training. Training for the implementation of the national literacy and numeracy strategies has been successful in providing a structured and effective programme of learning which has a positive impact on both the quality of teaching and learning.

67. The quality of the displays is outstanding, and staff work hard to provide pupils with a welcoming and an attractive environment. There is good support from the premises staff in providing an attractive and well-maintained environment. Overall, the accommodation is satisfactory and it has been developed since the previous inspection. The classrooms are generally of a sufficient size although pupils in Year 6 struggle to complete their practical work in the cramped conditions in their class. The recently developed computer suite provides pupils with an excellent facility. The hall is only just of sufficient size for whole school assemblies. It is also used for dining and as a thoroughfare; this limits its use for physical education. Few spaces are available in the main building for the withdrawal of small groups of pupils. The school does not have a library although the school has sufficient books. The shortage of a library limits opportunities for independent study.

68. In keeping with the findings from the previous inspection, the overall provision of resources is satisfactory. They are good for English, science, design and technology, art, and for pupils with special educational needs. The equipment in the computer suite is good. Geography lacks study packs and sufficient large-scale maps and aerial photographs. The school makes good use of local resources, through visits to museums and the drama centre. The school invites numerous speakers to attend assemblies and help in the classroom.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. To improve standards of work and pupils' learning, the governors, headteacher and staff should:

- Develop handwriting and provide pupils with more writing opportunities across the curriculum (as identified in the school development plan) by:  
(Paragraphs: 5, 6, 74)
  - \* providing pupils with planned opportunities to write for different purposes;
  - \* ensuring that written work is routinely re-drafted;
  - \* encouraging pupils to transfer what they have learned in spelling exercises to their independent work;
  - \* ensuring pupils use joined script.
- Raise standards in mathematics and science by ensuring that the level of work is sufficiently matched to meet the differing needs of all pupils.  
(Paragraphs: 7, 79, 80, 81)
- Improve the provision for physical education by ensuring that pupils have sufficient curriculum time to maintain and develop their health-related fitness, and to systematically develop skills and understanding.  
(Paragraphs: 25, 32, 121, 122)
- Build on the good relationships with parents so as to help them understand more fully their role in supporting their children's learning and improving their attendance.  
(Paragraphs: 8, 12, 46)

70. Other areas of improvement which the governors should consider for inclusion in the school's action plan are:

- The school's library provision (as mentioned in the school development plan)  
(Paragraphs: 67, 73)
- The inclusion of all the required information in the prospectus and in the annual governors' report;  
(Paragraph: 60)
- Training for governors in the use of best value principles for all aspects of the school's work;  
(Paragraph: 64)
- A review of the curriculum planning for geography and history to improve progression.  
(Paragraphs: 25, 103, 109)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	0	12	37	21	6	0	0
<b>Percentage</b>	0	16	49	28	8	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	439
Number of full-time pupils known to be eligible for free school meals	N/A	236

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 - Y6
Number of pupils with statements of special educational needs	NA	14
Number of pupils on the school's special educational needs register	NA	104

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	356

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	61
Pupils who left the school other than at the usual time of leaving	62

### Attendance

#### Authorised absence

	%
School data	7.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	52	52	104

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	34	30	38
	<b>Girls</b>	39	28	40
	<b>Total</b>	73	58	78
Percentage of pupils at NC Level 4 or above	<b>School</b>	70 ((52)	56 (48)	75 (65)
	<b>National</b>	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	20	30	28
	<b>Girls</b>	25	32	29
	<b>Total</b>	45	62	57
Percentage of pupils at NC Level 4 or above	<b>School</b>	43 (50)	60 (56)	55 (57)
	<b>National</b>	72 (70)	74 (72)	82 (79)

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

### Ethnic background of pupils

	<b>No of pupils</b>
Black – Caribbean heritage	27
Black – African heritage	71
Black – other	20
Indian	57
Pakistani	127
Bangladeshi	40
Chinese	0
White	70
Any other minority ethnic group	29

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	28.6
Average class size	29.3

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

Total number of education support staff	18
Total aggregate hours worked per week	364

**Qualified teachers and support staff:****Nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	13

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Financial information**

<b>Financial year</b>	<b>2000-2001</b>
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<b>£</b>
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Total income	909020.00
Total expenditure	898453.00
Expenditure per pupil	2070.00
Balance brought forward from previous year	99470.00
Balance carried forward to next year	110037.00

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

439
255

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	69	26	4	0	1
My child is making good progress in school.	43	49	4	1	3
Behaviour in the school is good.	55	33	7	2	3
My child gets the right amount of work to do at home.	42	33	14	6	4
The teaching is good.	60	29	5	1	5
I am kept well informed about how my child is getting on.	48	36	9	3	4
I would feel comfortable about approaching the school with questions or a problem.	50	37	6	3	4
The school expects my child to work hard and achieve his or her best.	58	32	4	2	3
The school works closely with parents.	46	37	8	4	5
The school is well led and managed.	52	34	5	3	6
The school is helping my child become mature and responsible.	50	39	4	4	4
The school provides an interesting range of activities outside lessons.	40	34	8	4	13

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

### **ENGLISH**

71. Standards of attainment in the 2001 national tests for Year 6 pupils were below the national average, but above the average found in similar schools. Boys achieved better than girls because a substantial proportion of girls had special educational needs. Test scores have risen steadily since the last inspection. When taking into account the large number of pupils who join and leave the school during Years 3 to 6, many of whom are refugees and at the early stages of learning of English, attainment on entry is well below average.

72. Inspection evidence indicates that standards in the current Year 6 reflect the 2001 results. When pupils enter the school they are not confident speakers of English though they listen well to their teachers and to each other. As they progress through the school they develop their speaking skills in a variety of situations. In class discussions they are confident in answering questions and enjoy discussing their work in pairs. In an assembly attended by the mayor, pupils were confident and articulate in asking the questions they had prepared. In lessons, teachers include key vocabulary and discuss this with pupils, encouraging them to use the correct terms for the subject. Many of the younger pupils, and those at the early stages of learning English, use sentence structure, which is characteristic of pupils for whom English is an additional language. As they progress through the school, they make good progress in their spoken English. They enjoy listening to stories and talk enthusiastically about books they have read.

73. Pupils make good progress in reading and, by the age of eleven, many are confident, fluent readers. Pupils enjoy reading. They talk about a range of authors popular with this age group, though they remember having read extracts from Dickens in their English lessons. Some pupils were reading complex non-fiction books, which included difficult scientific vocabulary. They do not know how to begin to read unfamiliar words. Pupils spoke of breaking words into syllables or using a dictionary, but did not talk about the context to help them make sense of their reading. They are confident in using reference books to find information. Whilst pupils attain satisfactory standards in reading, few pupils attain the higher levels. Many of the bilingual pupils are competent in reading quite complex texts but do not always show good understanding of their reading. In lessons, teachers focused on the key vocabulary which helped pupils' understanding. In Year 3, pupils do not have a good knowledge of letter sounds and so find it difficult to build up unfamiliar words. They do not recognise many of the most common words that pupils of their age are expected to know. The lowest attaining pupils do not use the pictures to help them make sense of their reading, and do not correct themselves when they make mistakes. Some of the pupils heard reading were able to read the text but when asked about what the story showed limited understanding of what they had read. The school has yet to develop a library; without one, opportunities for pupils to choose their own reading books and work independently are constrained.

74. The school has identified writing as an area for development. The work of most 11 year old pupils is competent but does not reflect the use of expressive language and vocabulary that would enable pupils to achieve average or above levels in English. Pupils are given some opportunities for extended writing and higher attaining pupils are developing a sense of audience in their work. Pupils enjoyed discussing the characteristics of humorous writing, but found it difficult to apply this in their own writing. There is little evidence of pupils being encouraged to write for different purposes across the curriculum. In lessons, listened and responded well but often lacked the skills to record their work. Pupils do not routinely redraft their work. Developing this skill would help them to improve their writing. The work of

younger pupils and those who are at the early stages of learning English is well below average. Whilst pupils do well in spelling exercises they do not transfer what they have learned to their independent work and spelling is a weakness. In some cases, the spelling of younger pupils is difficult to work out. Standards of handwriting are weak. Pupils do not routinely use joined script and the presentation of their work is often untidy. The school has recognised this and is about to introduce a new scheme, which will link well with work of the adjoining Infant school.

75. Teaching is good overall though two of the lessons seen were judged to be unsatisfactory. One lesson was judged to be very good. Teachers plan and prepare their lessons well. They work together in year groups so that pupils have comparable learning opportunities. Teachers have a secure understanding of the national literacy strategy and implement it effectively. In all lessons teachers focus on the key vocabulary needed. This is very helpful for all pupils but particularly for pupils who speak English as an additional language. In the best lessons, teachers present the work in a lively manner, which holds pupils attention and engages their interest. Resources are used well. For example in a Year 3 lesson on poetry, the teacher had provided plates of cold, cooked spaghetti so that pupils could explore its properties. This helped them to appreciate the poem "Spaghetti" and to write their own additional verses. In Year 3 classes, teachers encouraged pupils to work together and help each other. Pupils with special educational needs are well supported. In some lessons they receive support from additional staff. In the best lessons, the teachers provided different tasks for them which were well matched to their stages of learning. Unfortunately during the inspection week, the teachers who give support to pupils at the early stages of learning English were both absent. However, in a Year 6 lesson, a bilingual learning support assistant gave very effective support to a pupil who is new to the school, translating for her and helping her to take part in the lesson. The pupil was able to write confidently in her first language and is consequently making good progress in learning English. In the small number of lessons where teaching was unsatisfactory, teachers found difficulty in planning appropriate activities for pupils with different learning needs. They did not use time well and introductions tended to be too long. This meant that pupils tended to lose concentration and became restless.

76. English is managed effectively by two co-ordinators who work closely together. They monitor colleagues' planning and give informal feedback. They have begun to monitor pupils' work across each year group. They have worked closely with an adviser from the local education authority to produce an action plan for English with a focus on raising achievement. The school has analysed pupils' attainment according to ethnicity, but no significant pattern emerges. The school is assessing the impact of booster classes and additional literacy support on pupils' attainment. The school is concerned to develop pupils' competence in creative and expressive writing, and teachers are attending professional development sessions to develop their own expertise and support colleagues. The school is about to take part in a local authority initiative concerned with helping pupils to attain the higher reading levels. Since the previous inspection, the school has made good progress in its ability to identify the needs of the all its pupils.

## **MATHEMATICS**

77. Standards of attainment in the 2001 national tests for Year 6 pupils were well below the national average, but close to the average found in similar schools. Test scores have risen steadily since the last inspection. Achievement overall is satisfactory. Attainment on entry to the school is well below average, with many pupils joining the school after the start of Year 3. Boys consistently achieve better results than girls do, with the difference being much greater than that found nationally. There is scope for the school to ensure that girls play a full part in



every lesson. The school has analysed pupils' attainment according to ethnicity, but no significant pattern emerges. There is a good mix of pupils in all ability groups, and pupils from all ethnic backgrounds learned at a similar rate during lessons.

78. Inspection evidence indicates that standards in the current Year 6 reflect the 2001 results. Although more than half the pupils are working at, or just above, the expected standards, a large proportion are working at the lower levels. A scrutiny of pupils' books shows that most pupils gain a satisfactory knowledge of place value and the number system. Formal written methods of calculation are thoroughly taught and many pupils solve straightforward calculations competently using the four rules of number. Higher attaining pupils work accurately with fractions, decimals and percentages. Standards of presentation are generally good, reflecting consistent expectations across the school. Pupils have most difficulty when they have to apply their knowledge to solve problems. Many are unsure about what method they need to use, and many pupils have further difficulties when they encounter unfamiliar vocabulary within the problems. School analysis has already identified this as an area to work on, and teachers are focusing on teaching pupils to look for key words within the problem.

79. The daily mathematics lesson is well established across the school, and all pupils are taught in groups organised according to ability. Standards of teaching are good overall, with some examples of very good teaching and a very small proportion that were judged to be unsatisfactory. In the best lessons, mental sessions are lively, hold pupils' attention and consolidate skills well. In some other lessons, questions are not varied enough to stretch the higher attaining pupils within the groups. Most pupils gain a sound range of methods for calculating mentally, and higher attaining pupils have a secure grasp of number facts such as multiplication tables. Lessons have clear learning intentions, which are explained to pupils, and revisited at the end of lessons, so that pupils have an understanding of whether they are meeting the lesson's aims. Whole class teaching sessions are generally good. Teachers present new ideas and explain work well, so that pupils are usually clear about what they are expected to do. A significant feature of most lessons is the very good use of visual resources and diagrams, which helps all pupils to understand the lesson. This is particularly beneficial for pupils who are learning English as an additional language. Teachers also focus well on using correct mathematical vocabulary, although pupils' recall of words over time is often uncertain. During the inspection pupils were working on aspects of shape and space and with some groups teachers had to devote a considerable time to revising basic vocabulary. This has the effect of slowing learning over time. In many lessons teachers ensure that pupils give full answers, encouraging their speaking skills. There is a tendency in some groups for girls to offer answers less readily than the boys do, and teachers do not always check their understanding. In other lessons, for example a good Year 5 lesson on measuring angles, the teacher included boys and girls equally, and also targeted questions at times to those who had not raised their hands. As a result he assessed the rate of learning of all pupils and was aware of those needing support and those who could move on more quickly.

80. A strong feature in almost all lessons is the teachers' very good behaviour management and their good organisation and preparation. These aspects represent improvements since the previous inspection. Lessons run smoothly, the transition between different parts of the lesson is quick, and time is rarely wasted. Learning in many of the lessons observed was good, because pupils were able to focus on their work without

interruption. Most lessons are well balanced with a good mix of whole class teaching and individual or group activity. Occasionally, teachers talk for too long, and pupils do not have enough time to work on the tasks. Where teaching was unsatisfactory, organisation was unsatisfactory and behaviour management was not firm enough.

81. Teachers in the same year group plan work together. This has the advantage of ensuring that all pupils have full access to the expected programme of study, and allows teachers to share their expertise. There are, however, also some shortcomings, in that, within the groups the level of work is not always sufficiently varied to meet the differing needs of pupils. This is particularly the case for pupils in some of the average and above average groups, when all, or many, of the pupils are given the same work. Pupils capable of higher attainment are then not being stretched. Although overall learning in the individual lessons observed was generally good, learning over time is not as rapid as it should be. On the other hand, pupils with special educational needs and those working at the lower levels of mathematics are generally supported well. Activities are appropriate and learning support staff give a good level of help to groups and individuals.

82. Activities and tasks are often interesting and enjoyable. For example, Year 4 pupils enjoyed using their knowledge of directions and angles to plot the different routes a ship might take to get to a certain point. Good links are established with other subjects, and the teachers try hard to ensure that learning is made relevant to pupils. Pupils use mathematical skills appropriately in science, design and technology and information technology.

83. Subject management is good. Teaching and learning is monitored systematically, and there are good systems for assessing pupils' progress. Assessment information is used to set useful targets for individuals and for groups within the school. However, the target set with the local authority for the current Year 6 in 2002 is very high. Analysis of the performance of different groups of pupils, and of different aspects of the subject is detailed and thorough. There is scope now for teachers to make more use of assessment information to ensure that work is matched more accurately to all pupils' needs.

## **SCIENCE**

84. In the 2001 national tests, the proportion of pupils reaching the expected Level (4) and above in science was well below the national average for pupils aged eleven. When compared to other similar schools, standards were below average. Over time, boys have consistently achieved better results than girls, though this trend has been arrested in the 2001 national tests. Test scores have risen steadily since the last inspection and at rate that is similar to that found nationally.

85. Evidence from the inspection indicates the work of pupils currently in Year 6 is below average. The work of the small proportion of higher attaining pupils, which includes written tasks, diagrams and recordings of practical investigations, is completed to a good standard. Skills in numeracy are used well to support learning in science. However, the amount of written work overall does not reflect the breadth of learning and the levels of achievement that have taken place. There are no significant differences between the attainment of boys and girls. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress in lessons. This picture closely reflects the quality teaching and learning seen during the inspection, but teachers face very

challenging circumstances due to the large number of refugees and the number of pupils for whom English is an additional language. In science, pupils often talk confidently about their work and, on occasions, use appropriate vocabulary but they have difficulty explaining what they have learned and recording their findings.

86. The quality of teaching and learning are good. Teachers plan for and maintain a good balance between all aspects of the science curriculum. In consequence, pupils have good opportunities to develop their knowledge and understanding of life processes and living things, materials and their properties, and physical processes. Teachers place a good emphasis on scientific enquiry with the help of well-planned tasks and investigations and, by the age of eleven, almost all pupils understand the principles of fair testing. For example, in their investigations on light and sound, pupils in Year 4 clearly understood that varying one factor, while keeping other factors constant, would lead to a fair test. Evidence from pupils' written work shows that, by Year 6, higher attaining pupils can successfully predict, measure, record results, and draw conclusions while carrying out an investigation. The recorded work of average and lower attainers includes unconvincing explanations due largely to the small amount of written work and the use of limited vocabulary.

87. From Year 3, pupils gain a sound knowledge and understanding of all aspects of the science curriculum, but with particular strengths in understanding scientific enquiry. In Year 3, pupils successfully sort materials and compare properties using scientific vocabulary, although many pupils found the concepts difficult to follow. During the inspection, pupils in Year 6 were given very good opportunities to develop their understanding of the timing of the day and the reasons for seasonal changes. Despite some very good teaching and imaginative use of resources, pupils found the concept very difficult to understand. The majority of pupils have difficulty relating science to every-day life and lack the background knowledge about science that is usually developed over time in school and from experiences at home.

88. Pupils' good progress in lessons reflects the quality of teaching. The strength in relationships between teachers and pupils is reflected by good attitudes to learning and the pupils' willingness to contribute during lessons. Teaching is good and it was judged to be very good in almost half the lessons seen. Teachers have a good subject knowledge and plan successfully within year groups to ensure all pupils have equal access to the curriculum. Planning is generally good, and the detailed scheme of work helps teachers to guide planning. However, science is taught in mixed ability groups in which pupils' attainment levels are very wide. In some lessons, the higher attainers are not always given sufficiently challenging work to stretch them. A striking feature of the very good teaching is the use of questions to extend pupils' thinking, knowledge, and understanding. The effective promotion of scientific vocabulary is helping pupils to talk about their work. Teachers' clear instructions and explanations effectively support pupils' learning. During the inspection, information and communication technology was used well to support and learning in Year 6. Teachers manage pupils well. Practical activities and investigations are well organised and structured and resources are used well to support learning. Teachers keep a good range of assessment records to track the progress the progress of pupils. Teachers reflect on their own teaching and there is evidence that lesson plans are adjusted in the light of what went before.

89. Subject leadership and management are good. The subject has not been a focus for development but his infectious enthusiasm has created a positive and confident approach to the teaching of science. The subject leader has monitored teachers' plans and pupils' work. Information from tests and assessments are evaluated with considerable care in order to

identify any trends or areas that may need further development. However, there are insufficient opportunities to monitor systematically the quality of teaching and learning. The school enriches pupils learning by arranging trips to the theatre to see plays based on science and museums.

90. The school has made some good progress since the last inspection. Standards have risen and teaching is good, although some weaknesses in the effective teaching of mixed-ability groups remain.

## **ART AND DESIGN**

91. Standards in art have improved since the previous inspection and are above those expected for pupils aged eleven. This improvement is the result of consistent planning across the year groups, good teaching and very strong subject leadership. Art has a high profile within the school, and standards of display are very good providing pupils with a visually exciting environment. The subject makes a very strong contribution to pupils' spiritual and cultural development.

92. Shortcomings identified in the previous inspection report have been successfully tackled. Art is taught as a separate subject in all classes, and skills are taught directly in every lesson. Teachers do, however, make very good links with other subjects, thus making learning relevant and interesting for the pupils. For example, when working on fabric, pupils in Year 6 discussed the concept of water resistance learned in science as they prepared to cover sections of their designs with glue and tape.

93. By Year 6, most pupils work confidently to explore ideas and are familiar with a range of different techniques and materials. They are used to discussing their ideas and methods and can identify improvements to help them achieve the desired effect. In one lesson in Year 6, groups of pupils discussed ways of enhancing their fabric designs with sequins, beads and buttons. Many showed a good understanding of colour, pattern, shape and form. Pupils gain a good understanding of how to develop their work over several lessons. For example, pupils in Year 6 have explored self-portraits using various techniques and materials. Teachers introduce pupils to a good range of artists from different cultures, and their work is used very effectively as a stimulus for pupils to develop their own artwork. Drawing skills are developed systematically, and pupils work with a good range of different media, including pencil and pastels. Information and communication technology is used very effectively in the subject. A very good example of this was observed when a Year 4 class developed photo montages in the style of David Hockney.

94. The teaching in art lessons is good overall, and is sometimes very good. Staff who are less confident with the subject benefit from very good advice from the co-ordinator, and from planning with colleagues in the same year group. Teachers have good behaviour management skills and lessons are carefully planned and well organised. As a result, pupils behave well, are ready to work and little time is lost. Although there is adequate space in most rooms for practical work, conditions are very cramped for pupils in Year 6. In one very good lesson, pupils' behaviour was exemplary as the teacher organised activities. Once the room was organised, the pupils worked with deep and sustained concentration, and coped very well with the restricted space.

95. Pupils with special educational needs are given good support within lessons, have full access to the curriculum and, as a result, make good progress. Those pupils learning English as an additional language are also fully included, because skills and techniques are

systematically taught, and because teachers' demonstrations are very clear. Gifted and talented pupils have good opportunities to develop their skills. Teachers value pupils' work, and towards the end of several lessons pupils had the opportunity to walk round and look at others' work and to talk about their observations.

96. Subject leadership is very good. The co-ordinator is an art specialist as well as a class teacher, and offers valuable advice and support to colleagues. She has planned and led a good programme of training for staff to inspire greater confidence and expertise. Satisfactory assessment procedures are in place. Pupils' experience is enriched through visits to art galleries, such as the Tate, and the William Morris gallery and through links with the community.

## **DESIGN AND TECHNOLOGY**

97. Standards match those expected nationally for pupils by age eleven. This picture is similar to that reported in the previous inspection, although subject guidance is detailed and well established, teaching is good, and subject leadership is strong.

98. The subject makes a very strong contribution to pupils' cultural and social development. Teachers make effective links with other subjects, thus making learning relevant and interesting. For example, when working on cogs and gearing, pupils in Year 6 visited a mill and reinforced their concept of water power and energy from their work in science. Further evidence from displays shows that pupils' skills in designing, making and evaluating are developed well with examples in all years. Displays included toys that make use of moving parts, and models that support pupils' knowledge and understanding in their science work. For example, levers using pneumatic forces are used to assemble models, and rotating cams are used to vary of different models.. Pupils in Year 4 make sandwiches with different fillings and consider the importance of a healthy diet.

99. During the inspection, pupils in Year 4 were seen designing food packaging. They examined the use of different materials and discussed which features make the packaging attractive to potential customers. The small proportion of higher attainers explained their choices with some confidence. Pupils in Year 6 have a clear understanding of how to plan and evaluate their work using clear criteria, guided by a design sheet. Pupils develop a sound understanding and awareness of different types of tools and the constraints of different materials. In the small numbers of lessons seen, pupils worked with commitment and enthusiasm. Teachers placed a good emphasis on the whole process of designing, making, evaluating and refining. Teaching is good overall and was very good in one of the lessons seen. This teaching is well focused, and gives pupils some good opportunities to generate ideas, make products, and evaluate their effectiveness. All pupils are fully involved in lessons, including those with special educational needs and those for whom English is as an additional language. Evidence from displays shows examples of good quality work with a strong emphasis on accuracy and close attention to the quality of finish.

100. The subject is well managed by an enthusiastic specialist who is very well organised. He has provided colleagues with training and gives them good levels of support. In recognition of the quality of the provision, the school hosts an open day for design and technology. The amount of time allocated to the subject is below that found nationally, although the curriculum is well planned and it provides pupils with good opportunities to produce, analyse, and evaluate against clear design criteria. The emphasis placed on the evaluation of the final product, as an integral part of the whole design process, helps considerably with assessment procedures. The subject is well resourced.

## **GEOGRAPHY**

101. Standards are below the nationally expected level for pupils aged eleven. Most geography work is carried out in the Summer term. At the time of the inspection, pupils in Year 6 were beginning a unit of work on Sao Paulo and, during the Autumn term, pupils in Year 5 had made a comparative study of Ilford and Leigh on Sea. For the comparative work on Ilford and Leigh on Sea, the localities were not clearly defined and pupils had relatively little recorded work. Pupils drew land use maps of the two areas but used an inappropriate base map for these, so there was insufficient recorded detail to enable pupils to make thorough comparisons. Also, these maps covered areas that were too large for a locality. Well-structured traffic and questionnaire surveys were carried out but there was insufficient analysis of the data that was collected. However, some work was of the expected standard including pupils' predictions before carrying out their fieldwork in Leigh on Sea, and the comparisons higher-attaining pupils made of the two areas. However, pupils gave few explanations of the similarities and differences.

102. In the one lesson seen during the inspection, pupils in Year 6 had a satisfactory basic knowledge of the locations of Brazil and the UK in preparation for their work on Sao Paulo. During this lesson, pupils were attentive, very well behaved and keen to answer questions. From all the evidence made available during the inspection, which included teachers' planning and pupils' previously completed work, the quality of teaching was judged to be unsatisfactory. Consequently, pupils do not achieve well enough. Strengths of the teaching include some effective use of information and communication technology, the use of maps to make some broad comparisons between UK and Brazil, and the provision of opportunities for pupils to develop a range of geographical skills. However, there are some significant weaknesses and these include insufficient subject knowledge such as the oversimplified comparison of the north and south hemisphere, the use of inappropriate resources (maps of wrong scale), and insufficient structured support for pupils' writing.

103. The well-structured scheme of work covers National Curriculum requirements but it does not contain sufficient guidance for teachers who lack expertise in geography. For example, subject guidance for work on Sao Paulo does not include sufficient information about the locality. There are some good opportunities for fieldwork especially in Years 3 and 5. Geography provides some good opportunities for pupils' cultural development through, for example, the work on Sao Paulo and the rain forest. The school has started to use satisfactory record sheets that include assessment against clear learning intentions. There are some weaknesses in learning resources that limit pupils' learning. For example, there are insufficient vertical aerial photographs, large-scale maps, and resources that help provide clear, appropriate learning activities.

104. The implementation of the subject improvement plan has been hindered by the absence of a subject co-ordinator. Despite this, the school has made some satisfactory improvements to geography since the last inspection. Teachers' planning is clear about learning intentions, although these are not always appropriate. Lessons are guided by a well-structured scheme of work and there is no longer the indiscriminate use of worksheets. A start has been made to introducing satisfactory assessment procedures.

## **HISTORY**

105. At the end of Year 6, pupils' attainment is at the nationally expected level for their age. Standards are not as high as those reported in the previous inspection. The new policy, curriculum, schemes of work, and planning completed for the beginning of this school year have not yet had time to make a significant impact on the subject.

106. Pupils make satisfactory progress and achievement during their time in school. All pupils are fully involved in lessons, including those with special educational needs and those for whom English is as an additional language. They make similar progress to other pupils. Written tasks, drawings and diagrams recorded in pupils' books are completed to a satisfactory standard, but the amount of written work is insufficient and does not reflect the breadth of learning that has taken place. Pupils develop a clear understanding of chronology and how things have changed over time. For example, they draw time lines and are able to place historical events in the correct centuries, and can appropriately use historical vocabulary. By the end of Year 6, pupils will have covered a range of topics about the Victorians, and about changes that have occurred in the local area over the last hundred years. In Year 3, pupils learn about the Romans and the invasion of Britain and can make comparisons between life in Roman times and today. They are able to describe events using words such as toga, centurion, villa, and temple in the correct context. They understand that information obtained from a number of sources may produce different opinions, some of which may be contradictory. In a lesson which focussed on the revolt of Boudicca and the Icenii against the Romans, pupils were observed exploring the reasons why and how this event occurred. In acting scenes from the revolt pupils were able to empathise with those involved and to understand cause and effect. Other examples of pupils' work indicate satisfactory knowledge and understanding of aspects of life in Roman times.

107. In Year 4, pupils can identify the important people of the period and describe the part these people played in significant events of the time. Pupils understand and are able to describe aspects of daily life and in a well-completed written task pupils had compared entertainment in Tudor times with that of today. The skills of historical enquiry and research are developed effectively by a task that involved identifying artefacts and their use. In Year 5, pupils learn about the ancient Greeks and the ancient Egyptians. Pictures and displays of pupils' work identify and illustrate well the major events and features of those times. A visit to the British Museum to study the artefacts of the periods provides a focus for learning.

108. Evidence indicates that teaching and learning are satisfactory overall, although the quality of the teaching in the two lessons seen during the inspection was judged to be very good. These lessons took place in a drama studio run by the local education authority and were taught by an outside specialist. This facility is well used by the school to interest pupils and motivate them to learn. It provides good opportunities for pupils to act out scenes from historical events. This strategy is particularly supportive to those pupils with special educational needs, those who have recently joined the school, and those for whom English is an additional language. The lessons are well planned with clear learning objectives and appropriate activities relevant to the pupils' needs. Visits to places of historical interest to extend pupils' knowledge and understanding are identified in the units of work they study. For example, pupils in Year 6 visit the museum of London and the Ragged school museum to enrich their learning of the Victorians..

109. The two part-time subject coordinators work well together. They manage the subject satisfactorily, providing advice and guidance to staff when requested. They scrutinise samples of teachers' planning and pupils' work to ensure that the requirements of the curriculum are fully met. Learning is fragmented because history is only taught for one term each school year. In one instance, this planning creates a gap of five terms between the subject appearing on the timetable.

110. Satisfactory assessment opportunities are identified within subject planning and a brief statement made at the end of each work unit of what pupils have achieved. However, there is no systematic detailed recording of pupils' progress. The use of information and communication technology (ICT) to support pupils' learning is limited. Displays of historical interest and pupils' work in the school are of good standard and help to promote learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

111. Since the last inspection, the school has made good progress in improving the provision for information and communication technology (ICT). Standards have risen and pupils' work in control and modelling has improved. Pupils are making good progress, though standards overall are still below national expectations for pupils aged eleven. This is because pupils have not had sufficient time to benefit fully from the good teaching, the improved curriculum, and the new computer suite, which was opened last term. Weaker aspects of pupils' attainment are their use of databases, and their combination of different forms of information from a variety of sources in, for example, multimedia presentations. Pupils have yet to use e-mail although this is planned for next term. However, pupils' work seen during the inspection matched national expectations. For example, pupils in Year 6 knew how to enter formulae for addition, multiplication and division into a spreadsheet and use it to answer questions. Pupils in Year 5 interpreted data collected by sensors during a science experiment, and pupils in Year 4 used a wide range of tools to copy, rotate, enlarge and paste sections of photos to create their montages in the style of David Hockney. Pupils' achievement is good. Pupils with special educational needs and those for whom English is an additional language also achieve well because of the support they receive from teachers and learning support assistants, and through the benefits of collaborative working at computers.

112. The teaching and learning of ICT are consistently good. All pupils are fully involved in lessons, including those with special educational needs and those for whom English is as an additional language. They make similar progress to other pupils. Teachers have good levels of subject knowledge and demonstrate programs clearly. Displays of good work are used effectively for whole-class evaluations. Teachers make particularly good use of a data projector or a control program that enables them to control all of the displays in the computer suite. The learning support assistant has very good ICT expertise, and she supports teachers whenever they take classes to the computer suite. During lessons, teachers and learning support assistants provide effective support for individual pupils to enable them to make good progress and overcome any learning difficulties. Classroom management is consistently effective, ensuring that pupils concentrate and listen well. Learning intentions are made clear at the start of lessons, and they are revisited at the end to make clear to pupils what they had learnt. Occasional weaknesses in teaching included: insufficient support for pupils' writing; final summary discussions that became too complicated; and missed opportunities to show the class examples of good work.

113. There are very good relationships between adults and pupils, and amongst pupils. Pupils work successfully in pairs at computers, and they collaborate well. Pupils enjoy the work and tackle their tasks with care and diligence. For example, the imagination of pupils in Year 3 was captured by the task to produce images in the style of Bridget Riley's paintings.

114. The raising of standards in ICT is a key priority in the school improvement plan, and the leadership and management of the subject is effective in raising standards and improving the quality of teaching. The well-structured, detailed scheme of work guides teachers' lesson planning. Good links have been made between ICT and mathematics, science and art. The school does not yet have a policy for the use of the internet, but software to control access



has been installed. There is a good system for assessment although there has not been enough time for this to have an impact on curriculum planning. The excellent air-conditioned computer suite makes a positive contribution to pupils' good progress. All classes have weekly lessons when pupils are taught specific ICT skills and knowledge. Each year group has two laptop computers and a data projector, although the use of this equipment is at an early stage of development.

## **MUSIC**

115. Standards in music match those expected for their age all areas of the curriculum, with the exception of composition, which is underdeveloped. This is due largely to the amount of curriculum time allocated to the subject which does not allow for the programme of study to be taught in sufficient depth. Pupils make good progress in aspects that are addressed by the school. For example, the school has worked hard to develop pupils' singing skills and there has been good progress in this aspect of music since the previous inspection, which reported that singing was unsatisfactory. All pupils are fully involved in lessons, including those with special educational needs and those for whom English is as an additional language

116. Pupils enjoy their singing practices and work hard. By Year 6, pupils develop a good sense of pitch and have well developed rhythmic skills. They try hard with their diction and phrasing, and they develop the skill of singing in two parts.

117. Younger pupils listen attentively and respond well to the teacher's clear instructions. They sing tunefully with a pleasant tone. For example, pupils in Year 5 showed a developing appreciation of different styles of music. They listened to the contrasting pieces, 'Bolero' by Ravel and 'Norwegian dance' by Grieg. Pupils were confident in expressing a personal response to the music. They could identify many of the instruments they heard and spoke about the different moods and structures of the pieces. They responded enthusiastically to opportunities to act a short drama to the Norwegian dance, reflecting its changing moods. Pupils in Year 4 used percussion instruments to record a composition on a space theme. This linked well with their work in science and in English. Pupils worked well together in groups. They enjoyed experimenting with different instruments and exploring sound effects and textures to create an impression of space.

118. Music is taught by a subject specialist. In consequence the quality of teaching and learning is good, and a significant proportion of the work was judged to be very good. The specialist teacher has very good subject knowledge. During lessons, she provided her colleagues with a very good model for them and helps to develop their skills in teaching music. In year group singing practices, the specialist emphasised the importance of posture and breathing for good singing. She has very good strategies for developing pupils' singing skills. Pupils are introduced to new songs in short phrases, sung unaccompanied. This strategy helped to develop pupils' listening skills and they learned new songs quickly. The specialist made effective use of musical vocabulary and encouraged pupils to use the correct terms. The lessons observed were well paced; pupils were well motivated and on task. The specialist teacher and class teachers worked well together, providing good role models for pupils.

119. The school provides a good range of extra-curricular opportunities for pupils to learn a variety of instruments with the help of other visiting specialists. The school has two choirs. During the inspection, pupils in Years 5 and 6 were seen practising for a festival with local schools which will take place in the Royal Albert Hall later this term. There are several recorder groups for pupils at different stages of learning and some pupils are practising

pieces in order to take part in a local recorder festival. A significant proportion of pupils benefit from opportunities to develop their performing skills, though the extra-curricular activities do not make up for the small amount of teaching time allocated in the curriculum.

## **PHYSICAL EDUCATION**

120. Standards were judged to meet the national levels for pupils aged eleven at the previous inspection over a broad range of activities, including gymnastics, swimming, and games skills. Current standards in gymnastics, dance and swimming do not meet the nationally expected levels by age eleven. The subject makes a strong contribution to pupils' social development, although opportunities for spiritual and cultural development are not fully exploited. By Year 6, a small proportion of pupils move with confidence and link skills to make a sequence in gymnastics and dance. However, the overall quality of pupils' movement is under-developed. Pupils are unable to reproduce simple skills with consistency or explore imaginatively with confidence. A particular weakness is pupils' lack of ability in evaluating their own work and that of others to help with the improvement of skills and understanding. In swimming barely half the pupils learn to swim the expected distance during an intensive but short teaching programme.

121. In Years 3 to 6, small proportions of higher attaining pupils are well co-ordinated and move with confidence in gymnastics and dance. For example, during a good lesson in gymnastics, a small number of pupils in Year 5, particularly girls, collaborated well and generated some imaginative ideas. The sequences they produced showed good body control and a modest range of movements, which closely matched the task. However, the majority of pupils used a very limited range of movements and showed little understanding of how individual skills can be linked to together. Generally, pupils of all ages, abilities and backgrounds are making satisfactory, and sometimes good, progress in lessons. However, pupils make unsatisfactory progress through Years 3 to 6 and they do not achieve as well as they should. This is due largely to the lack of curriculum time given to the teaching of physical education. Pupils do not have sufficient opportunities to maintain or develop an awareness of health-related fitness, strengthen control and fluency in their practical work, and develop an ability to compare their own work with that of others. In consequence, pupils are unable to evaluate and refine their work.

122. The unsatisfactory progress and underachievement of pupils reflect the lack of curriculum time allocated to the subject, rather than the quality of teaching and learning, which was satisfactory overall. Lessons apart from two were judged to be satisfactory or better, and two of the lessons seen were good. Lessons begin with warm-up activities, followed by explanation of the objectives so that pupils know what is expected of them. Detailed explanations and careful demonstrations of technique are high quality features of the best lessons. All but a few pupils are keen to participate. They collaborate well and commit themselves to activities energetically, with enjoyment. Pupils across the range of attainment work together well, irrespective of gender or ability, so that all are given equal opportunity to learn in a harmonious and productive atmosphere. They make the most gains in their skill development and understanding when teaching includes well-paced practical activities, clear demonstrations and opportunities to practise skills. Aspects of good teaching were seen in several lessons, and pupils are generally well managed. Good relationships are used effectively in helping pupils organise themselves and work successfully in groups. Unsatisfactory teaching was slow paced and included little guidance for pupils to help them develop skills and improve their understanding. Overall weaknesses in otherwise satisfactory teaching included a lack of in-depth subject knowledge, particularly with regard to gymnastics, and the absence of challenging tasks to stretch all pupils. Pupils made satisfactory progress in lessons although they are capable of achieving more. Throughout

the school, pupils with special educational needs and those for whom English is as an additional language are well integrated, and make similar gains to other pupils in the lessons.

123. The recently-appointed coordinator is a subject specialist. He is keen to develop his role and strengthen the subject further throughout the school. Subject guidance has been reviewed and is almost complete. However, it has yet to include assessment procedures. Pupils who wish to develop their skills further have access to a good range of after-school clubs and activities.

## **RELIGIOUS EDUCATION**

124. By Year 6, pupils' standards match the expectations of the new locally Agreed Syllabus. However, the standard of pupils' oral work is much higher than that of their written work. The standard of pupils' written work is under developed although some is of good quality. For example, the higher attaining pupils in Year 6 produced detailed and clear personal accounts of their visit to the gurdwara. The accounts included personal responses, as well as showing good levels of knowledge and understanding of the Sikh religion. Pupils in Year 6 have a satisfactory understanding of religious symbols and the common features of different faiths. Their writing about special places makes links to their emotions and relationships and, occasionally, to their religious beliefs. Pupils express their own views and respond thoughtfully to others' views, and have an understanding of what is involved in belonging to different religions.

125. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. For example, pupils in Year 5 know how the Qur'an should be handled and the reasons behind this treatment. Pupils in Year 4 have a good knowledge of Jesus' crucifixion and resurrection. In one class, many pupils asked perceptive questions about this period in the life of Jesus. In Year 3, pupils know how their lives are influenced by their families, friends and school and are beginning to understand the influence on them of people in the wider community. Pupils respond lively to questions and show confidence when speaking during whole-class discussions, although they make slower progress with written tasks when working in groups or individually.

126. An important factor contributing to pupils' good achievement is their good behaviour and positive attitudes. Pupils are very attentive and show respect for and interest in the beliefs of others.

127. The quality of teaching and learning is good. A common strength of teaching is that teachers effectively involve all pupils in lessons, including those with special educational needs and those for whom English is as an additional language. Other strengths include well-established routines, good classroom management, and very good relationships, which help to create a learning ethos in which pupils are confident to give their views and share their religious experiences. Lessons successfully build on and extend pupils' earlier learning, as in a Year 6 lesson on the Golden Temple that developed pupils' understanding following a visit to a gurdwara. Teachers use pupils' own religious knowledge very effectively. For example, in Year 5, the teacher used the pupils' good knowledge of the Qur'an to develop an interesting and lively lesson. Teachers provide pupils with good opportunities to ask questions and give their opinions, and many take these opportunities. For example, pupils in Year 3 shared their ideas, gave their opinions, and clarified their own

thoughts before they started writing. Occasional weaknesses in otherwise satisfactory lessons, were a lack of clarity in the explanation of the task, and a slowing of pace as the learning intentions were written on the board after the start of the lesson. A more common weakness is that there is insufficient structured support for pupils' writing.

128. The school is teaching the new locally Agreed Syllabus a year before it is required in September 2002. The school has not yet introduced a system for assessing pupils' progress. The curriculum is good because of the assemblies, where festivals such as Eid, Christmas and Diwali are celebrated, and the close links with the local community. Pupils visit local places of worship, and visitors to the school include a rabbi and member of a local church. Religious education provides many very good opportunities for pupils' spiritual and cultural development.

129. The subject is well managed. The recently-appointed co-ordinator has monitored teachers' planning and improved the organisation of learning resources, which are good. There are clear targets for improvement, although these have yet to be prioritised in an action plan. Since the previous inspection, there has been satisfactory improvement and the strengths identified in the previous inspection have been maintained.