

# INSPECTION REPORT

## **ELIOT BANK SCHOOL**

Thorpewood Avenue

London SE26 4BU

LEA area: Lewisham

Unique reference number: 100711

Headteacher: Kathy Palmer

Reporting inspector: R Peter J McGregor  
3525

Dates of inspection: 1<sup>st</sup>-5<sup>th</sup> July 2002

Inspection number: 195803

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Primary and Nursery  |
| School category:             | Community  |
| Age range of pupils:         | 3 to 11  |
| Gender of pupils:            | Mixed  |
| School address:              | Thorpewood Avenue<br>Sydenham<br>London  |
| Postcode:                    | SE26 4BU   |
| Telephone number:            | 020 8699 0586  |
| e-mail;                      | <a href="mailto:Kathypalmer_at_ebs@hotmail.com">Kathypalmer_at_ebs@hotmail.com</a> |
| Fax number:                  | 020 8699 4489  |
| Appropriate authority:       | Governing body   |
| Name of chair of governors:  | E. Ann Fahey   |
| Date of previous inspection: | June 1997  |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                       |                         | Subject responsibilities   | Aspect responsibilities   |
|--------------|-----------------------|-------------------------|--|---|
| 3525         | R Peter J<br>McGregor | Registered<br>inspector | Science<br>Design and technology   | The school's results and<br>achievements<br>How well pupils are<br>taught   |
| 19798        | Jane O'Keefe          | Lay inspector           |  | Pupils' attitudes, values<br>and personal development<br>How well the school cares<br>for its pupils<br>How well the school<br>works in partnership with<br>parents |
| 27654        | Robina Scahill        | Team inspector          | Mathematics<br>Music<br>Religious education<br>Special educational needs   |   |
| 31421        | Sue Rogers            | Team inspector          | Foundation Stage<br>History<br>Equal opportunities   | How well the school is led<br>and managed   |
| 29695        | Jill Lance            | Team inspector          | English<br>Geography   | How good are the<br>curricular and other<br>opportunities offered to<br>pupils  |
| 32143        | Rachel Singer         | Team inspector          | Information and<br>communications<br>technology<br>Art<br>Physical education<br>English as an additional<br>language |   |

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

### **INFORMATION ABOUT THE SCHOOL**

Eliot Bank provides education for pupils from the age of three, in nursery classes, to eleven-year-olds in Year 6. The school is bigger than most other primary schools with 406 full-time pupils, and 48 part-time in the nursery. Most pupils transfer to two main secondary schools. There are quite a lot more girls in the school than boys, particularly in Years 1, 4 and 6. About a third of the pupils are from ethnic minority backgrounds, mainly from Black African and African-Caribbean heritage. For just under a quarter of pupils, English is an additional language, a very high proportion when compared with the country as a whole. A small number of these pupils are at an early stage of learning English. About eight percent of the pupils are refugees, mainly from Kosovo, again a high proportion. The proportion of pupils identified as having special educational needs, just under a quarter of the pupils in the school, is broadly in line with that found nationally. A below average number of pupils have Statements of need. Special educational needs are mainly moderate or specific learning difficulties, including dyslexia, speech and communication difficulties, and emotional and behavioural issues. The Year 6 classes in 2001, the year for which national tests are referred to in detail in this report, had a high proportion of pupils with special educational needs, just under two-thirds. Judgements made in this report about national test results sometimes refer to similar schools: these are schools with more than a third but less than a half the pupils taking free school meals, an above average proportion. About eleven percent of the pupils left the school other than at the start or end of the school year, and a similar proportion joined. This is a high mobility figure, about twice the national average. Pupils of a full range of ability attend the school but, overall, standards are below average on entry. The area around the school is socially and economically mixed with private and housing association properties, but the socio-economic mix of pupils is below average overall. Ten of the eighteen teachers have been at the school for two years or more. Eliot Bank is a Beacon School and works in partnership with a number of other local schools. It has the benefit of government funding through Excellence in Cities (EiC) for supporting disaffected and gifted and talented pupils.

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

Eliot Bank is a very good school. In the 2001 national tests, seven-year-olds' achievements were very good, and eleven-year-olds, although attaining below average standards overall and well below the 2000 figures, achieved good standards considering their prior learning. Pupils' behaviour is very good around the school, and good in lessons when pupils are managed well by staff; a small minority can be very difficult at times. Some excellent teaching was observed, where pupils made rapid and very successful progress. Occasionally, unsatisfactory aspects of teaching restricted what pupils learnt. Pupils enjoy attending school. The ethos of the school is very good, with a strong sense of what is right and wrong, and of courtesy and respect. The management of the school is very effective with all in the community working for the further success of pupils. Expenditure on each pupil is high but what the school provides and what is achieved in so many areas of school life, indicate that good value for money is provided.

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

- Very good achievement in the Early Years, English, music and design and technology
- Good teaching overall, particularly good in Nursery and Reception
- Very effective care, where the welfare of pupils has the highest priority
- Very good or good management of several subjects and of support for pupils with special educational needs and English as an additional language, which is helping to improve teaching and learning
- Very good assessment systems, very well used to guide teachers on what to teach, in the Early Years, English, maths and science
- Excellent leadership provided by the headteacher with a clear vision for the school

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

- Weaknesses in teaching that restrict what pupils learn

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made very good improvement since the last inspection five years ago. Strengths of 1997 have been maintained or are even better and, in all seven key issues, good or better improvements have been made. The very good school ethos has been maintained. Very good improvement has been made in the Early Years, with strengths in the Nursery maintained and much better work in Reception classes. Standards in national tests fluctuate depending upon changes, year by year, in the number of pupils with special educational needs and the number entering and leaving classes at various times. Pupils' achievements have been maintained as good or very good over recent years in English and mathematics in the tests taken in Years 2 and 6. In all other subjects, pupils' achievements are satisfactory or better. In music, achievements were unsatisfactory in 1997 and they are now very good. Religious education standards have improved from unsatisfactory to sound or better. In ICT, the network of modern computers is resulting in good progress, with standards already similar to national expectations. Attendance has improved and is now just below national averages. The quality of teaching is much improved, with almost three times as many very good or excellent lessons, now about a third, and a greatly reduced number that were unsatisfactory. Very good teaching support is provided for pupils with special educational needs although now, as five years ago, in lessons where additional adults are not available, their progress is not as good. Assessment is a strength today, with good use made of information to target individual pupils; assessment procedures in the Early Years are excellent. Curriculum planning is better and now usually meets the needs of pupils. Buildings and facilities, particularly for early years children, are much improved and now very good. The management structure is very successful, and this was not the case five years ago.

## STANDARDS

The table 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 |      |      |                 | Key   |
|-----------------|---------------|------|------|-----------------|---|
|                 | all schools   |      |      | similar schools |   |
|                 | 1999          | 2000 | 2001 | 2001            |   |
| English         | C             | A    | D    | B               | well above average A<br>above average B<br>Average C<br>below average D<br>well below average E |
| Mathematics     | B             | B    | D    | B               |   |
| Science         | B             | A    | D    | C               |   |

Pupils' standards in 2001 national tests, taken at the age of seven, were well above average in mathematics and writing, and average in reading. When compared with pupils in similar schools, standards were well above average in reading, and very high in writing and mathematics, indicating very good achievement by those pupils. The writing and mathematics results were in the top five percent of similar schools. Science standards were assessed by teachers at a level broadly similar to national expectations.

In end of Year 6 tests, taken by eleven-year-olds in 2001, attainment was below average overall when compared with national figures. When compared with similar schools, standards overall were above average. The results were as expected for these pupils and signified their good achievement.

The trend in the Year 2 results over the past five years up to 2001 is one of rapidly improving standards in writing and mathematics and plateauing reading results. In Year 6, the trend of improvement in results is below the national trend, but this masks great fluctuations year by year.

The school's 2001 target of 63 percent of Year 6 pupils attaining Level 4 or better in English was exceeded, with 65 percent achieving this standard. In mathematics the target was 75 percent, but only 67 percent attained level 4 or better. Targets for 2002 are much higher, with 82 per cent expected in both English and mathematics. After these targets were set, changes in the pupils present in the Year 6 classes meant that they were too high.

Overall, current attainment is average or above at the end of the Reception class in the six areas of learning, which indicates very good progress in the Early Years. At the end of Year 2, standards are about average and pupils are achieving well. At the end of Year 6, standards are broadly average, but with few pupils at the higher levels. Standards are not as high as they could be in Year 6 because high pupil mobility prevents the good teaching from having such a lasting impact. In most subjects, pupils are working at generally average levels though they do very well in English, music and design and technology. Considering their various levels of prior attainment, these pupils' achievements are good.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good attitudes to school and work. Most pupils take pride in what they do. Excellent attitudes and approach to school assemblies, which are very successful occasions.   |
| Behaviour, in and out of classrooms    | Good behaviour in lessons overall, although a small minority of pupils can be inattentive and disruptive. Very good behaviour around the school, as pupils move around in a friendly relaxed manner. Lively during breaks but rarely aggressive.                       |
| Personal development and relationships | Good. Pupils respond with enthusiasm to opportunities to take on responsibilities. School council is effective. Pupils are friendly, confident and treat each other and staff with kindness and respect. At play, older pupils look after younger ones or those upset. |
| Attendance                             | Improving but below average overall. Unauthorised absence now close to average. Extended holidays in school time, which the school strongly discourages, and high pupil mobility still affect attendance. Good punctuality.  |

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2  | Years 3 – 6 |
|------------------------|-----------------------|--------------|-------------|
| Quality of teaching    | Very good             | Satisfactory | Good        |

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

The overall quality of teaching and learning observed was good, with a range in individual lessons between excellent and poor. The best teaching and learning was in Reception and Year 5. In Year 1, although the greatest weaknesses were observed, there was also a high proportion of very good work.

Strengths in teaching include good planning and good teacher subject knowledge. Lessons usually started with clear learning intentions shared with the pupils, moved on to well-structured activities that motivated them, and ended with plenary sessions where pupils' knowledge of what had been taught was assessed and reinforced. Relationships between teachers and pupils were often very good, and this assisted in very worthwhile question and answer sessions. Pupils concentrated hard and worked at a good pace. The whole-school emphasis on speaking and listening is of great benefit to the pupils' learning in all their subjects. Behaviour management was a further strength

in many lessons, although not all. Learning support staff teach effectively, providing good help for pupils with special educational needs. Teaching of literacy, numeracy and ICT skills is good.

The most significant teaching weaknesses, identified in a few lessons, were where work was not matched satisfactorily to pupils' prior learning. Pupils lost interest and were silly at times. Too little attempt was made at assessing understanding and so the pace was slow and pupils' concentration lapsed. Expectations of the quality of work that should be completed by high attainers were sometimes too low.

The early years staff work very effectively as a team, planning together to meet the needs of the children. Teaching across all six areas of learning is very good overall. From Years 1 to 6, very good teaching of English is a key cause of the pupils' very good progress, and the overall good teaching of mathematics and science results in effective learning. The quality of teaching of foundation subjects is generally good, with the greatest strengths in music, ICT and design and technology, and the most significant weaknesses in physical education.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Good. Broad and balanced curriculum, with effective planning for subjects and personal, social and health education. Good use of blocks of time for in-depth study of subjects such as music and science. Good range of popular extra-curricular activities.   |
| Provision for pupils with special educational needs   | Very good. Pupils' problems are identified early through effective assessment systems. They are very well supported, when extra staff are available in lessons.  |
| Provision for pupils with English as an additional language                                 | Good. Pupils value the praise they receive for their contributions. Pupils act as good role models for each other in speaking and listening. Focused specialist adult support in classes is very helpful. Clear and effective target-setting and support for individual pupils.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good in all four areas. Some excellent thought-provoking assemblies. The difference between right and wrong is strongly promoted. School ethos encourages pupils to work well together and take responsibility. Time is taken to value the diverse and rich cultures of the world.  |
| How well the school cares for its pupils  | Very good care and provision for health and safety. Great efforts are made to improve attendance, using very good systems. Pupils' progress is tracked very well and information used very effectively to set targets for individuals and plan appropriate work and support. Assessment in subjects other than Early Years, English, maths and science is inconsistent across classes. |

Parents and carers greatly appreciate the welcoming atmosphere in the school and the excellent example of openness set by the headteacher, who is available every day for informal discussion. The school provides very good information for parents, both on their children's progress and for general interest. Parents are happy to support the school and their children's learning at home. The partnership works very well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. Headteacher is an excellent leader, exceptionally conscientious and committed to the pupils' education. Vision for the school is clear and expectations very high. Close-knit team works well together. Co-ordination is satisfactory or |

|  |   |
|--|---|
|  | better for all subjects. Overall very good management.  |
| How well the governors fulfil their responsibilities | Very well. Governors are knowledgeable, being kept well informed about the school, and are very effective as ‘critical friends’. They monitor the education provided very carefully and ensure that all statutory requirements are met. |
| The school’s evaluation of its performance           | Very good. Teaching and learning are evaluated thoroughly, including monitoring of pupils’ work and teachers’ planning. School improvement plan is very detailed and useful, although success criteria are not always clear.            |
| The strategic use of resources                       | Well-managed budget. Very effective forward planning so that very good improvements have been made in the school’s buildings and ICT facilities.  |

Very good accommodation is used to very good effect for the pupils. Resources are good and staff well deployed. Good use is made of teaching assistants for the benefit of the pupils. Office and premises staff are very welcoming and effective. Arrangements for staff training are very good. The best value principles of competition, consultation, comparison and challenge are very well applied.

### **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>• Children like school (extremely positive)</li> <li>• Children make good progress</li> <li>• Children’s behaviour is very good</li> <li>• Teaching is very good</li> <li>• The school has high expectations of pupils</li> <li>• The school works closely with parents</li> <li>• The school is very well led</li> <li>• The children are helped to be mature and responsible</li> </ul> | <ul style="list-style-type: none"> <li>• The range and number of extra-curricular activities</li> <li>• The homework set</li> </ul> |

Parents are very happy with the education and care their children receive at the school. Although few attended the parents’ meeting before the inspection or responded to the questionnaire, those who did were mostly very positive and inspectors generally endorse those views. Parents were particularly appreciative of the school’s high expectations of pupils’ behaviour and progress and the approachability of staff. A few parents expressed concerns over homework and the range of extra curricular activities. Inspectors, however, disagreed and considered both of these areas to be well provided for.

## **PART B: COMMENTARY**

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

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

1. Entry standards into the school, either into the Nursery or Reception classes, are below national expectations, with a small minority of the children at the very early stages of learning English and just under a quarter who do not speak English at home. The very good 2001 Key Stage 1 test results in this context signify that pupils made very effective progress in English, particularly writing, and in mathematics, from the time they entered the school and achieved very well. In mathematics, the proportion of pupils attaining the high level 3 was very good indeed. The writing and mathematics results were in the top five percent of schools with similar socio-economic circumstances and the reading results well above the average for such schools. Teacher assessments in reading, writing and mathematics indicate standards that were broadly similar to the test results. In science, standards were assessed at a level broadly similar to national expectations.
2. The school has analysed the 2001 Key Stage 2 results with great care, as they were such a significant drop from the standards attained in the previous year. Standards were below average in the three core subjects, English, mathematics and science, though above average in English and mathematics and average in science, when compared with schools in similar social contexts. In all three subjects a good proportion of pupils were successful in attaining the expected level 4, but a much smaller proportion of pupils achieved the higher level 5. The results were as expected using teacher assessments in English and mathematics; pupils reached their target grades. In science, teacher assessments over-estimated what pupils would attain. Generally the high mobility of pupils in this year group and the proportion of pupils with special educational needs, mean that the results attained represent good or better achievement for this cohort of pupils.
3. Standards attained by boys and girls do differ from year to year. Over the past five years, seven-year-old boys' test results in reading and writing have been lower than those of girls, by a similar amount to that found nationally. In mathematics, boys' results have also been lower than those of girls, but nationally boys have achieved better results than girls. At age eleven, pupils' results reflect national gender differences with girls attaining higher standards than boys in English, boys higher than girls in mathematics, and broadly similar results in science. Significant differences occur year by year, but these tend to reflect numbers of pupils of each gender with special educational needs and pupil mobility issues. The school is aware of these discrepancies and has monitored teaching and learning to identify reasons, but no issues have been found. The school has reviewed examination successes of pupils from different ethnic groups and found no significant differences.
4. Over the five years up to 2001, the trend in Key Stage 1 results shows standards rapidly improving in writing and mathematics and staying similar in reading. Although the Key Stage 2 trend of improvement in results is below the national trend, great fluctuations have occurred. The proportion of pupils with special educational need varies, which has an effect on results. The school's inclusive approach to education means that, as parents move their pupils on leaving the area, others are always accepted when they apply, up to the maximum class size. The outcome of this pupil movement varies from year to year, and is the major contributory cause of variations in national test results. In 2001, for example, approximately 60 percent of the pupils in Year 6 had not been at the school in Year 2.
5. This mobility factor also affects the extent to which the school's targets are met. The target for the proportion of pupils attaining level 4 or better in 2001 was exceeded in English but not in mathematics. Targets for 2002 are much higher than 2001, with 82 percent expected in both English and mathematics. After setting the targets for 2002, nine pupils joined the Year 6 classes, over half of whom had special educational needs. This means that these targets are no longer realistic.

6. As they move through the Foundation Stage, all children are currently making very good progress, achieving very well considering their starting points. By the end of the Reception Year most will have achieved the Early Learning Goals. Personal, social and emotional development will be well above average and creative, physical and mathematical development will be above average. In communication, language and literacy, and knowledge and understanding of the world, standards are likely to be average. Very good progress has been made since the time of the last inspection, lifting the good standards noted in 1997 to those achieved now.
7. English standards at the end of the current Year 2 are average or a little below in reading, but improving, similar to national averages in writing, and above average for speaking and listening. These outcomes represent very good achievement considering the pupils' capabilities and mobility; this is in a year group where a high proportion of pupils have special educational needs. Standards at the end of Year 6 are broadly average, although few pupils are attaining at the highest level. This represents very good achievement for the classes, considering their backgrounds. The many planned opportunities for pupils to develop skills in speaking and listening, the high profile given to reading and a focus on grammar, punctuation and spelling are keys to this success. Literacy standards are as good as they are because of the whole-school focus on all aspects of language.
8. Pupils in Year 2 show good understanding of the mathematics covered in the current year and are achieving well, although issues of pupil mobility and some weaknesses in teaching result in satisfactory achievement over time across the key stage. Attainment is about average overall at the end of Year 2. Standards are broadly average at the end of Year 6 and pupils are achieving well considering their background and prior learning. Fewer pupils are attaining the higher National Curriculum levels than is usually the case. Numeracy standards are good; number is used effectively across several subjects.
9. Current standards of seven-year-olds in science are broadly average and pupils' achievement across the key stage is satisfactory. Pupils are making good progress, achieving well, in Year 2, but work is much less effective in Year 1. Eleven-year-olds' standards are broadly average now, and pupils' achievements are good, although their understanding of investigative skills is not as good as their knowledge of science. As in English and mathematics, fewer pupils are attaining the standards corresponding to higher National Curriculum levels.
10. In the foundation subjects and religious education, current standards are broadly similar to national expectations, with above average attainment in music, design and technology and religious education in Key Stage 2. Pupils' progress is satisfactory or better in all subjects, with very good achievement in music and design and technology. Expert tuition in music and the 'blocks of time' to teach a well-structured course in design and technology distinguish these most successful subjects from the others. In ICT, achievement is good, and attainment is average and improving, as the outcomes of the regular use of the computer network begin to show. Standards in physical education are a little lower than in other subjects.
11. Pupils with special educational needs make good progress because of the additional learning support they receive from specialist teachers and classroom and teachers' assistants. However, there are times when support is not available and progress slows. This is especially so when pupils have behavioural difficulties. The focus on speaking and listening skills in many lessons is very helpful to these pupils.
12. The school's intake is very diverse, with over thirty languages spoken by the pupils and their families. Pupils learning English as an additional language make good progress through their lessons, helped particularly by focused specialist support. They gain in confidence as they are praised for their contributions in class. The focus on all aspects of language is very helpful to their learning.
13. Overall achievement of pupils is judged to be very good across the Foundation Stage, satisfactory in Year 1 and good throughout Years 2 to 6. Good progress has been made since the last inspection in maintaining strengths and making real improvements where weaknesses were identified, for example in music and religious education.

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

14. Overall attitudes, behaviour and personal development are **good**, and attendance **satisfactory**
15. Pupils' attitudes to school and their work are good and a similar quality to those described at the time of the last inspection. Pupils are happy to come to this school and would recommend it to other children. In most lessons observed, pupils were attentive, obedient and tried their best. They are keen to answer questions and listen appropriately to teachers and each other. In some lessons, however, and usually despite teachers' efforts, a small minority of pupils were inattentive and disruptive. Some of the most highly motivated pupils were in the Nursery, where they settled quickly to activities and maintained high levels of concentration. Most pupils take pride in their work and enthusiastically explain what they have learnt when asked. A high number of them attend the good range of extra-curricular clubs provided by staff.
16. Behaviour was very good around the school and in the playground. In assemblies, pupils arrived and left in a very orderly fashion and listened intently to staff and each other. Pupils moved around the premises very sensibly and lunchtimes were friendly, relaxed occasions. Outside play was lively but rarely aggressive. When pupils had to stay indoors during breaks due to wet weather, they settled sensibly to their games and played quietly with each other. Behaviour overall in lessons was good. In a minority, some pupils were less well behaved particularly during group work, while others were restless and inattentive when sitting on the carpet at the beginning of the lesson. In the Nursery, behaviour was consistently very good which enabled the children to make rapid progress in their personal and social development. Parents are very happy with the standards of behaviour found in the school. Exclusions are rare and only used in the most extreme cases which warrant such action.
17. Bullying and racist comments are rare in the school. Pupils are confident that, should an incident occur, staff will deal with it quickly and effectively. Pupils are friendly, confident and treat each other and staff with kindness and respect. They are consistently courteous to visitors, often opening doors or offering to help. Good relationships exist between pupils. They all mix well together with no tension observed. In the playground small and large groups of boys and girls of all cultural backgrounds play happily together. Pupils are supportive of each other. They congratulated each other's achievements during a Year 3 numeracy lesson. In an assembly, pupils were clearly delighted when their class won a weekly award for good attendance.
18. Pupils are keen to take on responsibilities and respond well when they are given the opportunity. In the Foundation Stage, children were confident and independent. They handled and chose resources competently and managed personal skills very well, such as hanging up their own coats. The school council members take their roles very seriously, and conscientiously ensure that any concerns reported to them by their classmates are passed on to staff. At playtimes, older pupils look after younger ones or play with anyone who is feeling upset or lonely. In classrooms, pupils work well in pairs and small groups and most settle down quickly to their group tasks.
19. The latest attendance figures collected by the school show that, as a result of a lot of hard work by staff, levels are beginning to improve. They still remain, however, just below the national average. The number of unauthorised absences has dropped since the last inspection and has much improved since the most recent set of published figures. It is now similar to the national proportion. The school is well aware that long-standing factors have affected the school's figures, such as pupils being withdrawn for holidays during term (and is endeavouring to discourage this) and the high mobility of pupils. Punctuality is generally good at the school with most pupils arriving in time for lessons in the mornings. Registers are taken promptly and effectively at the beginning of each session and all lessons start on time.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Overall, the quality of teaching and learning is **good**
21. The overall quality of teaching and learning observed was good, with a range in individual lessons between excellent and poor. The quality was very good in the Foundation Stage, satisfactory in Key Stage 1 and good in Key Stage 2. The best teaching and learning overall was in Reception and Year 5 classes and the greatest weaknesses were in Year 1, although in Year 1 there was also a high proportion of very good work.
22. Strengths in teaching include good planning and good teacher subject knowledge. Lessons usually started with clear learning intentions shared with the pupils, moved on to well-structured activities that motivated them, and ended with plenary sessions where pupils' knowledge of what had been taught was assessed and reinforced. For example, in a Year 1 literacy session, the teacher introduced the session very effectively, reminding pupils of earlier work on 'ou' sounds and testing their understanding as they used individual whiteboards. The teacher showed good subject knowledge, linking speaking and listening, handwriting, spelling and reading. The group work that followed was demanding and well matched to the wide range of pupils in the class. The two classroom assistants working very effectively with groups, one with the lower attainers providing individual support as needed, the other with a larger group. This enabled the teacher to challenge pupils as they carried out their writing tasks, resulting in very good progress. The summarising session at the end of the lesson was particularly effective, enabling the staff to identify how much pupils had understood and learnt. The pace of the lesson and calm quiet approach of the teacher retained pupils' motivation and concentration throughout.
23. Relationships between teachers and pupils were often very good, and this assisted in very worthwhile question and answer sessions. The whole school emphasis on speaking and listening is of great benefit to the pupils' learning in all their subjects. A Year 5 religious education lesson on the impact of 'peaceful protest' exemplified this, with all pupils making excellent progress. As the story of Ruby Bridges, the first black child to be bussed into an all white school in the United States, was read to the class, they were captivated by the child's experiences. The open discussion that followed, where pupils were challenged to have ideas and opinions, and to express them clearly, was possible because of the mutual respect that existed amongst the pupils themselves and between the teacher and pupils. The focus of the lesson was carefully changed, retaining the interest of the class. Paired discussions of pupils showed how the pupils could keep their voices down and could take turns. At the end of the lesson, which included a well-sung rendition of 'We shall overcome', as well as a folk singer singing 'We shall not be moved', pupils commented that they would remember Ruby's prayer to forgive her assailants if they had to face a bully at any time.
24. Behaviour management was a further strength in many lessons, although not all. In a Year 3 mathematics lesson, the way in which the pupils were managed led to very effective achievement for all. Following a very demanding and productive introduction, where numeracy skills were reinforced, pupils were set the task of identifying the number of three dimensional shapes they could make using four cubes. Paired discussion and very good teacher support led to rapid progress and great enjoyment. The lesson moved on quickly to representing these shapes on isometric paper. Pupils accepted, willingly, the great demands placed on them, knowing with certainty what was and was not acceptable conduct. Pupils were not cowed, but secure. This clarity of purpose enabled the staff and pupils to enjoy humorous comments together, as well as to work extremely hard.
25. Weaknesses in teaching varied from class to class. The most significant, in Year 1, was in the unsatisfactory match of the work to the pupils' prior learning, and insufficient involvement of the pupils in their own learning. Pupils lost interest and were silly at times. When pupils spoke out without raising their hands, the teacher responded, resulting in more shouting out and unsatisfactory behaviour. Too little attempt was made at assessing understanding and so the pace was often slow and pupils lost concentration. Expectations of the amount of work that should be completed were too low. In other classes where

teaching was unsatisfactory, for example in physical education, teachers showed a lack of knowledge of the subject and how to manage a practical session well. These weaknesses were few, however, in an overall good picture, where strengths greatly outweighed weaknesses.

26. Learning support staff teach effectively, providing very good additional help for pupils with special educational needs. These staff and specialist teachers ensure that very good progress is made when such staff are available. However, there are times when support is not available and progress slows. This is especially so when pupils with behavioural difficulties have no support, and this was a contributory factor in some of the lessons that were judged to be less than satisfactory. Overall, the quality of teaching and learning for these pupils is good.
27. The work of pupils learning English as an additional language is well supported by teaching and support staff who are deployed effectively. For example in one Year 5 literacy lesson, the support teacher provided a model of how to write a persuasive sentence and supported a small group of pupils in achieving the desired learning intention. The overall quality of teaching and learning for these pupils is also good.
28. Teaching of both literacy and numeracy is good. The strong emphasis on cross-curricular links means that subjects are not taught in isolation. Accurate spoken and written English, and the current focus on improving standards of reading, mean that literacy is promoted well in many lessons. Occasionally staff do not use Standard English well, however, reinforcing inappropriate grammar. Pupils' numerical skills are reinforced through good teaching in several subjects other than mathematics. In science, geography and design and technology, for example, good practice was seen. ICT skills are taught well in specialist ICT lessons and, in these, work is related effectively to other subjects. Class-based computers are used insufficiently, however, to reinforce what has been learnt.
29. The early years staff work very effectively as a team, planning together to meet the needs of the children. Teaching in all six areas of learning is very good overall, especially in the Reception classes where teaching of writing and mathematics is particularly good. Very good teaching of English is a key cause of the pupils' very good progress from Year 1, and the good teaching of mathematics and science results in effective learning. The use of support staff is very helpful to pupils in these core subjects. In both mathematics and science, the overall quality of teaching in Key Stage 1 is lower than in Key Stage 2, where it is more consistently good. The range in quality is greater in Years 1 and 2. The quality of teaching of foundation subjects is generally good, with the greatest strengths in music, ICT and design and technology, and the most significant weaknesses in physical education. With the increased pressures on teaching staff resulting from high pupil mobility, and teaching pupils for whom English is an additional language in some classes, the challenge is to try to meet the needs of all abilities, particularly high attainers, and to ensure that they make appropriate progress in all subjects.
30. The quality of teaching and learning is much improved when compared with the quality reported at the time of the last inspection, with almost three times as many very good or excellent lessons, now about a third, and a greatly reduced number that were unsatisfactory. Several staff are models of very good practice which is reflected in the Beacon School status of Eliot Bank. Teaching support for pupils with special educational needs is now very good although, now as five years ago, in lessons where additional adults are not available, their progress could improve further.

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

31. Overall curriculum provision is **good**
32. All subjects of the National Curriculum are effectively planned for and the school uses the locally Agreed Syllabus for religious education. The best planning is for the Foundation Stage, English, music and design and technology. Curriculum planning for music, ICT, and religious education is much improved from the

time of the last inspection, and now meets statutory requirements. The school has developed an effective whole-school curriculum plan since the last inspection.

33. For the Foundation Stage, careful note has been taken of national guidance documents, providing a well-planned and structured range of learning experiences that enable the children to progress towards the Early Learning Goals. The introduction of the national strategies for literacy and numeracy has been thorough and effective, having a positive impact on standards. Planning for English is very good and good for mathematics. In science, however, the annual programme of topics is being changed to a two-yearly cycle, providing more time for in-depth study. Planning for the development of pupils' investigative skills is not sufficiently embedded in the science curriculum. The school makes good use of central government's published schemes of work and the National Curriculum guidance documents for foundation subjects. There is an effective programme for personal, social and health education, which includes sex and drugs education.
34. Time allocations for subjects are appropriate. Blocks of time are provided each year to a range of subjects to ensure that pupils can develop an in-depth understanding. For example, there has been a two-week focus on art and music, including specialist visitors working alongside pupils in the classroom. A similar week was held for science and design and technology just prior to the inspection, when visiting science theatre groups and a planetarium provided a wealth of very good experiences for the pupils. There has been a similar week for history and geography. Planning for these weeks is thorough and very effective.
35. Planning for the development of pupils' literacy, numeracy and ICT skills is good, although scheduling the use of class computers is weak. Cross-curricular links are made in many subjects, enabling teachers and pupils to benefit from reinforced ideas.
36. Pupils have further opportunities for learning through a good range of extra-curricular activities, including music, sport and ICT. The school provides additional opportunities for gifted and talented pupils. In Years 3 and 4, they are invited to a lunchtime club to extend topic work and pupils in Year 5 have a writers' club. A lunchtime reading club operates for pupils who find it hard to read at home. There is also a daily after-school club for pupils whose parents find it difficult to collect their children at the end of the school day. This enterprise, run by an external group who charge a fee for the care provided, is successful and appreciated by parents.
37. The school makes good use of a range of community links to support learning objectives. For example, Reception children visit the local Horniman Museum, Year 2 visit the Polka Theatre and Years 4 and 5 visit Horton Kirby Field Study Centre on several occasions during the year. Links with local schools are well developed. Pupils have visited the local girls' comprehensive school for ICT work and Year 6 visit the school for a 'taster day' of life in a secondary school. The school makes effective use of visitors to the school. For example, local police support the school's drugs policy by taking part in discussion with older pupils and also talk to younger pupils about being safe. The local vicar visits the school and some parents visit school to share their particular faiths with the pupils.
38. The school is successful in ensuring that all pupils have equal access to the curriculum. An effective curriculum is in place for supporting pupils with English as an additional language. The school's provision for pupils with special educational needs was a key issue in the last inspection, but pupils' needs continue to be carefully identified and very good support is now provided, responding to good quality individual education plans.
39. The school provides very well for pupil's spiritual, moral, social and cultural development and this is much appreciated by parents. In the previous report, these areas were judged to be good except for the sound provision for cultural development. Pupils' understanding and appreciation of other values and beliefs are fostered very well through assemblies, the religious education curriculum and through subjects such as art, science and music. Assemblies meet all the legal requirements for providing daily acts of collective worship. Each one is carefully planned to be thought provoking and to give pupils a chance to reflect. Feelings and

emotions were explored very well during one observed whole-school assembly where pupils were told the story of a young black girl's struggle against prejudice in America during the 1960s. Year 5 pupils ably acted out the story, enabling everyone to consider both the unjust treatment she received and how she was able to forgive her persecutors.

40. Pupils' moral development is promoted very well in the school. The difference between right and wrong is promoted very well through the behaviour policy and the clear system of rewards and sanctions. Staff provide very good role models for this area by treating pupils with respect and enforcing the behaviour code. Rules are displayed around the building and pupils are very aware and respectful of them. Assemblies often have strongly moral themes which are illustrated well. For instance, during a Key Stage 2 assembly, a Muslim story similar to that of the Good Samaritan was told, enabling pupils to consider how to be a good neighbour. Moral issues are presented well in displays such as one by Year 4, comparing the lives of rich and poor people during Victorian times.
41. Opportunities for pupils to develop socially are also very good in the school. The school's strong ethos of working together and sharing permeates all areas. In Reception classes, children were told a story called 'I'm sorry' and sensitively guided by the teacher to consider others' feelings and how to make amends. Pupils have opportunities to co-operate together on outings, residential trips for Years 5 and 6 and at lunchtime when chosen mediators help and support those who are feeling upset or lonely in the playground. In the Nursery, children play together very well and share resources without argument. Pupils work well in pairs with computers during ICT lessons. The well-organised school council promotes social skills well with pupils of all ages working together to improve the school. Circle times are used particularly well to air pupils concerns and help to resolve problems.
42. Pupil's cultural development is encouraged very well across the curriculum. Resources and books reflect a range of different cultures, and displays include captions in other languages. In art, Year 6 pupils have completed work on Aboriginal art and in a science lesson, pupils used a globe to consider different habitats around the world. Pupils' appreciation of British culture is promoted effectively through visits to historical buildings, museums, art galleries and other places of interest. Local senior citizens often come to school to talk to pupils about their lives for history projects, which further enhances pupils' appreciation of local culture. The diverse range of cultural backgrounds found within the school community is celebrated wherever possible. Positive images of different cultures were seen around the school in displays and resources.

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

43. Overall provision for care and assessment is **very good**
44. The school knows and cares for its pupils very well. Very efficient welfare systems ensure each child's general well-being. These high standards have been maintained since the last inspection. Very good systems are in place for handling child protection issues. The headteacher is the person designated to deal with any concerns and the school has its own policy based on local guidelines. All staff are made fully aware of the necessary steps to take if they are concerned about a pupil's welfare. Careful records are kept of any concerns and these are regularly monitored.
45. Very good health and safety procedures are in place with full risk assessments completed each year. Any safety concerns are dealt with promptly and the building and grounds are clean and well maintained. Pupils who have been hurt or are feeling unwell are sensitively handled by appropriately trained first-aiders. Thorough details are kept of pupils with any medical problems and good links are maintained with medical professionals. Staff provide appropriate personal support to pupils in particular need.
46. Staff, supported well by external groups, have worked extremely hard and with some success to improve attendance figures at the school. Unexplained absences are carefully followed up and registers regularly

checked for any emerging patterns. Parents are constantly reminded in newsletters of the importance of good attendance to their children's overall achievement. Punctuality is also carefully monitored and any problems dealt with promptly. Pupils and classes are praised for very good attendance.

47. The school promotes pupils' behaviour very well. The full system of awards for both academic and personal effort are highly valued by both pupils and their parents. Pupils' successes are celebrated in weekly reward assemblies where high numbers of pupils are congratulated for good work and consideration of others. The school's policy for eliminating oppressive behaviour works well. Pupils are aware of their right to be treated with respect by their classmates and have faith that staff will deal with any incidents quickly and effectively, should they occur. In an observed circle time in Year 6 the issue of bullying and how to deal with it was handled very skilfully and sensitively by the teacher. As a result of all this, bullying is rare in the school.
48. The school has improved assessment procedures since the last inspection. It now provides regular assessments, which are recorded on a computerised system. This can be used to identify the needs of individual pupils, including those who are gifted and talented. It highlights areas of concern, keeps a record of the levels that pupils attain and tracks their progress effectively. The information is also helpful in identifying those pupils who receive support and how they are benefiting from it. Children are assessed when they enter the school in the Nursery class and a baseline assessment is carried out in Reception classes. Assessments are made each year thereafter. This annual testing is important with such high pupil mobility. Class and group targets are set, based on these records. The assessment of pupils with special educational needs is very good and excellent for pupils with Statements of special educational needs. Targets in individual education plans reflect pupils' learning needs in great detail, and are closely reflected in specialist teaching. However, in some lessons where additional adults are not available, pupils do not benefit from the help that has been identified as being necessary. The school makes very effective use of all additional sources of information and advice, and takes full account of parents' views. Gifted and talented pupils are also identified as having special educational needs and appropriate individual educational plans are drawn up for them. The school analyses the effects that high pupil mobility has on pupils' standards and shows how this affects standards overall.
49. Assessment of pupils learning English as an additional language is thorough and data is used to determine pupils' subsequent learning and deployment of teaching and support staff into specific classes. The performance of pupils from ethnic minority backgrounds in external assessments is analysed to ensure that support is appropriately targeted.
50. Data in English, mathematics and science is reviewed to look for trends and areas for improvement. Progress in all other subjects in the curriculum is recorded by individual teachers, but there are inconsistencies, and the ways in which assessment information is used to plan ahead could be improved. Marking of pupils' work is good and, in most classes, written comments are positive and give pupils guidance on how to improve their work.

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

51. The overall partnership between the school and parents is **very good indeed**.
52. Parents are very happy with the education and care their children receive at the school. Response from most parents to the questionnaire and the parents' meeting was very positive, although few replied to the questionnaire or attended the meeting. Parents were particularly appreciative of the school's high expectations of pupils' behaviour and progress, and the approachability of staff. A few parents expressed concerns over homework and the range of extra curricular activities; however, both of these areas were considered to be well provided for.

53. Following the excellent example provided by the headteacher, the school works extremely hard to reach out to parents. The headteacher is very accessible to parents and always greets them outside the school at the beginning and end of the day. This approach is highly valued by parents and, as a result, very good links are being forged. Good settling-in procedures are in place in the Nursery, where new parents are clearly welcomed. A book is displayed for parents, to show what the children have been doing each session.
54. Parents receive very good information from the school on both general matters and the progress of their children. Regular, useful newsletters are issued to all parents and the half-termly class homework newsletters contain very good information on what work pupils will be covering and how parents can help to support their learning. The school's prospectus is attractively presented and clearly written. The governor's annual report contains all the information required by law. The school's policies are displayed in the reception area of the school for parents to read. Parents' meetings are held every term to share information on pupils' progress. Interpreters are provided by the school for those parents for whom English is an additional language. Attendance at parents' meetings and other events, such as special assemblies, is always very good. Open mornings are also held where parents can visit lessons, look at displays and receive information on new initiatives such as the numeracy and literacy strategies. The recently introduced 'Dad's breakfasts' have worked well and given many fathers the opportunity to become involved in the school and their children's learning. Written reports are issued in the summer term and contain very detailed information on work covered and some targets for improvement in the core subjects of English, Mathematics and Science.
55. Some parents help in classrooms, hearing pupils read, and several help on school outings and with swimming. The parent governors are very supportive of the school and of the efforts made on behalf of their children. They regularly meet with the headteacher to discuss any concerns parents may have. 'EBSA', the school's parents association works hard to organise regular fundraising and social events which are well supported by parents and the local community. Funds raised at these events help to provide extra resources for the school as well as funding a dictionary each and a disco for the Year 6 pupils leaving to go to secondary school. The use of a home-school agreement is well established and monitored effectively. Parents welcome the good guidance on homework through half-termly letters and support their children's learning at home very well.
56. Parents are very fully involved in reviewing the work of their children where they have special educational needs. They are invited to attend termly review meetings and most do. Pupils are involved in reviewing and writing their individual education plans, as well as all staff involved.

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

57. The overall leadership and management of the school are **very good**.
58. Leadership of the school is excellent. The headteacher is exceptionally conscientious and highly motivated. She is respected and held in high regard by the whole school community. Because of this, all share her vision and the whole staff work very well as a team. It is clear that the school is progressively pursuing its very inclusive aims, developing each pupil to their full potential. Everything the staff do is designed to ensure that the school meets the highest possible standards. This reflects their Beacon School status.
59. The headteacher, deputy headteachers, senior staff team, subject coordinators and governors all work well together, providing very good management. Staff all have job descriptions with clearly designated accountabilities. The headteacher is very well supported by her two deputies and all three work very hard to support the team. They meet regularly with the other two senior managers and spend much additional time giving informal support to colleagues.
60. Systems for monitoring teaching quality are very good. There are clear and useful observation schedules, work is sampled and planning checked. All the senior team participate in a well-organised monitoring

programme. Findings are fed back systematically and usefully, to individuals, to the whole staff, via staff meetings, and also incorporated into the training programme. Most, but not all, senior managers provide a good teaching role model for their colleagues. Monitoring is supported by a good performance management scheme. This is clearly explained in a thorough policy and has just reached the end of its first eighteen-month cycle. The headteacher evaluates and adapts the school's systems and has begun to alter the focus of the targets at reviews. Useful targets related to whole school issues, such as ICT, are now complemented by targets relating to individual teaching performance.

61. The school improvement plan itself is an exceptionally detailed and well-utilised document. Priorities are identified using a whole-school session where co-ordinators make presentations outlining the current status of their subject. The various sections are then written by the subject managers themselves, so it is clearly understood by everyone. End of key stage targets for results in national tests are usefully set and then subsequently revised for each year group in the school from the end of Year 1. Priorities are regularly checked in order to ensure that these targets are being addressed. All the projects have useful success criteria. Not all the success criteria, however, especially those in projects related to foundation subjects, are measurable. As a result it is not always as easy as it could be, to measure progress in pupil attainment. Plans are carefully costed and drive the school budget although timescales are not always explicit.
62. The governing body carry out their responsibilities very well. They are very knowledgeable. This is because they are kept well informed by the headteacher and because they seek to challenge in a very supportive way. They have adopted the role of 'critical friends'. For example, the chair of governors is in telephone contact with the school, keeping up to date with events. Governors are very effective in monitoring the school improvement plan both in their committees and through the headteacher's thorough reports. They have also made some monitoring visits themselves and these are logged in the governing body meeting minutes.
63. The lines of delegation to subject co-ordinators are very clear and their work is well supported. Most subjects are managed well and the core subjects of mathematics and English are managed very well. The Foundation Stage and assessment co-ordinators are similarly very effective. Co-ordination is just satisfactory in a number of foundation subjects, but in most cases these staff are comparatively new to the school or to the post. There is a co-ordinator specifically appointed to deal with Beacon School issues, who is a very good teaching role model.
64. Leadership and management of the work for pupils for whom English is an additional language are effective. Planning for these pupils is dovetailed into whole school practice, ensuring that the specialist staff team of teacher and teaching assistants work to meet the needs of these pupils. The senior management team make the important deployment decisions for staff in the light of each year group's needs.
65. Provision for pupils with special educational needs is co-ordinated very efficiently. Regular meetings between involved staff ensure that pupils are fully supported. Learning support staff are well qualified and have attended a wide range of courses covering all aspects of their work. Pupils' individual education plans are monitored well by managers who know pupils well. Close liaison with secondary schools helps to ensure pupils' smooth transition. Relevant resources are purchased to enable pupils with special educational needs to access the full curriculum and all of the resources are very well organised, labelled and stored. The new special educational needs room is very well equipped and provides a stimulating learning environment.
66. The budget is well managed by the governors, the head and the responsible administrative officer. This is confirmed by recent audit reports. The school has been proactive in securing grants and making very good use of finances in order to develop the school buildings and the ICT suite. As a result, the school has very good flexible accommodation designed to support the needs of both staff and pupils. Accommodation is spacious and offers small rooms for group learning or staff preparation. Physical education resources, however, encroach on the teaching space in the hall. The raised section of the hall also makes teaching of physical education difficult. Resources in general are well matched to curriculum needs, with, for example, a very well stocked English teaching resource area, with a good number of whole class reading books.

67. Staff are well deployed. Good use is made of teaching assistants, who are often involved in planning and so have a good understanding of the point of the lesson. Some are very good at taking the initiative in supporting pupils with behavioural problems. Using staff specifically to help improve attendance is proving very effective. The office staff are very welcoming and efficient and the school is well maintained. All staff are involved in performance management and, as a result, training needs for all staff are carefully analysed and planned into the annual programme. The school has gained Investors in People status this year, reflecting its commitment to continuing professional development of all staff. An effective induction package ensures that newly qualified teachers are very well supported.
68. The best value principles of competition, consultation, comparison and challenge are very well applied. In particular, the school continually challenges itself to do better. Consequently, it has made very good progress since the last inspection and has the capacity to improve further.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff will wish to take into account the following areas when preparing their action plans:

- Improve the quality of some teaching, ensuring that pupils in all classes make effective progress in their learning. Particular areas of focus should be:
  - weaknesses in a Key Stage 1 class, which resulted in learning that was of a significantly lower standard than in other classes;
  - teacher subject knowledge in physical education and ICT;
  - lesson planning, so that teachers focus upon the needs of all pupils, including high attainers;
  - teaching and learning of investigative science skills.

*(Paragraphs: 25; 91; 97; 98; 122; 128; 129)*

Other areas which the governors and staff may wish to take into account when preparing their action plan:

- ❖ A small number of pupils who can be disruptive to others' learning (15; 16)
- ❖ Improving, but still below average attendance (19)
- ❖ Inconsistencies in assessment procedures for subjects other than English, mathematics and science (50)
- ❖ Ensuring that all in the senior management team are effective teacher role models (60)
- ❖ Too little use of class-based computers. (28)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

75

Number of discussions with staff, governors, other adults and pupils

35

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 4         | 22        | 33   | 10           | 5              | 1    | 0         |
| Percentage | 5         | 29        | 44   | 13           | 7              | 1    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 24      | 406     |
| Number of full-time pupils known to be eligible for free school meals | 0       | 126     |

FTE means full-time equivalent.

#### Special educational needs

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 5       |
| Number of pupils on the school's special educational needs register | 4       | 106     |

#### English as an additional language

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 120          |

#### Pupil mobility in the last school year

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 47           |
| Pupils who left the school other than at the usual time of leaving           | 49           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 7.7 |
| National comparative data | 5.6 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 1.0 |
| 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 1 (Year 2)*

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 27   | 32    | 59    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 22      | 22      | 26          |
|   | Girls    | 31      | 31      | 31          |
|   | Total    | 53      | 53      | 57          |
| Percentage of pupils at NC level 2 or above | School   | 90 (89) | 90 (85) | 97 (95)     |
|   | National | 84 (83) | 86 (84) | 91 (90)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 22      | 25          | 23      |
|   | Girls    | 29      | 31          | 31      |
|   | Total    | 51      | 56          | 54      |
| Percentage of pupils at NC level 2 or above | School   | 86 (87) | 95 (91)     | 92 (96) |
|   | National | 85 (84) | 89 (88)     | 89 (88) |

*Percentages in brackets refer to the year before the latest 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 | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 21   | 27    | 48    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 15          | 19      |
|   | Girls    | 20      | 17          | 23      |
|   | Total    | 31      | 32          | 42      |
| Percentage of pupils at NC level 4 or above | School   | 65 (84) | 67 (78)     | 88 (93) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 16          | 16      |
|   | Girls    | 18      | 19          | 21      |
|   | Total    | 29      | 35          | 37      |
| Percentage of pupils at NC level 4 or above | School   | 60 (69) | 73 (75)     | 77 (84) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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

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

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 13           |
| Black – African heritage        | 25           |
| Black – other                   | 45           |
| Indian                          | 3            |
| Pakistani                       | 8            |
| Bangladeshi                     | 6            |
| Chinese                         | 4            |
| White                           | 190          |
| Any other minority ethnic group | 51           |

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

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

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 18.2 |
| Number of pupils per qualified teacher   | 22:1 |
| Average class size                       | 29   |

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

|   |     |
|---|-----|
| Total number of education support staff | 17  |
| Total aggregate hours worked per week   | 301 |

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 1    |
| Number of pupils per qualified teacher   | 24:1 |
| Total number of education support staff  | 2    |
| Total aggregate hours worked per week    | 53   |
| Number of pupils per FTE adult           | 8:1  |

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

|  |    |
|--|----|
| Number of teachers who left the school during the last two years   | 9  |
| Number of teachers appointed to the school during the last two years   | 10 |
| Total number of vacant teaching posts (FTE)  | 0  |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1  |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0  |

*FTE means full-time equivalent.*

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 1            |           |
| Black – African heritage     |              |           |
| Black – other                |              |           |
| Indian                       |              |           |
| Pakistani                    |              |           |
| Bangladeshi                  |              |           |
| Chinese                      |              |           |
| White                        |              |           |
| Other minority ethnic groups |              |           |

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

### ***Financial information***

| Financial year                             | 2001-02   |
|--|-----------|
|  | £         |
| Total income                               | 1,325,583 |
| Total expenditure                          | 1,292,765 |
| Expenditure per pupil                      | 3,042     |
| Balance brought forward from previous year | 83,319    |
| Balance carried forward to next year       | 116,137*  |

\* this figure includes money used for building work in the current year

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 454 |
| Number of questionnaires returned | 68  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 68             | 31            | 1                | 0                 | 0          |
| My child is making good progress in school.  | 51             | 43            | 3                | 0                 | 3          |
| Behaviour in the school is good.   | 45             | 48            | 0                | 0                 | 6          |
| My child gets the right amount of work to do at home.                              | 30             | 53            | 16               | 2                 | 0          |
| The teaching is good.  | 57             | 37            | 0                | 1                 | 4          |
| I am kept well informed about how my child is getting on.                          | 44             | 40            | 16               | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 49             | 40            | 9                | 0                 | 3          |
| The school expects my child to work hard and achieve his or her best.              | 58             | 36            | 3                | 1                 | 1          |
| The school works closely with parents.   | 43             | 50            | 3                | 0                 | 4          |
| The school is well led and managed.  | 59             | 38            | 0                | 0                 | 3          |
| The school is helping my child become mature and responsible.                      | 41             | 54            | 0                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 31             | 30            | 19               | 3                 | 16         |

### Other issues raised by parents

At the parents' meeting about the school, the small number present said that the school was very good and that they and their children were very pleased with the education provided.

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

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

Overall provision is **very good**

#### **Strengths**

- Children attain well above average standards in personal development as a result of making very good progress over time
- Very good teaching and learning result in most pupils attaining the Early Learning Goals
- Very well resourced and spacious learning environment for the children
- Very good leadership and management of the Nursery and Reception classes

#### **Areas for improvement**

- Ensure that children understand the point of all learning activities
- Build in more structured opportunities for speaking

69. Two Reception classes currently have 30 pupils each and a Nursery takes 24 children on each of the morning and afternoon sessions. Children enter Nursery with a very wide range of abilities. A significant minority are in the early stages of learning English or have identified special educational needs. As they move into the Reception classes, they are joined by children from a variety of other settings and tests indicate that at this stage the overall abilities of the children are below national averages. As they move through the Foundation Stage all children make very good progress, achieving very well considering their starting points. By the end of the Reception Year most will have achieved the early learning goals in all areas. Standards in personal social and emotional development will be well above average and creative development, physical development and mathematics will be above average. In communication, language and literacy, and knowledge and understanding of the world, standards are likely to be average.
70. All early years classes are very well organised and managed. The staff work very effectively as a team. They plan together and so understand clearly what is expected. Teaching in all six areas of learning is very good overall, especially in the Reception classes where teaching of writing and mathematics is particularly effective. Teachers have high expectations, plan lively interesting lessons and set a good, productive pace. Teachers' relationships with children are very good. All teaching and support staff know the children very well and excellent use of observation and assessment ensures that children progress at an appropriate rate. An excellent system is being developed in both the Nursery and Reception classes, with progress targets using the national 'stepping stones' guidance. Teachers are good at explaining to children what they are expected to learn from their activities and assessing what they have learnt in follow-up sessions. Children's understanding of, and teacher feedback from, independent activities is a comparatively weaker area.
71. Parents and carers are supportive and there is a good induction programme. For example, parents of children entering the Nursery have an individual interview with the staff prior to their children starting school.
72. Very good progress has been made since the time of the last inspection, lifting the standards noted in 1997 and the good quality of teaching and learning to the current very good outcomes. Strengths in the Nursery have been maintained and work in Reception classes has improved to a similar very good standard. Nursery accommodation has greatly improved and is of a very high quality, both indoor and outdoor facilities.

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

73. A significant number of children have very limited skills when they come into the Nursery. They make excellent progress because of the quality of the teaching, the relationships and the secure environment. Children quickly learn to listen well and to follow instructions. They are encouraged to make independent

choices, such as selecting when to do different tasks. They play exceptionally well together and some young children become capable of concentrating for very long periods of time, engaged, for example, on constructing a train set or just watching the birds with some friends. They take on responsibilities very sensibly, such as tidying up, and they are encouraged to express emotion through looking at collections of natural objects, for example, and singing songs. The outcome is children with well above average standards of personal, social and emotional development.

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

74. Many children's language skills are well below expected standards when they join the Nursery, but they achieve well overall in this area over their time in the Foundation Stage. Their listening skills are very quickly developed and children in the early stages of learning English receive very good support in expanding their vocabulary. Many children lack confidence in speaking. They talk quietly to their friends and speak in phrases of a few words. They make good progress through role-play and interaction with adults to reach average standards in speaking and listening by the time they leave the Reception class. However, they have too few structured opportunities to talk about their role-play or to discuss answers to the teacher's questions in pairs, so developing their speaking.
75. A few pupils are advanced in reading skills when they join the school and they are encouraged to continue to make good progress. For example, a child in the Nursery was reading substantial sections of text fluently from a book about sharks, putting to good use the word decoding techniques. These children are taught very well, as they are shown how to make 'phoneme fists'. All children clearly enjoy reading and took part with great enthusiasm in reading books about giant fruit and vegetables in the Reception classes. In this way they were taught expression and the use of pictures to aid understanding. The terms title, author and illustrator are understood by many.
76. Elements of the national initiative for literacy are well used to underpin structured lessons. Writing is especially well taught with many varied and interesting opportunities to write in a well-supported manner. Reception class children, for example, were seen enthusiastically composing speech related to their 'melon story', using cutout speech bubbles. Annotation of children's work, to record their achievements and analyse the next teaching steps, is excellent.

### **Mathematical development**

77. Children's mathematical skills are developed very well, such that a significant number of children are likely to be achieving above average expectations by the time they leave the Reception class. Counting is reinforced in a number of interesting ways and teachers have high expectations. Pupils in Reception, for example, were seen looking at patterns in a hundred square and learning to estimate the number of pencils by comparing a pot with others they had counted. Most could count to 30 and higher attainers could count to 100 and estimate to 20. They learned vocabulary such as bigger than, fewer than and words such as these were reinforced by labels in the classroom. Even the playground apparatus in the Nursery was labelled with laminated cards saying, for example, "over" and "under".

### **Knowledge and Understanding of the World**

78. Children have greatly varying knowledge as they enter the Nursery. Topic approaches are very well used, so that their knowledge grows as they learn basic skills. At the time of the inspection, Reception children were engaged in a project studying minibeasts, following a visit. The nursery contained a beach role-play area and books and songs were related to the sea. Both age groups were making good progress in understanding scientific observation and learning about the animal world. Children used computers confidently, generating symmetrical patterns using Fresco in the Nursery. Reception children took part enthusiastically in a session in the school computer suite. There is a wide variety of construction equipment, with both small and large building blocks. Children are set tasks and encouraged to explore. They have used simple maps to understand their local environment and begun to develop a sense of history through studying their own growth. Design and technology is further developed as pupils are taught how to use tools, designing their own crowns, for example.

## Physical Development

79. Children's physical development is promoted very well through a range of planned indoor and outdoor activities, resulting in above average standards. Outdoor areas are especially well resourced and organised to facilitate climbing, balance and target practice amongst other skills. The very spacious Nursery allows room for a number of areas where children can learn to practise manipulating materials and learn to control tools and pencils. Nursery children were enjoying exploring dough and their sand beach, and becoming a little too attached to their projects when learning to use glue spreaders! Reception classes also participate in well-organised sessions of physical activity in the school hall.

## Creative Development

80. Pupils reach above average standards in observational drawing and painting and are making very good progress. Reception children were seen using a range of media, such as oil pastels, to create effective animal pictures after their visit to Horton Kirby. They sang very enthusiastically and tunefully, having good role models. These are part of a wide range of opportunities which children are given to express themselves. Each classroom has a role play area linked to the topics currently underway. The Nursery has several such areas and pupils were able to play with 'small world' animals, and use the home corner, as well as visiting the 'beach' to take photographs.

## ENGLISH

Overall provision is **very good**

### Strengths

- Very good standards in reading and excellent standards in writing compared with similar schools at the end of Year 2 in 2001
- Very effective focus on the development of speaking and listening skills, resulting in average or above standards throughout the school and very good achievement in English
- Effective assessment and tracking systems
- Very good leadership and management, promoting very good additional literacy support whilst monitoring the well established Literacy Strategy.

### Areas for improvement

- Planning does not always include provision for the full range of pupils or the allocation of time to each activity.

81. In the national tests for seven-year-olds in 2001, pupils' performance was in line with national standards for reading and well above the national standards for writing. These results show very good progress and achievement over time considering pupils begin at the school with below average skills in English and just under a quarter of pupils are learning English as an additional language. When these results are compared with results from similar schools, seven-year-olds at Eliot Bank reached very good standards in reading and excellent standards in writing. Results have gradually improved to these high levels over the past four years. Inspection evidence indicates that standards in Year 2 currently are broadly average, and this is in a year group where a high proportion of pupils have special educational needs. Achievement continues to be very good. Reading standards are improving. Although fewer pupils than usual are attaining the higher levels, standards are broadly average. Writing standards are average and speaking and listening are above the standards expected. When standards are compared to those at the time of the last inspection, pupils are achieving similar reading standards and improved writing standards.

82. In tests for eleven-year-olds in 2001, pupils attained below average results in English compared to national standards. When these results are compared with results from similar schools, they were above average. Over half the 2001 Year 6 pupils had special educational needs, indicating that the test results showed very good achievement. Results over time do fluctuate from year to year as the proportions of pupils with special educational needs and the mobility of the pupils impact on what can be achieved. Standards seen in Year 6

now are broadly average, and a little below national expectations at the higher level. Pupils achieve very well on their starting levels. Recent initiatives on the development of handwriting and of speaking and listening have both improved the way pupils express their knowledge and understanding in all subjects. Standards in speaking and listening are average or above. Reading and writing standards are broadly average but with fewer pupils at the higher National Curriculum level. The standards in handwriting throughout the school are good. Girls achieve higher than boys which reflects the national trend. The school is monitoring boys' literacy carefully to focus support on making improvements. Pupils with special educational needs make good progress as their in-class provision has improved since the last inspection.

83. There is no significant difference between the standards of pupils from different ethnic backgrounds. Pupils' special educational needs, their mobility, and the proportion with English as an additional language are the significant factors affecting standards attained.
84. In the lessons observed, planned opportunities encouraged pupils to develop skills in speaking and listening. Good use is made of drama to illustrate learning objectives, which enables pupils to understand them easily. Most teachers use skilful questioning and ask pupils to discuss work in pairs before reporting back to the class. This technique works very well for all, including high attaining pupils, those who find language work difficult, and those in the early stages of learning English. Pupils listen well, which enables them to settle to independent work without a need for further explanations. Pupils have good or very good attitudes to learning in most lessons. In a Year 1 class, attitudes and behaviour were unsatisfactory, however, and pupils did not listen well, but this was because of teaching weaknesses. In a very good lesson in Year 3, pupils writing a letter of complaint considered the difference between 'formal' and 'informal' letters. The teacher drew on prior learning and reinforced understanding when answers were incomplete. Pupils of all abilities talked to their partners and were later able to use specific language and write a letter of complaint.
85. The school is working hard to develop the quality of written work. Grammar, punctuation and spelling are well taught. In addition to the National Literacy Strategy, the school offers underachieving pupils in Year 1 Early Literacy Support, and Additional Literacy Support for pupils in Year 3. Writing skills are developed through all subjects of the curriculum and other skills learnt in English lessons are applied well in other subjects. Pupils in Year 4, discussing Greek mythology, understood that different characters have a different point of view. In ICT lessons observed, there was a very good focus on aural skills before pupils started individual work. Teachers and the specialist support staff explained technical language that helped pupils to understand and have full access to the ICT curriculum. Focused curricular time throughout the school has improved the standard of cursive script pupils achieve. Most pupils take a pride in their work and readily commit their ideas to paper. In an excellent religious education lesson, Year 5 pupils wrote in a wide variety of styles to reflect on a peaceful protest and made very good use of a short period of time. Eliot Bank is a pilot school for Further Literacy Support. The project has successfully focused on pupils who have the potential to reach level 4 in literacy. Very good achievements are being made from a low starting point. There is no longer a weakness in creative writing, identified in Years 3 and 4 in the last inspection
86. Reading is given a high profile in the school in an effort to close the gap in achievement between reading and writing and standards are beginning to rise, especially in Key Stage 1. The school successfully tracks pupils' progress and targets any who need help. Younger pupils are introduced to stories using 'big books' and accurately recall the sequence of events. All pupils are encouraged to take books home and the school has made excellent record books for this link with home. A lunchtime reading club operates for pupils who cannot read at home. Generally, good use is made of teaching assistants to help pupils with special educational needs. A good supply of fiction books is kept in each classroom, including stories from a range of different cultures. More advanced readers are challenged to read books intended for older pupils. The reading scheme is integrated into 'book bands' to give a wider variety of books at each level, a system that is working well. Older pupils talk enthusiastically about their favourite authors and can summarise part of a book accurately. Recent building work has meant that the planned improvements in the use of the school library are not yet fully in place, and it is currently under-used. Good plans for development of its use include provision for older pupils to develop private study and research skills.

87. The overall quality of teaching in English is very good, leading to very good learning. Inspection evidence indicates that teaching in Key Stage 2 is stronger than in Key Stage 1. A great strength is that almost all teachers make planned provision for the development of speaking and listening skills. In lessons where the teaching was graded very good, the difference was made by the high-quality class management and the work set at an appropriately challenging level for every pupil. Support staff work effectively alongside teachers, usually with pupils with special educational needs or English as an additional language. In an example of very good practice in a Year 6 lesson observed, the teacher matched work very well to the great range of prior learning of the pupils, challenging pupils to remember earlier work. Frequent reference was made to the time remaining for each task, ensuring a rapid and effective pace. In the few lessons where teaching and learning were graded as satisfactory or unsatisfactory, the key weaknesses were that the teaching continued although the pupils had lost interest, poor management of time meant that the end of the lesson was rushed, or higher attaining pupils were not sufficiently challenged.
88. The subject is very well led and managed. Lessons are monitored effectively, enabling standards to be very well assessed. There is a generous budget and resources are good. Effective support and training is provided for staff, including those new to the school. Very good progress has been made since the last inspection and the school constantly reviews its success and introduces new initiatives to raise standards further.

## **MATHEMATICS**

Overall provision is **good**

### **Strengths**

- Very good achievement in Key Stage 1 national tests in 2001, and good achievement currently throughout the school
- Good teaching resulting in an emphasis on mathematical vocabulary, and opportunities given to pupils to express their reasoning when working in pairs.
- Good use of mathematics in other subjects enabling pupils to apply what they have learned.
- Very good management and on-going development of the subject, using the Numeracy Strategy very well.

### **Areas for improvement**

- To meet the needs of higher attaining pupils in all lessons

89. In 2001, results in the national tests taken at the end of Year 2 were well above the national average and very high when compared with similar schools. Results had risen steadily over the past four years to that high level and were much higher than at the time of the last inspection. These standards indicate excellent achievement by pupils last year and very effective teaching. Pupils in Year 2 show good understanding of the work covered in the current year and are achieving well, although issues of mobility result in satisfactory achievement over time across the key stage. Attainment is about average overall at the end of Year 2.
90. Results in the national tests at the age of eleven have fluctuated since the last inspection. In 2001 they were below the national average but above average when compared with similar schools. The reason for this overall drop was the high numbers of pupils with special educational needs; consequently a less than average proportion achieved the higher level 5. Results at the end of Year 6 are also depressed by the proportion of pupils who enter and leave the school during their primary education. Current standards are broadly average at the end of Year 6 and pupils are achieving well considering their background and prior learning.
91. There is no significant difference between the results of girls and boys or pupils from different ethnic backgrounds. However, in some classes, more able pupils are not achieving as highly as they could because they are not being given the opportunity to cover more challenging work, to extend and develop their

mathematical potential. Pupils with special educational needs make good progress throughout the school and are helped by very effective support from teaching assistants.

92. Overall, pupils entering Year 1 have reached above average standards in their number skills, although there is a great range of prior attainment. Pupil mobility affects their achievements over time as they progress through the key stage. They count in twos and tens and are beginning to investigate number patterns with numbers to 20. They read the time to the hour and half hour, and name and sort shapes with curved or straight sides. By the end of Year 2, most pupils have secure knowledge of addition and subtraction, odd and even numbers and understand multiplication and division by grouping. Higher-attaining pupils are confident with numbers over 100, and use what they have learned to solve word problems. In Year 3, pupils have a good understanding of the relationship between addition and subtraction and use this to check their answers. They can name two-dimensional and three-dimensional shapes and describe them by their properties. Year 4 pupils use mathematical language confidently when explaining their work, identify prime numbers and learn to plot co-ordinates on a grid. Year 5 pupils understand square numbers and know their multiplication tables well. By Year 6, pupils work confidently with numbers. They have covered all areas of mathematics recommended by the Numeracy Strategy. They have made good progress in developing strategies for calculating and explaining their reasoning.
93. Overall, the quality of teaching and learning is good, better in Key Stage 2 than Key Stage 1. Three-quarters of the lessons observed were good or better. Pupils are well motivated through good mental oral starters to mathematics lessons. Teachers' planning takes into account pupils' different prior knowledge and capabilities and suitable work is set for different groups. However, in some lessons the match of tasks to pupils' different starting points is insufficiently refined. Teachers give clear explanations and emphasise mathematical language. Pupils are encouraged to talk to each other about their work. This uses the time most efficiently as all pupils are involved. As a result pupils make good use of the vocabulary they have learned when explaining their methods of working. Lively and informative displays in classrooms reinforce vocabulary and pose questions relevant to the current work. Group targets are also clearly displayed to remind pupils of what they are expected to achieve. Teachers have good relationships with the pupils and, consequently, pupils concentrate well and are confident when asking or answering questions. Teachers vary activities in order to repeat facts and still maintain interest. They build up from what the pupils know and understand to introduce more challenging work. For example, in a Year 5 lesson the teacher consolidated the concept of squaring numbers and pupils went on to investigate patterns that stemmed from that. They found out that the differences between consecutive square numbers were consecutive odd numbers.
94. Teaching assistants share the teachers' planning and are fully involved in supporting pupils who need their help at all stages of the lessons. They are effective in supporting pupils in the classroom. They encourage the more reluctant pupils to join in with the discussion and answer questions. They explain the work to the less able pupils and make sure they remain focused on their work. Pupils achieve well in lessons because they concentrate and work hard. Marking is good and pupils are given guidance on how they can improve their work. Mistakes are corrected and praise used appropriately. Where numeracy is used in other subjects, such as geography, science and design and technology, it makes a good contribution to learning. The application of numeracy across the school is well planned.
95. Leadership and management are very good. Teachers are supported well through staff meetings, demonstration lessons of good practice, and by suggesting suitable courses for individuals to attend. Teaching and learning are monitored regularly, as are teachers' planning and samples of pupils' work. The school makes effective use of the National Numeracy Strategy to provide a consistent framework for teaching. Assessment is thorough and pupils' progress is tracked as they move up the school. Pupils who need extra help are identified and suitable programmes are put in place to raise standards. There has been substantial improvement in all areas of mathematics since the last inspection. There are suitable priorities to develop the subject further.

## SCIENCE

Overall provision is **good**.

### **Strengths**

- Very good achievement in the Year 2 teacher assessments in 2001.
- A very worthwhile science and design and technology week during which much was learnt
- Some very effective teaching resulting in very good learning
- Very effective assessment, enabling weaknesses in teaching and learning to be identified

### **Areas for improvement**

- Weaknesses in teaching, resulting in some pupils making unsatisfactory progress
- Insufficient emphasis on learning scientific skills
- An annual cycle of science topics results in insufficient depth of coverage in some areas, and work not being well matched to the needs of some groups of pupils

96. In the end of Year 2 teacher assessments in 2001, pupils attained average standards across the full range of areas required in science. When compared with what pupils achieved in similar schools, these outcomes were very good. Current standards of seven-year-olds are about average. Pupils are making good progress overall in their scientific studies, achieving well, in Year 2. Standards are lower in Year 1 and so overall progress and achievement is satisfactory across the key stage.
97. At the end of Key Stage 2 in national tests in 2001, attainment was below average, but similar to the standards in schools with comparable social circumstances. Boys and girls did equally well, with no discernible differences between pupils from different ethnic minority backgrounds. Examination success was greatest at level 4, that expected of eleven-year-olds, but a much smaller proportion of pupils attained the higher level 5 than did so nationally. Results fluctuate from year to year, reflecting variation in the numbers of pupils with special educational needs, and the mobility of families; a high proportion of pupils join and leave the school each year. Eleven-year-olds' standards now are broadly average, and pupils' achievements are good. Pupils of average prior learning tend to do rather better, relatively, compared with the high and low attainers, because of the way the curriculum is planned. Pupils' knowledge of life processes and living things, materials and their properties, and physical processes, is better than their understanding of investigative skills.
98. Scrutiny of pupils' work indicates that, although pupils carry out scientific investigations, the skills needed are not routinely reinforced in practical activities. Opportunities were not taken to predict outcomes before starting, to control variables and to evaluate results looking for causes and their effects. This shortcoming was apparent across the school. In Key Stage 1, less recorded work and lower standards were apparent in materials and their properties than in the two other content areas where good work was seen. In Key Stage 2, all three content areas were well covered, but the repetitive nature of the curriculum results, for example, in simple circuits being taught too often. Repetition is of benefit to low attainers, reinforcing important concepts, but for high attainers it is restricting what could be achieved. Some low attainers' work was unfinished, where tasks were not matched to their needs, but most pupils' work was complete, with good use of helpful worksheets as well as exercise books.
99. Most pupils work well together, try hard and enjoy their lessons. Relationships with staff are usually good. Behaviour is also generally good, although a small minority do interrupt lessons if their behaviour is not managed effectively. Many pupils' personal development is good, but where individuals have not yet fully understood and accepted the ethos of the school, usually because they have moved to the school from another one, they do not always work sensibly.
100. The quality of teaching was satisfactory in Key Stage 1 overall, resulting in satisfactory learning, but with a great range from very good to poor. In some classes, pupils were challenged by the tasks and they responded with interest and enthusiasm, for example, when discussing habitats, including the school pond,

before going out to study them. The four staff involved were very effective in helping groups of pupils to appreciate the differences between habitats and to identify names of several of the plants and animals likely to be found. Weaknesses in teaching in other lessons included poor pupil management, for example accepting pupils' calling out and no strategies to quieten the class down when the noise level interrupted learning. In a Year 1 lesson concerning naming parts of plants we eat, such as stem, root and leaf, the planning was weak. Several of the pupils could not name the vegetables being used, very little questioning took place - information merely being presented to the pupils - and pupils' learning was poor.

101. The quality of teaching and learning seen in Key Stage 2 was much more consistent and generally good. Where two or three adults were teaching in the same class, pupils benefited, making good progress. Lessons were effectively prepared and teachers' subject knowledge was good and used well. For example, when discussing separating solids and liquids, terms such as dissolving, filtering, evaporation and melting were used accurately, dispelling misunderstandings of pupils. Occasionally, groups were too large for practical activities, and one or two pupils were insufficiently involved, but experimental work was very effective in interesting pupils in science.
102. Curriculum planning is in transition, following a very thorough review of current practice. The school is moving to a new scheme from the start of the coming year with a two-yearly cycle of topics, covering the expected areas of science in more depth than takes place currently. Investigative science is built into the scheme, ensuring that pupils gradually acquire the skills they need. Aspects of the planning have been piloted and have already been found to be very helpful to pupils. A very good and enjoyable science and design and technology week involved all pupils in the school. Pupils were provided with some excellent experiences, for example a science theatre group and a planetarium, adding extra breadth and depth to the curriculum.
103. Assessment is good, with several very good aspects. Each year's national tests are analysed to find out where pupils have not been successful, and then changes made in the curriculum and teaching to ensure that pupils can attain higher standards the following year. In 2001, for example, pupils lacked knowledge of electrical circuit symbols. Current Year 6 books show that pupils are now taught these effectively. Resources are good and well managed, for the benefit of the pupils. The subject is well managed, with a clear strategy for future improvement, clearly stated in the subject improvement plan. Monitoring of teaching and learning is good and resulting in improvements. When the subject was last inspected, provision was found to be good. Satisfactory improvement has been made since that time, and the potential for further improvement is good.

## **ART AND DESIGN**

Overall provision is **satisfactory**.

### **Strengths**

- Effective use of questioning by teachers to encourage pupils in their work using a variety of media.
- Good cross-curricular links between art and other subjects resulting in good work
- Strong multicultural emphasis to display, reflecting the diverse cultural heritage of the children at the school

### **Areas for improvement:**

- Increase opportunities for pupils to assess and learn from their own and others' work.
- Improve curriculum planning to fit in with the remapped curriculum, ensuring progression and continuity through the school

104. Inspection evidence indicates that attainment at ages seven and eleven is broadly in line with national expectations. Pupils' achievements are satisfactory overall. Standards have been maintained since the last inspection.

105. From the very limited number of lessons observed and work on display, teaching is judged to be satisfactory. Pupils are given opportunities to develop and improve their skills. They progress from what they have learnt in previous lessons. For example, a Year 2 class, working on images of fire, could describe colours as warm and cold and could choose materials to produce their images with appropriate tones and hues. Pupils are confident in their use of art materials. From work scrutiny, pupils' work is well marked and teachers provide written comments to help pupils evaluate their own progress. The range of art activities taught through the school is wide and covers a variety of materials, utilising different art skills, for example sketching across the school, printing in Year 2 and computer-aided drawing in Year 1. Pupils work in sketchbooks, on single sheets of paper, and on larger pieces of work, many of which are attractively displayed around the school. Multicultural artwork is also common and displayed to a high standard.
106. The subject is satisfactorily led and managed in the absence of a substantive co-ordinator. National Curriculum guidance is followed although the current structure lacks detail. Teachers assess pupils' work regularly. New systems of assessment are being developed by the current co-ordinators to help achieve progression and continuity in teaching and learning. Evidence indicates that pupils in Key Stage 2 are beginning to self-assess and offer constructive feedback on each other's work. Resources are sufficient and well managed. Satisfactory improvements have been made since the last inspection.

## **DESIGN AND TECHNOLOGY**

Overall provision is **very good**

### **Strengths**

- Very good achievement across the school
- Good curriculum planning
- A very worthwhile design and technology and science week during which much was learnt
- Very well led and managed subject

### **Areas for improvement**

- Nil

107. Pupils are attaining above average standards, representing very good achievement over time. Year 1 pupils have designed and made their own sandwiches as part of a picnic topic and Year 2 pupils made Christmas stockings to their own designs. Sewing skills are taught and pupils learn the importance of appearance. Model land yachts have been constructed by pupils in Year 3, who wrote very good evaluations of their sail arrangements. In Year 6, a project on bridges, made mainly from balsa wood, resulted in good quality designs and models. Pupils applied their knowledge of suspension bridges and the construction of strong towers whilst producing their own structures. A good range of materials is used as pupils progress through the school - food, wood, card and fabrics - and pupils are taught the skills needed to make good use of these.
108. Little design and technology was taught during the period of the inspection as it followed the recent, successful design and technology and science week. What was seen being taught was good, resulting in good learning. A lesson on 'control' showed some pupils' well above average understanding of the use of an electronic control box. During the activities of the project week, groups of Year 6 had constructed a range of structures with lights, movement and noises controlled by a computer. Groups had written a short sequence of instructions to control their models and, in the lesson seen, some successful examples were demonstrated and evaluated. One group used the class computer to cause lights to come on in sequence to represent a rotating lighthouse beam, and a buzzer as a foghorn. The model, made from a construction kit, was very effective. Other very good models included a mechanical elephant, with lights for eyes that went on and off and a moving tail. Designs were detailed and interesting and the outcomes well made.

109. The subject is managed very effectively, with good resources of tools and equipment enabling a wide and appropriate range of projects to be carried out. Each class carries out one major and one minor project each year, with a substantial period of time allocated to the work. What takes place is monitored well. Examples of work are assessed against National Curriculum levels, ensuring that pupils know what standards they are achieving. Cumulative assessment records are kept, showing pupils' attainment in each major project. As Eliot Bank is a Beacon school, the co-ordinator has visited others schools to share the good design and technology practice. Since the last inspection, good progress has been made in achieving greater consistency across classes and improved standards.

## **GEOGRAPHY**

Overall provision is **satisfactory**

### **Strengths**

- Revised scheme of work now in place, very effectively linked to other subjects.

### **Areas for improvement**

- Monitor the quality of teaching and learning more thoroughly
- Ensure that high attainers are challenged in all lessons.

110. Standards at the end of Year 2 and Year 6 are broadly in line with national standards. This is a similar position to the last inspection. Sufficient time is given to the subject during the year, often through blocks of time which enable topics to be studied in depth. Pupils' achievements are satisfactory over time in both key stages.
111. In Key Stage 1, pupils have studied the areas within the school grounds and the immediate locality of shops and the church. They can draw simple maps and signs to represent a journey. They have also looked at characteristics of the seaside and have used knowledge from English lessons to write rules for keeping safe. In Key Stage 2, pupils extend their geographical knowledge to look at the world and make comparative studies. They can locate features on a map. Good use is made of visits, such as Year 6 pupils building on previous work on the River Thames to study London, comparing it with Moscow. Good use is made of ICT, for example to download climate and weather details from the Internet.
112. The quality of the limited number of lessons observed was good or very good but work scrutiny indicates that teaching is more usually satisfactory across both key stages, with the need to match work better to higher attainers' needs in a few lessons. A very good lesson observed in Year 5 required pupils to analyse information on climate and weather from other capital cities around the world. Clear learning intentions and a good use of specific vocabulary helped the pupils to make good learning gains. Good questioning enabled pupils of all abilities to make comparisons between high and low temperatures and more able pupils compared these temperatures to those in London. All pupils made very effective progress.
113. Since the last inspection the school has improved the scheme of work which links very effectively to other subjects, especially English, mathematics and ICT. National curriculum guidance is followed. The curriculum has been improved to include mapping and geographical vocabulary. The subject is adequately resourced. Future planning for improvement is good but little monitoring of teaching or learning has taken place to date. The overall quality of leadership and management of the subject is sound.

## **HISTORY**

Overall provision is **satisfactory**.

### **Strengths**

- Good cross curricular links result in effective learning

- Interesting teaching with a variety of approaches
- Good use of artefacts and other sources of evidence that help motivate pupils

### **Areas for improvement**

- A more consistent approach to assessment
- Teachers need to match work better to different levels of pupil knowledge and skills

114. Standards in history are in line with national expectations at the end of both key stages. Pupils cover a good range of evidence-based and chronological work. They are encouraged to ask appropriate questions about sources and to compare past and present. A sense of chronology is well taught, mainly through timelines and appropriate vocabulary. History is taught in ways that encourage empathy and understanding. Pupils in Year 2, for example, were seen studying the Great Fire of London and using their knowledge of life in Stuart times to role-play the part of different characters of that era. More role-play was used effectively in Year 4 where pupils discussed ways to appease the Ancient Greek gods. By the time they reach Year 6, pupils have made satisfactory progress. They have studied all the required areas of the National Curriculum through interesting and motivating approaches. Year 6 pupils speak knowledgeably about the use of artefacts and know a lot about Henry VIII and his wives. They have used photographs to record and observe changes in buildings in the local area, although the amount of written work is less than expected.
115. Teaching of history is exciting and good use is made of cross-curricular links, so pupils are enthusiastic and retain knowledge. ICT is not a strong feature of history, with database work not yet in evidence. Year 6, however, had produced some very interesting PowerPoint presentations based on their visit to the Tower of London. These practised historical and language skills, as well as providing a means of learning technology. Good use is made of other local visits such as the Horniman Museum, and artefacts are borrowed so that pupils can study real evidence sources. Some literacy links are made too. Year 3 pupils had produced Egyptian books shrouded in mummy cases.
116. Sufficient time is allocated to history and the curriculum is interesting and reasonably broad. The long term planning has been rewritten to allow for better progression and coverage, and weekly planning is satisfactory. Teachers use their own assessment sheets, but a more consistent approach is needed in order that work is planned to build on known levels of understanding. Overall improvement since the last inspection, when standards were variable, has been good. There is a clear understanding of what needs to be done. Leadership and management of history are satisfactory.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Overall provision is **good**.

### **Strengths**

- Pupils make good progress, achieving well
- Good teaching
- Good planning and use of the computer network
- Very good leadership and management.

### **Areas for improvement**

- Make greater use of the class-based computers
- Ensure that all staff have the appropriate levels of ICT skills

117. The attainment of pupils aged seven and eleven is broadly in line with national expectations. Pupils are achieving well, consolidating their learning in regular ICT lessons. The computer network is enabling pupils to make rapid progress, from quite a low base point of knowledge and understanding, not long ago in some cases.

118. The quality of ICT teaching and learning is good. Teachers' plans take account of pupils' previous learning and good progress is made in lessons. The needs of pupils with English as an additional language and special educational needs are met through careful planning and focused support from teaching/special needs assistants, who work well under the clear direction of the class teacher. In all lessons seen, pupils worked hard and responded well to teachers' instructions. Across the school, subject specific vocabulary is used well by staff and, as a result, pupils are competent and confident in using the appropriate language. For example, in a Year 5 lesson, pupils talked about specific pieces of hardware using the correct language and corrected each other when errors were made.
119. Where teaching was good, lessons were well planned and teachers gave clear explanations so that pupils understood exactly what it was they were learning, such as writing LOGO instructions in Year 6. Successful teaching and learning of ICT related tasks to other curriculum areas. For example, in a Year 1 class the children used computers to develop their artwork in the style of Matisse and, in a Year 6 class, the pupils used ICT to produce history presentations with PowerPoint. In both key stages, summaries at the end of lessons were effective, with teachers reinforcing the key learning intentions. These times gave pupils opportunities to share their own self-assessments with the teacher, as well as their peers, and paved the way for future learning.
120. Support from ICT teaching assistants is very good and a key contributory cause of the current success. They are very knowledgeable about the use of computers and make a strong positive contribution. For example, in a Year 5 class, the teaching assistant skilfully focused pupils onto the task of writing command lines on the programme LOGO, and extended their skills through careful questioning. The teaching assistants run extra-curricular clubs for pupils in Key Stage 2, which are well attended and produce a high standard of work.
121. Assessments are developing through use of the end of unit topics and pupils are beginning to develop self-assessment skills with which to evaluate their own progress.
122. Curriculum planning is effective. Central government guidance is used, ensuring that the full range of experiences required by the National Curriculum is provided. Assessment records are sound, but are not yet used sufficiently to inform what should next be taught. Leadership and management of the subject are very good, particularly in terms of curriculum monitoring, resource management and budgeting. Resources, including the suite of modern computers, are well managed and maintained by enthusiastic hard working staff with a clear vision for the future. The standard of pupils' work is regularly reviewed. Teachers' planning is evaluated, lessons observed, and meetings are held with individual staff members to review their own skills and plan for appropriate training. Through these discussions, it has been found that a few staff need to improve further their knowledge and understanding of ICT in order that pupils can achieve their maximum potential, particularly the high attainers. Since the last inspection the school has successfully addressed all aspects highlighted in the last report and made very good progress, as a result of which the pupils have benefited greatly.

## MUSIC

Overall provision is **very good**.

### Strengths

- Very good teaching by class teachers leading to progressively good learning and very good achievements
- Pupils are given the opportunity to learn to play a musical instrument and many do so
- Pupils enjoy lessons and participate enthusiastically
- Very good leadership and management of music

### Areas for development:

- Nil

123. Standards are above average at the end of Years 2 and 6. Most pupils, including those with special educational needs and pupils with English as an additional language, make very good progress. Boys and girls achieve equally well. Overall, achievement in music is very good. Standards and the quality of teaching have shown very good improvement since the last inspection.
124. Pupils in Years 1 and 2 listen carefully to music and are developing appraisal skills. Year 1 pupils identify high and low notes and simple rhythm patterns. When listening to music, Year 2 pupils, for example, picked out the kettledrum rhythm. They are beginning to learn the letter names for notes and recognise repeated phrases. This was seen in practice as pupils performed on xylophones and chime bars. Pupils in Key Stage 2 learn to interpret graphic scores and identify the sounds made by different instruments. Year 5 pupils composed music to illustrate the journey of a river, with very good attention to the tempo and dynamics. Pupils co-operated well and followed the conductor when playing their music.
125. The quality of teaching seen was very good. Lessons are carefully planned, well structured and well managed. Good standards are achieved through a balance between performing skills, such as playing and singing, and activities to deepen pupils' knowledge and understanding of music. There is regular practice in listening and appraisal skills. Lessons are lively and imaginative. Pupils enjoy music, concentrate well and participate whole-heartedly. These positive attitudes enhance learning. Pupils benefit from extra-curricular activities, which include recorder lessons and the choir. A number of pupils learn to play the guitar, flute or clarinet with tuition by visiting teachers.
126. Leadership and management are very good. Teaching staff are very well supported. Planning is based on a commercial scheme, which is helpful for the non-specialist teachers and provides a broad and balanced curriculum for all pupils. There has been very good improvement since the last inspection. Music in the school contributes to pupils' spiritual and cultural development very effectively, celebrating the backgrounds of pupils and providing all pupils with a great breadth of music experience.

## PHYSICAL EDUCATION

Overall provision is **just satisfactory**.

### Strengths

- Some good, effective teaching which results in pupils making good progress
- Clear action plans for improvement, including opportunities for staff in-service training

### Areas for improvement

- Aspects of some teaching, particularly lesson planning and teachers' knowledge and understanding of physical education
- More effective use of teachers' assessments of pupils' progress to develop more detailed curriculum planning guidance

127. Attainment is broadly average compared with national standards at the end of Key Stages 1 and 2 and pupils' achievements are just satisfactory over time. In some lessons, pupils made good progress as a result of effective teaching but, in others, teaching and learning were unsatisfactory. In the good lessons, pupils achieved well because work was well planned and taught, with a focus on developing skills. In less successful lessons, pupils did not develop their skills at a high enough level.
128. The outcomes, in terms of standards pupils achieved, indicate that teaching is satisfactory overall, but with an inconsistent picture between classes. In an example of good practice, in a Year 6 gymnastics lesson, skills were well taught, supported by clear lesson planning, good subject knowledge, and clear communication with pupils. The teacher provided opportunities for pupils to reflect on their own and others'

performances. In such teaching, teachers had high expectations of pupils, and of their behaviour, and gave clear instructions. In unsatisfactory lessons, planning was unclear, so sessions lacked structure and clear direction. In one example, pupils were asked to do too many different activities without focusing on specific skills. As a result, a few pupils lost interest and were silly, restricting what others could achieve. Learning was unsatisfactory in this lesson.

129. National Curriculum guidance provides a sound curriculum plan. It is insufficiently detailed, however, and individual interpretation results in some teaching weaknesses. Teachers' plans are monitored for content against the scheme of work but should also be checked for structure and activities, to enable support to be provided where it is needed. All pupils are taught to swim in a local pool and most attain the expected standard. Expert tuition is provided by pool staff. All pupils have opportunities to take part in outdoor and adventurous activities. Assessment procedures for the subject are generally sound although insufficient use is made of gathered information to ensure future work is matched to individual needs. A very helpful audit of teachers' skills has been completed and in-service training has already started in developing the skills of individual staff. Accommodation is barely satisfactory as the hall has an elevated area, which restricts use of the available floor space. Staff do their best to minimise risks but accommodation is a hindrance to good teaching. Resources are satisfactory but more mats are needed to ensure safe floor work, especially for older pupils in Key Stage 2. Standards and the quality of education are broadly similar to those seen at the time of the last inspection; issues remain the same. Progress has been satisfactory, with sound leadership and management of the subject over time.

## RELIGIOUS EDUCATION

Overall provision is **satisfactory**.

### Strengths

- Some excellent teaching encourages pupils to think about and discuss sensitive moral issues.
- Good links with other subjects.

### Areas for improvement

- Not all religions prescribed by the locally Agreed Syllabus are studied in sufficient depth

130. Pupils reach average standards or above throughout the school. Their achievements are at least satisfactory and good in Key Stage 2. The school meets the requirements of the locally Agreed Syllabus. Pupils with special educational needs are well supported, and benefit from the emphasis on stories in the teaching. Standards have improved since the time of the last inspection. Pupils are developing skills of reflection and interpretation of religious ideas related to stories from different religions. Boys and girls work well together and are equally involved.
131. By the end of Year 2, pupils have a satisfactory understanding of the special nature of religion, particularly in relation to Christianity. Most can recall key elements of the Christmas and Easter stories. They are beginning to develop a satisfactory understanding of stories from other faiths, for example Rama and Sita from the Hindu Ramayana. Literacy skills are helped through writing their ideas about religious stories and events, such as the Nativity and Easter. Pupils with special educational needs are helped to structure their work and responses, so that they can play a full part in lessons. In Key Stage 2, pupils have extended their knowledge and understanding of world faiths and considered a broad range of moral and social issues in a religious context. Pupils demonstrate balance when expressing views from different perspectives, and some make thoughtful and perceptive comments.
132. In the lessons seen, teaching was at least satisfactory and in a few lessons it was excellent. Teachers have sound, and sometimes good, knowledge of the subject, and most lessons are taught with enthusiasm and a strong sense of purpose. This brings out a good response from pupils, for example through a thoughtful discussion of feelings and views of the effectiveness of peaceful protest.

133. The excellent teaching was apparent in the quality of written work for those classes. Work in a few classes showed that, although pupils have covered the areas suggested by the locally Agreed Syllabus, not all areas had been taught in sufficient depth. Teaching in religious education makes a sound contribution to pupils' knowledge and understanding of other cultures and faiths. There is a good focus on aspects of religion in a range of other subjects, such as art and drama.
134. The leadership and management of religious education are good. Planning shows systematic coverage of the Agreed Syllabus. This, with the higher standards achieved by the pupils, shows very good improvement has been made since the last inspection. Teaching and learning are monitored and areas for development have been identified.