

# INSPECTION REPORT

## **ROSETTA PRIMARY SCHOOL**

Custom House, London E16

LEA area: Newham

Unique reference number: 102741

Headteacher: Mr T Kneeshaw

Reporting inspector: Mr M Beale  
19385

Dates of inspection: 10 – 13 June 2002

Inspection number: 196112

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Sophia Road  
Custom House

Postcode: London  
E16 3PB

Telephone number: 020 7476 5308

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs T Holmes

Date of previous inspection: 7<sup>th</sup> July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19385	Martin Beale	Registered inspector	Information and communication technology	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9275	Candy Kalms	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23805	Margaret Lygoe	Team inspector	Mathematics; physical education; special educational needs	
21103	Val Ives	Team inspector	English; religious education	How good are the curricular and other opportunities offered to pupils?
22147	Anne Holland	Team inspector	Art; music; under-fives	
7871	Jean Mackie	Team inspector	Science; design and technology	
12603	Tusha Chakraborti	Team inspector	Geography; history; equal opportunities; English as an additional language	
28002	Susan Taylor	Team inspector		The work of the Special Educational Needs Unit

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large primary school serving a culturally diverse community, with 614 pupils on roll between the ages of 4 and 11. Almost half the pupils are from minority ethnic backgrounds, the largest group being pupils of black-African heritage. A high proportion has English as an additional language and 38 are at an early stage of learning English. The main home languages spoken are Yoruba, Twi and Swahili. There is considerable pupil mobility, with 81 joining and 51 leaving during last year. Many pupils are from economically disadvantaged families and over half are entitled to a free school meal. Almost all children transfer to the Reception classes from the separate on-site nursery school. Attainment on entry is well below average, with particular weaknesses in speaking and listening. The proportion of pupils with special educational needs, including those with statements, is average. The highest levels of need are for speech and communication as well as emotional and behavioural difficulties. A 10-place learning support unit for pupils in danger of exclusion was opened on the school site in September 2001. It takes pupils from this and four other primary schools and is funded through Excellence in Cities. As with many other London schools, Rosetta has suffered from a high turnover of staff and recruitment difficulties in recent years.

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

This is a good school that is serving its community well. Most pupils make good progress as a result of the good teaching, and although standards are below average by Year 6, they are improving more rapidly than they are nationally. Strong and effective leadership from the headteacher and senior staff and the commitment of staff to raising standards further result in the school providing good value for money.

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

- Standards in mathematics are well above average by Year 2.
- There is a high proportion of very good English teaching in Years 3 to 6.
- Teaching is good overall and as a result pupils make good progress.
- Strong leadership and management coupled with effective teamwork and staff commitment have been instrumental in the good progress of the school.
- Very good arrangements are in place to support the progress of pupils with special educational needs towards their targets.
- Very good support and guidance and the thorough monitoring of the pupils' personal and academic development enable the staff to give effective individual care and attention.
- Good provision is made for the pupils' moral, social and cultural development.

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

- Boys have regularly achieved lower test results than girls.
- Insecure staff expertise is limiting the development of the pupils' skills in information and communication technology (ICT).
- Attendance is well below average and the punctuality of a significant minority of pupils is a cause for much concern.

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

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

The school was last inspected in 1997 since when good progress has been made in raising standards and dealing with identified weaknesses. National Curriculum test results for Year 2 pupils are higher and have improved at a faster rate than nationally at Year 6. Weaknesses in other subjects have been eliminated, although attendance and punctuality have not improved. The promotion of the pupils' spiritual development has improved considerably. The Governing Body has more rigorous procedures for gaining an oversight of the work of the school. This, coupled with the good leadership and management by senior staff, place the school in a strong position to improve further.

## 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			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E	E	D
mathematics	E	D	E	C
science	E*	D	E	C

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

Test results, particularly at Year 6, are adversely affected by the high level of pupil mobility. An analysis of data shows that pupils entering the school during Years 3 to 6 achieve lower test results than others, while several of those who leave during this time are higher-attaining. Test results for Year 2 pupils fell sharply in 1998 but have improved steadily since then. Mathematics results were above average in 2001. Writing results were close to, and reading results were below the national average. Results in all three areas were well above similar schools. Early indications of the 2002 results are that improvements have continued in reading and mathematics.

The upward trend in Year 6 test results has been more rapid than nationally, although results fell in all three subjects in 2001 to well below average. These results also represented slow progress from the pupils' earlier results in Year 2. The action taken by the school to tackle this decline has been successful and standards are higher in the current Year 6. The school's targets for Year 6 results were not achieved in 2001 but are set at a realistic level for 2002. Girls have achieved better results overall in recent years, a matter that the school is starting to tackle by looking at ways of raising boys' achievement. There has also been some variation in performance by different ethnic groups at Year 6. In 2001, pupils of black-African heritage achieved better results than other pupils, while pupils of white-UK backgrounds did worse, particularly in English and mathematics.

Inspection evidence is that standards are continuing to rise and that the pupils achieve well overall. As with test results, the black-African pupils are doing better than others in the work that was seen during the inspection. The youngest children make good progress in Reception from well below average attainment on entry, although many are unlikely to achieve the standards expected for their age by the time that they enter Year 1. Improvements in mathematics teaching are resulting in above average standards by Year 2. Most pupils are also making good progress in Years 3 to 6 in mathematics, and standards have improved to below average. Pupils are also making good progress overall in English and science where standards have improved in Year 6 to below average. Pupils with special educational needs and English as an additional language, as well as those identified by the school as being gifted or talented, are also making good progress. Standards are largely close to national expectations in all other subjects with the exception of geography and ICT at Year 6 where attainment is below expected levels.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils are interested in their studies and are keen to do well.
Behaviour, in and out of classrooms	Most pupils behave very well in lessons and at break and lunchtimes; however, a significant minority do not and can present their teachers with



	challenging and unpredictable behaviour that disrupts their learning and that of others.
Personal development and relationships	Pupils generally relate well to each other and there are harmonious relationships between pupils from different backgrounds. Pupils conscientiously carry out responsibilities in the classroom and around the school.
Attendance	Attendance is well below average and has shown no improvement in recent years. Unauthorised absence is well above average and too many pupils are regularly late to school.

Pupils mostly respond well to the efforts of the school to encourage and develop positive attitudes to learning and good behaviour.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching and learning are both good overall, contributing significantly to the good progress made by most pupils. The literacy hour and the daily mathematics lesson have both been successfully introduced. As a result English teaching is very good and the teaching of mathematics is good. Literacy and numeracy are promoted well by teachers in a wide variety of subjects, but not all staff are confident in their teaching of ICT or in providing opportunities for pupils to use their computer skills to support their learning in other subjects. The high number of well-deployed support staff and carefully adapted teaching ensure that pupils with special educational needs and English as an additional language receive good support and individual attention. Pupils identified by the school as gifted or talented are also taught well. Where lessons are most effective, resulting in pupils learning new skills rapidly, teachers plan well and have high expectations. These classes are calm and there is a sense of purpose to the work being undertaken. Staff generally use their good level of expertise well to give brisk and confident explanations and to support learning by setting interesting activities; however, some shortcomings in teaching scientific investigations or where teachers did not exploit the structure of the literacy hour effectively resulted in unsatisfactory lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and planned to be relevant to the pupils. Literacy and numeracy are promoted well throughout the school.
Provision for pupils with special educational needs	Provision is very good with support, directly related to a thorough evaluation of individual needs, given by staff well-trained in the pupils' specific learning difficulties.
Provision for pupils with English as an additional language	The needs of individual pupils are being met well by skilled teaching and the high level of classroom support. The assessment and monitoring of progress in language acquisition is an area identified by the school for further development.
Provision for pupils'	Good overall. The promotion of the pupils' moral, social and cultural

personal, including spiritual, moral, social and cultural development	development is good. Spiritual development has improved and is now satisfactory. Cultural diversity is recognised, valued and celebrated.
How well the school cares for its pupils	The school provides a secure and caring environment that meets the needs of individual pupils well. A wide range of procedures, including individual programmes have been successfully adopted to manage the behaviour of the pupils.

All National Curriculum requirements are met and there is a comprehensive programme for the pupils' personal, social and health education (PSHE). The curriculum for Reception children has undergone much improvement this year. The procedures for monitoring the attainment, progress and personal development of pupils are good, and are used with effect to identify pupils who may be underachieving. The school has forged a satisfactory partnership with parents.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy head provide a clear educational direction. Good procedures, based on effective teamwork, have enabled change and improvement to be managed smoothly.
How well the governors fulfil their responsibilities	Governors are committed to the success of the school and have adopted procedures to enable them to discharge their responsibilities satisfactorily.
The school's evaluation of its performance	Very thorough processes have been introduced to monitor the work of teachers and to evaluate the effectiveness of the school. Through this, the school has been able to secure and sustain improvements.
The strategic use of resources	The funding available to the school has been used well to support the recent priorities of increasing learning resources and providing a high level of additional classroom support.

The school is successful in meeting its main aims, the pursuit of which can be seen in all new developments. In common with many schools, there has been a high turnover of staff in recent years. Staffing, accommodation and learning resources are good overall. The induction of new staff and the management of the performance of all teachers are good. The principles of best value are used well to compare costs, to consult over spending decisions and to achieve good value for money spent.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Staff expect their children to work hard and achieve their best.</li> <li>• Teaching is good and their children are making good progress.</li> <li>• They find staff approachable.</li> <li>• Their children like school.</li> <li>• The school is helping their children to become more mature and to take responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team supports the parents' favourable opinions of the school. It judges extra-curricular activities to be satisfactory while recognising that they are largely available only for older pupils.

## **PART B: COMMENTARY**

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

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

1. Assessments of the children when they enter the Reception classes indicate that attainment is well below average overall. The children make good progress in Reception but less than half are likely to reach the Early Learning Goals (the standard expected for children of this age) in literacy and numeracy by the time that they enter Year 1.
2. National Curriculum test results for Year 2 pupils fell sharply after the last inspection. They have recovered since then and by 2001 were above results at the last inspection in writing and mathematics, but still slightly below this level in reading. The best results have regularly been in mathematics. They were above average in 2001 and well above results in similar schools. Reading and writing results were also well above results in similar schools in 2001. Results in writing were close to the national average but were below average in reading. The early indications of the 2002 test results are that improvements have continued in reading and mathematics, particularly in terms of the proportion of pupils achieving the higher levels.
3. Test results in English, mathematics and science have improved at Year 6 at a faster rate than nationally since the last inspection. A high point was reached in 2000, but results in all three subjects fell in 2001 to well below the national average. Results were close to similar schools in mathematics and science but below this benchmark in English. A high proportion, compared with nationally, did not reach the expected Level 4 and relatively few achieved the higher Level 5. These results also represented well below average progress from the pupils' earlier performance in Year 2. The school has taken vigorous action to remedy this situation and the progress of the current Year 6 pupils is good.
4. There have been some variations in performance between boys and girls and between pupils of different ethnic backgrounds. Girls have regularly achieved better results than boys at Year 2 but not always by the same margin as nationally. There has also been some variation in performance by ethnicity at Year 2, with pupils of black-African heritage achieving better results on average than others. Boys have regularly achieved lower results than girls in English at Year 6, but there has been no pattern of any difference in mathematics or science. As at Year 2, pupils of black-African heritage have achieved better results particularly in English, while pupils of white-UK backgrounds did worse than others in English and mathematics. The school is aware of the lower performance of boys and is currently investigating the strategies adopted by other schools to tackle this weakness. One factor that significantly affects tests results is the high level of pupil mobility. An analysis of test results at Year 6 shows that pupils who join the school after Reception, but particularly after Year 2, achieve lower results than others. Furthermore, several of the pupils who leave the school as their families move out of the area are amongst the higher-attaining.
5. The evidence of the lessons and work seen during the inspection is that pupils in Years 1 to 6 are generally achieving well and making good progress overall. This is particularly the case in English and mathematics. Standards in mathematics are above average by the end of Year 2. Improvements are occurring in Years 3 to 6 but have not worked their way through to the top of the school, where standards are below average. Similarly, standards in each aspect of English are improving but are below average overall by Year 2 and Year 6. There remains evidence of variations in standards by pupils of different ethnic backgrounds. Pupils of black-African heritage are more highly represented in top ability groups than their numbers in each year group would suggest and are achieving higher standards on average than others. It is also the case that the attendance of these pupils is much higher than the school average.

6. Most pupils are making good progress in the development of their scientific knowledge and skills; however, attainment is below average overall by Years 2 and 6 because their investigation skills are not being developed to a secure level.
7. The teaching of ICT skills in the computer suite is enabling most pupils to make satisfactory progress. Younger pupils have benefited more from this teaching, and attainment is close to national expectations by Year 2; however, although standards are improving for older pupils, attainment is still below expectations by Year 6. Pupils are able to apply their ICT skills in other subjects, but these opportunities are inconsistent and do not enable the pupils to refine and develop their skills sufficiently.
8. In general, most pupils are making good progress overall in Years 1 and 2, and as a result attainment is in line with national expectations in all other subjects. This good overall progress is continued in Years 3 to 6. Attainment is in line with national expectations in other subjects. The one exception to this is in geography where progress is much less marked. This is largely because the timetabling arrangements for teaching the subject do not enable skills and knowledge to be developed to sufficient depth. The school is aware of this and plans to adjust timetable arrangements in the future.
9. Pupils with special educational needs make good progress towards the targets identified for them in their individual education plans. This is the result of good support both from class teachers and from support teachers and learning support assistants. Similarly, pupils with English as an additional language also make good progress. These pupils generally make good progress in the acquisition of English language and in gaining knowledge and understanding in all subjects. Good progress is also being made by pupils identified by the school as gifted and talented.

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

10. Overall, the attitudes of the majority of pupils in the school are good and their behaviour satisfactory. Most pupils come to school with good attitudes to learning, although some pupils, particularly boys with special educational needs, have both unsatisfactory attitudes and behaviour. This is having an adverse effect on the quality of learning of the pupils themselves and of others in their class. Relationships between pupils and between pupils and their teachers are generally good, and the pupils' personal development is good.
11. Children in the Reception classes have established good working habits and have settled well into school routines. They play and work well with other children, sharing resources and taking turns. Most pupils in Years 1 to 6 enjoy school and come with a willingness to learn. They are well motivated, interested in their work and listen carefully to their teacher. They respond well to good teaching. In most lessons pupils are keen to answer questions and willingly participate in discussions and contribute their ideas, as seen in a Year 5 history lesson where pupils asked well thought-out questions about Indus Valley civilisation. On other occasions, however, the pupils' attitudes are not as good. This is more noticeable in the afternoon when the activities are less structured and pupils sometimes become restless and lose concentration.
12. Behaviour in the school is variable but satisfactory overall. This contributes significantly to school life and the learning that takes place. Most pupils know the standards of behaviour expected of them and respond well to the school's behaviour plan that is prominently displayed in classrooms. There are, however, a small minority of pupils who do not always behave appropriately in lessons and around the school. Whilst most pupils are friendly and polite to each other, documentary evidence indicates that incidents of disruptive behaviour and bullying do occur at times. There have been seven fixed-term exclusions in the current school year, a decrease since the previous inspection. The school uses exclusion in response to serious incidents and works hard, using a variety of strategies, to prevent it from occurring.

13. In spite of the number of staff changes, pupils have good relationships with their teachers and other adults who work in the school. There is a wide range of ethnic and cultural groups in the school and most pupils work and play well together. Pupils generally settle to work quickly and work well independently, in pairs and small groups, although there are times when they can be noisy and take time to settle. In most lessons the pupils co-operate, sharing ideas, equipment and resources sensibly. They were frequently observed helping and encouraging each other in lessons, for example a competent English-speaking pupil helping a pupil at the early stages of language acquisition in a Year 3 personal, social and health education lesson. Pupils generally show respect for the values and beliefs of others and listen carefully when pupils read their work out to the class. Most are aware of the impact their actions can have on others, but a minority do not understand that their attitudes and behaviour affect the learning and confidence of others.
14. From an early age, pupils respond well to the opportunities that they have to take responsibility in lessons and around the school. They conscientiously carry out the classroom duties given to them, such as returning registers and clearing away after lessons. Older pupils raise money for their leavers disco, and volunteer to help in the dining hall at lunchtime. The lunchtime peer mediators have a very mature and adult approach when working with pupils from all year groups to resolve playground difficulties and bullying.
15. Attendance is poor, being consistently well below the national average. Levels have shown no improvement since the previous inspection. This has a considerable effect on the learning of many pupils, especially those pupils who are frequently absent. There are some differences between groups of pupils, with pupils from black-African backgrounds having better attendance than other groups represented in the school. There is a variety of reasons for absence but a major factor is the relaxed attitudes of parents to the importance of regular attendance. Current data shows that many pupils in the school have attendance rates of below 85 per cent. Unauthorised absences are well above the national average. Although the school has difficulties obtaining reasons for absence from parents, the current procedures to follow up absence lack the necessary rigour to improve the situation. Arrangements are planned for the school to be in contact with parents on the first day of absence. Poor punctuality is a problem. High numbers of pupils arrive late in the morning, including many who regularly arrive late. Approximately one-third of pupils in the school have been late on at least 10 occasions this term.

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

16. Teaching is good overall and as a result most pupils learn new skills quickly, work hard on tasks set and generally show much interest in their learning. The overall quality of teaching has improved since the last inspection and much more is very good or better, with many fewer lessons that are less than satisfactory. There is little significant variation in the quality of teaching across the school. Of the lessons observed, just over 20 per cent were very good or better and less than four per cent were unsatisfactory. This improvement is in part as a result of the thorough and rigorous monitoring of the work of teachers, the carefully targeted support and advice that they are given and the sharing of expertise and ideas through planning in year teams. The latter has brought consistency to teaching across each year group and has enabled staff new to the profession and to the school to become effective in a short space of time.
17. Teaching in the Reception classes is good overall, but varies between the three classes. The best teaching is lively and interesting, with activities planned carefully to meet national guidance for children of this age. For example, all pupils were engaged during the whole-class and group activities in a Reception literacy session. The activities were well thought-out to extend and challenge as well as to promote and develop the children's language skills. The session had pace and the teacher's high expectations of the children created an atmosphere of mutual respect. There was also a good, busy atmosphere in another Reception class. Questioning was used effectively by the teacher and as a result the lesson moved forward at a very good pace.
18. Teaching in the rest of the school is also good overall. English teaching is a particular strength and is very good in Years 3 to 6. The literacy hour has been implemented successfully, and other

sessions of reading and writing contribute to the very good progress now being made. The daily mathematics lesson has also been successfully introduced and the teaching of mathematics is good throughout the school. Teaching in the subjects which were highlighted as having shortcomings at the last inspection has improved and in no subject is teaching now unsatisfactory. Only in the teaching of ICT are there significant weaknesses, and in the use of ICT skills to support learning consistently in other subjects.

19. The school has invested considerably in support staff. They are well deployed and have a considerable influence on the learning that takes place in all classes. They are particularly effective in guiding the learning of pupils with special educational needs and English as an additional language. Teaching for pupils with special educational needs is good, and the teaching is often very good when groups of pupils are withdrawn for short sessions of focused work in literacy. Teaching is based on very detailed assessment and careful planning to meet individual needs. Support is very well targeted and the specialist staff are effectively deployed. The support programmes for pupils with emotional and behavioural difficulties are generally followed well, although at times lessons are disturbed and the pace of learning is slowed. Pupils with English as an additional language are taught effectively within the mainstream classes alongside their peers. They are supported well by the class teachers through pair and group work, the use of appropriate visual materials and role-play. The learning support assistants guide them very effectively in consultation with teachers. Teachers plan well to ensure that the early stage learners understand what they are expected to do and make good progress.
20. The most effective lessons in Years 1 to 6 are well planned with clear objectives. These are often explained to the pupils at the outset, giving them a clear picture of what they are to learn during the lesson. There were clear objectives for a Year 6 literacy lesson where the pupils were learning how to write accurately in the past and present tenses. These objectives were shared with the class so that pupils knew what they were expected to achieve. Resources were well prepared and used effectively to stimulate interest. Clear explanations were given by the teacher and very skilful questioning probed the pupils' understanding, extended their knowledge and generated pace to learning. These characteristics were also seen being used to good effect in a well-planned Year 2 English lesson. The clear learning objectives were supported by carefully chosen tasks, which helped to generate purpose to the lesson. The teacher had a secure command of the subject, gave confident explanations and used praise and encouragement well. The pupils collaborated well in small groups sharing their ideas, and as a result new skills were learned rapidly.
21. Teachers in the most successful lessons have high expectations of what the pupils can achieve and how they should behave. This helps to generate a purposeful atmosphere and a challenge to which most pupils respond by working hard and being keen to succeed. For example, the teacher's high expectations in a Year 1 mathematics lesson were evident from the range of challenging activities set. Very good questioning of the pupils generated a rapid pace to learning. An excellent atmosphere for learning was also generated by the teacher in a Year 3 mathematics lesson. High standards of work and behaviour were expected and achieved. As the teachers in these examples demonstrated, many staff have a high level of subject expertise, particularly in the core subjects, which they use well to give lively and confident explanations of new work. For example, the teacher in a Year 3 science lesson on light and shadows reinforced suggestions from the pupils and asked further probing questions. This resulted in very good development from the previous lesson's work. The contributions from all pupils were valued, and as a result they were very keen and enthusiastic. The teacher also set challenging targets and had high expectations of what was to be achieved. In a Year 1 class, the teacher made a writing lesson enjoyable. Praise and encouragement were used very effectively so that new skills were learned in an atmosphere where all pupils felt confident. Secure command of the subject material was shown by enthusiastic teaching transmitted to all of the class in a Year 6 music lesson. The teacher raised the pupils' awareness of music from other cultures.
22. In sharp contrast to the secure subject knowledge and teaching expertise of most teachers, some lessons were observed where uncertain knowledge resulted in unsatisfactory teaching and slow learning. For example, the new technology in the computer suite and the effective organisation of

lessons are not fully exploited by some staff. Demonstrations of new software are not executed well and pupils are often sitting either with their backs to the teacher or not having a clear view of the new whiteboard. This leads to some lack of concentration and teachers having to repeat explanations and demonstrations for pupils who either have not been listening or have not been positioned where they can see. There is also some lack of understanding of how to teach investigative science, with some lessons at the upper end of the school not challenging pupils sufficiently. Finally, some newer staff are not clear about how to exploit the structure of the literacy hour to best effect.

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

23. The provision for children in the Reception classes is good. A broad and balanced curriculum is provided throughout the school. It includes all the relevant subjects of the National Curriculum, as well as religious education, and meets statutory requirements. All subjects, except physical education, have clear policies and schemes of work, which effectively support the teachers' planning. This is an improvement since the last inspection when subjects such as religious education, ICT and physical education were without appropriate schemes of work. Although the time allocation for all of the foundation subjects is tight, the improved schemes keep the pupils focused on what they need to learn and the skills to be acquired. The provision for religious education has improved since the last inspection when it was judged to be unsatisfactory with little reference made to the locally agreed syllabus. Currently, ICT is not consistently used to support learning in other subjects. The school has rigorously implemented the strategies for literacy and numeracy. These are successful in developing the pupils' basic skills and they have had a positive impact on the rising standards that are being achieved in English and mathematics.
24. The school works successfully to ensure equality of opportunity and that all pupils have access to all aspects of the curriculum. A carefully prepared policy is in place and is being implemented effectively. The school has started a register for gifted and talented pupils and is planning appropriate provision and support for the pupils identified. Good racial harmony is ensured through the effective implementation of the school's inclusion policy.
25. Pupils with special educational needs have full access to the curriculum. Class teachers and support staff are very aware of individual needs, and the pupils who need additional support are identified early. The pupils' individual education plans are very well written; the targets are specific and measurable, and progress is closely monitored. The school has yet to amend the school special needs documents in line with the new Code of Practice, although staff are fully aware of the new requirements.
26. The provision for pupils with English as an additional language is in the process of developing. The school has recently taken over the funding for this area from the local education authority and has appointed a co-ordinator who teaches full-time in a Reception class. At present the co-ordinator has no non-contact time for managing this area but this is planned from the next academic year. The pupils have full access to the broad and balanced curriculum that the school provides for all pupils. Their level of competence in English is assessed satisfactorily using the assessment guideline from the Qualifications and Curriculum Authority. All teachers carry out the assessment in the autumn term and keep records of the progress these pupils make; however, because of full-time teaching commitment, the co-ordinator is not able to monitor this effectively.
27. A small number of parents are unhappy with the range of extra-curricular activities. The evidence does not support this view. The curriculum is enriched by the provision of a satisfactory range of extra learning opportunities that take place after school and at lunchtime. These include sports activities such as football for girls and boys, cricket and netball and 'Belle Plates'. Karate and Spanish have been offered during the year, but are not currently on the timetable. A beneficial lunchtime club provides useful opportunities for pupils to learn to share and play board games amicably together. There are two valuable annual residential visits arranged for pupils in Year 6 and opened up to others from younger classes: one offers water sports while the other gives the pupils access to outdoor adventure activities. Visitors to the school, who considerably enhance

the curriculum, include theatre groups, the local mission group, professional artists and musicians. A business volunteer reading scheme has been successfully organised through the Education Action Zone (EAZ). In addition, the school profits from the use of the facilities for ICT at the West Ham Study Support project and enjoys the contribution of a local conservation group of volunteers that seeks to raise the pupils' awareness of environmental issues.

28. Overall, the curriculum prepares pupils effectively for the next stage of education. The school is developing a stronger emphasis on the improvement of inter-cultural skills, to create a rich environment. The curriculum inculcates tolerance, respect and appropriate behaviour, and provides useful opportunities for pupils to listen courteously to each other. There is a positive ethos that provides an encouraging and caring environment for learning.
29. The provision for pupils' personal, social and health education (PSHE) is good. There is an appropriate policy and scheme of work in place. For example, pupils in Year 3 are given effective opportunities to discuss keeping themselves safe, while pupils in Year 6 appropriately learn about the reproductive system and those in Year 4 effectively learn about the changes that take place in the body during puberty. Pupils are made aware of the abuse of drugs through the responsible handling of issues in lessons. The governors have adopted an appropriate policy and scheme of work for sex and drugs education, which is linked to the PSHE curriculum. This is an improvement since the last inspection when this provision was limited, with no formal policy for drugs education.
30. The school has good links with partner institutions, such as the feeder secondary school and the on-site nursery school, that are most constructive. For example, Year 7 teachers come to take classes in Year 6 and interview the class teachers; the special educational needs co-ordinator and the learning mentor are involved with the transition of pupils in Year 6 to the local secondary school.
31. The overall provision for spiritual, moral, social and cultural development is good. Observations of life throughout the school indicate that all teachers and ancillary staff support the aims of the school to help the pupils to develop physically, intellectually, spiritually and emotionally. Overall, this provision has improved significantly since the last inspection.
32. Provision for the pupils' spiritual development is satisfactory and is appropriately extended through religious education lessons and corporate worship within assemblies. Collective worship is used appropriately to promote a time for reflection. For example, by using the story of Gideon from the Bible the pupils were encouraged to think about it being better to be sure than sorry, in other words to think before doing something. Time to reflect on pupils' own beliefs, values and experiences is regularly provided in the majority of classrooms and in other subjects. A visiting local mission group enhances the pupils' spiritual development in that the pupils begin to value the views of others, through, for example, questioning a speaker about his faith. Music makes a good contribution to this area.
33. The school makes good provision for the moral development of the pupils. It is reinforced by the personal example provided by the staff. A strong moral code is the basis for acceptable behaviour, and this is consistently emphasised. Pupils are held individually responsible for their behaviour and are encouraged to solve their own problems and arguments during class discussions or through the effective provision of peer mediation sessions. There is a solid framework of values that encourages pupils to distinguish right from wrong. Pupils are commended for their achievements in assembly and a strong emphasis is placed on celebrating positive behaviour.
34. Good provision is made for developing the pupils socially. Care is taken to ensure that the pupils who have special educational needs and for whom English is an additional language are fully integrated into the life of the school. Teachers are both professional and caring and there is clear evidence of positive and successful relationships between pupils and staff. Annual residential visits enhance the older pupils' social development. The vast majority of pupils co-operate well



with each other. For example, older pupils act as monitors to the younger pupils during lunchtimes.

35. Good provision is made for pupils' cultural development. Pupils are given effective opportunities to learn more about their own cultural traditions, for example through visits and through Christmas productions. They successfully broaden their knowledge and understanding of other cultures through literature, art and geography and effectively study world faiths in religious education. The good choice of music, for example African music from the village of Ladysmith in Natal, helps the pupils to experience and value the contribution of non-western cultures. Visits from local musicians, artists and support groups further enhance the pupils' learning and development in this area.

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

36. The school has maintained a caring atmosphere that supports the wide variety of personal and educational needs of the pupils. Support is offered to pupils new to the school in the middle of a term, and the learning mentor regularly monitors their progress.
37. Day-to-day care is very apparent and close links have been established with other agencies to support the care of pupils, especially those with specific needs. The special needs co-ordinator, as designated person for child protection, has a high level of awareness and monitors those pupils about whom there are concerns. Similar good procedures operate for 'looked after children.' Staff, including new staff, know that they should refer any concerns to her. First aid arrangements are satisfactory, although the record book does not always give details of the treatment given. There is no record of any medication that is administered. Satisfactory arrangements ensure that staff are aware of pupils with medical conditions. Informal checks of the site and premises take place but any issues and action taken are not systematically documented. Equipment in the school is regularly checked. The health and safety policy has not been recently updated and formal arrangements to identify health and safety risks are not in place.
38. The school has very good systems to monitor and support pupils' personal development. Despite the high turnover in teachers, individual class teachers know and understand the needs of pupils in their class, using this knowledge to monitor their personal development. Aspects of individual pupils' social and personal development are recorded each term and additional records are kept of any concerns. Issues are discussed with year group and key stage co-ordinators and, where necessary, are referred to the special needs co-ordinator. The good work of pupils is recognised in the weekly 'good work' assembly.
39. The arrangements for assessing and monitoring pupils' progress are good overall and have improved since the last inspection. Assessment procedures in English and mathematics are thorough and the information is used effectively to group pupils within classes and to set individual targets. Assessment systems in the Reception classes are also very strong. In science more use could be made of the good assessment information to guide planning and to enable the pupils to make more rapid progress. The school has established systems of regular assessment in most other subjects, allowing teachers to build up a picture of individual attainment and enabling them to plan more effectively for groups within their classes. Systems for assessing progress in ICT and physical education have yet to be introduced. The school analyses assessment data from the statutory tests in the core subjects thoroughly to monitor both the performance of the school and that of different groups of pupils to identify any patterns such as underachievement. This analysis is being extended to the annual tests so that individuals and groups of pupils can be tracked in greater detail.
40. The school cares very well for pupils with special educational needs, including those with statements. Pupils with special needs are quickly identified and their progress is monitored and supported thoroughly. Assessment across a wide range of complex needs is detailed and comprehensive, and links with outside agencies are strong. Pupils with emotional and behavioural difficulties have carefully written individual programmes of support. Their progress is

closely monitored, and there are good systems in place for supporting these pupils when they need to have time out of the classroom. Arrangements for the initial assessment of pupils with English as an additional language are good, but their progress through the stages of language development could be monitored more frequently.

41. The school is working hard to meet the wide range of pupils' behavioural problems and has clear strategies for promoting and monitoring good behaviour. They include a behaviour counsellor, the learning mentor, a lunchtime club, peer mediators and a 'restart' facility. The school has procedures that deal with incidents of inappropriate behaviour and strategies aimed at improving behaviour. The 'restart' room provides individual support for pupils who display disruptive behaviour in the classroom, and is used to help pupils who have not responded to earlier initiatives. Individual reports, checked daily by the learning mentor, monitor pupils causing concern. Pupils know the standards of behaviour expected and are fully aware of the consequences of inappropriate behaviour. All staff, including new staff are very clear about how to manage behaviour in the classroom and follow the systems in place. Bullying does sometimes occur. The lunchtime peer mediation system is one good example of the procedures in place to deal with those instances that do occur.
42. The school has some procedures to monitor attendance and identify the many pupils with unsatisfactory patterns of attendance. These are not, however, sufficiently regular or systematic to improve attendance, reduce the high levels of unauthorised absence or to improve punctuality. Reward systems are in place but these are having little impact. The school has been dependent on regular visits by the education social worker to monitor and follow up pupils with poor attendance and punctuality but, with the lack of a regular education social worker for some time, the school has not fully developed its own strategies. Absences are not immediately checked, and although a letter is sent to parents who have not provided a reason for absence, the school does not follow this up. The school has begun to identify the many pupils with poor and irregular patterns of attendance but has not yet developed suitable strategies to improve their attendance. Pupils with poor punctuality are not being regularly identified and parents are not routinely tackled when their children are frequently late. The school has not successfully impressed upon parents the importance of regular attendance and punctuality.

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

43. The parents who responded to the questionnaires and attended the parents' meeting were very supportive of the school and what it offers to their children. Without exception parents feel that their children are making good progress. They consider teaching good and staff approachable. They feel the school has high expectations, is helping their children become mature and responsible and that the school is well led and managed. The vast majority agree that their children like school. They are happy with behaviour, feel that the school works closely with them and most are happy with the information they receive about their child's progress. A minority of parents feel their children do not get the right amount of homework and feel more activities are needed outside lessons. Inspection evidence supports the positive views expressed by parents, and judges homework and the range of activities outside lessons to be satisfactory.
44. The school has established satisfactory links with parents. Induction procedures into Reception are satisfactory but this initial relationship is not being further developed. Each week parents are invited to the 'Good Work' assembly and each year they contribute to the annual Easter Bonnet competition; however, there are few other activities to encourage parents to work more closely with the school to support their children's education. There is no provision for the involvement of parents of minority ethnic backgrounds in the learning process, and the variety of different cultures represented by parents is not being used as a resource. Most parents have little involvement in school life and have little impact on the work of the school, although a few do hear children read. There is no parent/teacher association, although parents willingly accompany school visits.

45. Some parents help their children learn at home. From Reception onwards pupils are encouraged to take their reading books home. Many parents of younger pupils share books and listen to them read but as pupils move up through the school, parents provide less support. Younger children use reading record books but not as a regular method of communication between teacher and home. Most teachers set regular homework. Each term parents are reminded about the homework that their children should receive each week.
46. Information provided by the school for parents is unsatisfactory. Newsletters are not sufficiently frequent, but together with additional letters do provide some information about school matters, forthcoming events and diary dates. The prospectus provides basic information on school routines but as with the governors' annual report there are some omissions. The school provides parents with very little information about the curriculum and work being taught in lessons, although topic headings are provided each term. Parents are, however, welcome to join their children in Arts Week activities after school. Two formal consultation meetings inform parents about their children's progress and they are offered a further opportunity to discuss the written report should they wish to do so. Parents whose children have special educational needs are kept fully informed of the support that their children are receiving. The information in annual written reports does not reflect pupils' progress, provides little information about what the pupils can do, does not set targets for future development and is not always personal to individual needs.

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

47. The experienced headteacher, very ably supported by the deputy head and other senior staff, provides the school with strong leadership. This is focused not just on raising standards, but also on promoting educational inclusion, particularly where unacceptable behaviour might otherwise result in exclusion from the opportunities provided. Staff share these commitments and are constantly reflecting on their practice and seeking ways in which they might improve. As a result, the school is generally successful in meeting its main aims of enabling children to take pleasure in their own and others' learning.
48. There are clear and effective structures for the management of the school, which have enabled improvements to be secured during a time of considerable staff turnover. Strong and effective teamwork is a particular feature. This has resulted in new staff quickly settling into the school and a consistent approach to the implementation of policies. The senior management team provides a strong lead in monitoring the work of the staff and shaping the future direction of the school. Key stage and year teams strive to good effect to ensure consistency in teaching and learning and that high standards are pursued. The deputy head plays a crucial role within this process through the line management of subject co-ordinators. This ensures not only that they are held accountable for provision and standards within their area, but also that support, guidance and advice are readily available. Co-ordinators are playing an increasingly important role. Many are quite new in post because of recent high levels of staff turnover; however, school induction procedures are so effective that comparatively inexperienced staff take on subject management roles early in their teaching careers.
49. The provision for pupils with special educational needs is very well managed and support staff are well trained. Statutory requirements are fully met, and the inclusion of all pupils with special educational needs is very good.
50. Thorough, systematic and very effective procedures have been introduced to monitor the work of staff and to evaluate the impact of action taken and the effectiveness of the school. The regular observation of teachers, the scrutiny of their planning and an analysis of pupils' work have all contributed to the identification of strengths and areas for improvement. As a result, good practice has been shared, support and training provided and the quality of teaching improved. The analysis of test and other data is also being used with increasing rigour to identify weaknesses from which effective action has ensued. One good example has been the changes introduced following the weak Year 6 test results in 2001. The information from these processes is used well

to help the school to define its plans for improvement. A long-term strategic view of the school's development is used to inform the actions to be taken on an annual basis. Financial planning and the allocation of funding are used very effectively to support the main priorities identified in the school improvement plan.

51. The Governing Body has improved its effectiveness since the last inspection, when it was judged not to fulfil all of its responsibilities. The procedures now adopted enable governors to have satisfactory oversight of the work of the school and to be appropriately involved in shaping its future. As a result, governors have a secure understanding of the school's strengths and the steps needed to eliminate any shortcomings.
52. There is a suitable match of teaching staff to meet the demands of the curriculum, although the recent high turnover of staff has meant that several are newly qualified, completing their professional training or qualified overseas. In some cases they are very new to the school. The support that they receive and the induction procedures have enabled several to perform to a high level at an early stage in their careers. There is a comprehensive system for appraising and managing the performance of staff. Training needs are clearly identified and professional development is carefully planned to meet school priorities and individual needs.
53. It has been a major priority to provide a high number of classroom assistants and other staff to support the work of teachers. The high level of spending on support staff and the effectiveness of their deployment are making a considerable contribution to the good progress made by most pupils.
54. A further priority in recent years has been to improve the quality and quantity of learning resources. Financial planning has ensured that this has been successful and the school is now well resourced. The library has been refurbished and now provides a very pleasant environment for pupils to study in. Books are clearly laid out and easily accessible. A new computer suite has been provided, bringing ICT resources to a good level. There is a new interactive whiteboard, although not all staff are sufficiently secure in making the most effective use of it. Resources are very good in English. They are good in design and technology, music, history and religious education and satisfactory elsewhere.
55. The accommodation has strong features and some shortcomings, but is satisfactory overall. The high quality of displays of pupils' work is used to good effect to counter the rather drab accommodation. A programme to refurbish and redecorate areas of the school has started, with suspended ceilings considerably improving the learning environment in classrooms. The playground for the infant pupils has been resurfaced – a key issue for action from the last inspection. The outdoor play area for Reception children has been improved, and there are further plans to improve the accommodation for these children in a more self-contained unit.
56. The school has made good progress in recent years under the astute leadership of the headteacher. This has been achieved in the face of considerable staff turnover, a situation that is not unusual for schools in London. Issues remain to be tackled, but the school is well placed to secure further improvements as it strives for higher standards.

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

57. In order to continue the good progress made since the last inspection, the school should:
  - (1) Adopt strategies to increase the achievement of boys and evaluate their effectiveness rigorously\*. (paragraph 4)
  - (2) Improve attainment in ICT by: (paragraphs 7, 18, 23, 114 and 116 – 118)
    - Increasing staff expertise

- Planning for the consistent use of computers to support learning in a wider range of subjects
- Introducing assessment procedures to monitor the progress of all pupils.

(3) Improve attendance and punctuality\*. (paragraphs 15 and 42)

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

58. In addition to the items above, the governors may wish to consider the inclusion of the following points in their action plan.
- Improve the teaching of scientific enquiry. (paragraphs 6, 91 and 95)
  - Provide more consistent teaching time for geography. (paragraphs 110 and 112)
  - Complete the plans for resiting the Reception classes, particularly so that the children have immediate access to outdoor play areas. (paragraphs 55 and 68)

\* These items have been identified by the school as priorities for development in its improvement plan.

### **THE WORK OF THE SPECIAL EDUCATIONAL NEEDS UNIT**

59. The pupil learning support unit (PLSU) began taking pupils in September 2001 and is funded for three years through the Excellence in Cities initiative. The unit takes a maximum of eight pupils from six local schools including Rosetta and currently has five boys attending. The pupils remain on the roll of their home school, which they continue to attend every Monday with integration increasing by one day each half term for the two-term duration of their placement.
60. Pupils are referred by their home school because they are in danger of exclusion and their placement is agreed by a panel, which includes the unit manager, a representative from the school for pupils with emotional and behavioural difficulties and an educational psychologist. Detailed assessment about attainment and behaviour is required from the pupils' home school, so that a specific programme can be planned to tackle behavioural difficulties and any deficit in basic skills development.
61. The curriculum overall is satisfactory and offers opportunities to develop basic skills and to improve behaviour. There is a detailed curriculum plan for mathematics, English and science, and ICT is used widely across all subjects. Some art, history, geography, design technology, religious education and physical education are offered and PSHE is taught throughout the curriculum. Music is not taught in the unit. Curriculum cover is not guaranteed because the pupils spend time in their home school as well as the PLSU. There is therefore a need to map together the work done in both settings to ensure that the pupils do not lose ground on their peers, which would inhibit reintegration.
62. Teaching is good and meets the identified needs of pupils well. Unit staff know their pupils very well and motivate them to learn and modify their behaviour. Pupils are aware of their learning objectives and have tasks clearly mapped out for them during particular time slots. Clear instructions and explanations are given. A variety of relevant activities is used to maintain the focus of the pupils, and work is planned for individual pupils. The teaching assistant and mid-day supervisory assistant work very closely together, under the clear direction of the teacher. Pupils are taught about expected behaviour, and rewards and sanctions are detailed clearly; all members of the unit staff consistently apply these. Specific praise is used very effectively. One pupil was observed in a mainstream physical education lesson and showed that he is very well able to cope during that lesson without additional support.
63. Pupils respond well to the approach of the unit staff and willingly reflect on their behaviour and approach to difficult situations in a calm and thoughtful way. Overall their behaviour is good, but sometimes it is very good and is indicative of the good progress made towards their behaviour

targets. They show respect to adults and each other. The pitching of lessons to offer an appropriate level of challenge results in pupils being very focused on their work and showing clear enjoyment of the tasks given. Written work is completed quickly and in a businesslike fashion. As a consequence, the pupils in the PLSU make good progress with the development of reading, spelling, handwriting, independent writing and multiplication and division. They make good progress overall in their lessons.

64. Assessment records and monitoring are undertaken by the pupils' home school and statements of special educational needs are reviewed by them. Links are provided by means of a book which is completed regularly and twice-termly meetings between the unit and home school. The unit undertakes to work on specific targets related to behaviour and basic skill improvement. Clear, realistic targets are set with the pupils and made very explicit to them. Individual education plans are in place which provide specific achievable targets for literacy and numeracy, and which are reviewed every three months. Some literacy and numeracy assessments are carried out to monitor progress, and others are planned for English and science. Specific behaviour targets are negotiated with individual pupils and they comment on the extent to which they have met them three times each day. Very detailed records of the behaviour targets and their monitoring are kept in the "lunchtime book", "mainstream link book" and "individual target book". Liaison with outside agencies is mainly done through the home school, although the unit has some visits from an educational psychologist and works closely with the Child and Family Clinic when necessary.
65. The unit staff work well with parents and they comment on the pupils' behaviour in a positive and purposeful way. Parents are invited to meetings twice each term and attend. It is a condition of the child attending the unit that there should be parental support for the placement. A pupil's non-attendance at school is quickly followed up.
66. The unit is housed in a specially converted building and provides a teaching room, a computer room and a quiet room, which are all well furnished and well equipped. It is led by an experienced and able teacher, who provides a strong lead for the unit teaching assistant and a mid-day supervisory assistant. This gives a highly consistent approach to behaviour management and basic skills development, which results in pupils making good progress with their behaviour and learning targets. The unit teacher has a clear idea of future areas for development which include further training on behaviour management techniques for feeder schools.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	108
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	19	35	47	4	0	0
Percentage	3	18	32	44	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	614
Number of full-time pupils known to be eligible for free school meals	312

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	159

English as an additional language	No of pupils
Number of pupils with English as an additional language	165

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	81
Pupils who left the school other than at the usual time of leaving	51

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.6

#### Unauthorised absence

	%
School data	2.9
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	35	51	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	28	29	35
	Girls	41	42	49
	Total	69	71	84
Percentage of pupils at NC Level 2 or above	School	80 (79)	83 (69)	98 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	27	33	31
	Girls	43	48	42
	Total	70	81	73
Percentage of pupils at NC Level 2 or above	School	81 (77)	94 (86)	85 (83)
	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	42	41	83

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	21	37
	Girls	27	32	38
	Total	42	53	75
Percentage of pupils at NC Level 4 or above	School	51 (65)	64 (71)	90 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	21	18	29
	Girls	31	28	34
	Total	52	46	63
Percentage of pupils at NC Level 4 or above	School	63 (29)	55 (46)	77 (54)
	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	130
Black – other	18
Indian	1
Pakistani	5
Bangladeshi	15
Chinese	3
White	297
Any other minority ethnic group	42

*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)	24
Number of pupils per qualified teacher	27.9
Average class size	29.2

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

Total number of education support staff	20
Total aggregate hours worked per week	150

#### **Qualified teachers and support staff: SEN Unit**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	8
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	4

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	16
Number of teachers appointed to the school during the last two years	20
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

	Fixed period	Permanent
Black – Caribbean heritage	1	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	5	-
Other minority ethnic groups	1	-

*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	2001/2002
	£
Total income	1,607,704
Total expenditure	1,567,998
Expenditure per pupil	2640
Balance brought forward from previous year	-3050
Balance carried forward to next year	36,804

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	614
Number of questionnaires returned	57

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	21	3	2	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	45	37	9	0	9
My child gets the right amount of work to do at home.	58	24	9	4	5
The teaching is good.	48	46	2	0	4
I am kept well informed about how my child is getting on.	64	23	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	73	21	2	2	2
The school expects my child to work hard and achieve his or her best.	65	30	3	0	2
The school works closely with parents.	53	31	9	2	5
The school is well led and managed.	49	40	4	0	7
The school is helping my child become mature and responsible.	61	32	4	0	3
The school provides an interesting range of activities outside lessons.	30	39	14	3	14

## **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**

#### **Areas of learning for children in the foundation stage**

67. The school has improved the quality of provision for children since the previous inspection. Overall, the teaching and the quality of the curriculum offered to the children give them a good start to their school life. Teaching is at least satisfactory in all areas of learning; in over half the lessons observed it was good or better, and the children are making good progress. Teachers plan carefully in line with the recommended curriculum, with the exception of outdoor activities.
68. There are three Reception classes housed in the main building. Two of these classes are very small. Since the last inspection, the school has developed a large, secure, appropriate and well-equipped outdoor area for the sole use of these classes. Access to this area is not direct but classes are timetabled to use it. Opportunities to link the indoor curriculum to the outdoor activities are, therefore, severely limited. The school has identified this as a priority for development. Plans are underway to develop a unit with improved direct access to the outdoor area. The range of resources in the classrooms is adequate. The outdoor area is well equipped with a wide selection of large and small apparatus.
69. Admission arrangements have been reviewed since the last inspection. Children are now admitted twice a year. Staff work hard to establish good relations with parents and to involve them in their children's learning. By the time that they enter Year 1, although in most areas of their learning the majority of children have not reached the standard expected nationally, they have made good progress.
70. In all three classes, very good provision is made for children with particular needs. Assessments made by staff when the children enter the school indicate that the attainment of most children is well below national expectations. Staff use these assessments very well to plan work for the children, to assess their future needs and to ensure that they make continued progress. Support staff work closely with the teachers, and their contribution has a significant impact on the progress made by the children. The area is well led. More detailed, rigorous year-group planning and monitoring this year has had a beneficial impact on teaching and learning.

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

71. Considerable emphasis is placed on the personal and social development of the children. As a result, most children achieve the expected standards by the time that they leave the Reception classes. This reflects the understanding of the teachers and support staff of the need to develop independence and confidence in the children. Activities to support this development are well planned. Teaching is good. Staff are particularly sensitive to children who arrive mid-term or who are experiencing particular problems. The children are making good progress in this aspect of their learning; those with particular needs make very good progress. Children are very aware of routines; they take care of equipment when they tidy up at the end of sessions. They are learning to take turns and to listen to others in whole-class sessions. Staff provide very good role models. All staff involve themselves with children during activities and use questioning skilfully to enhance learning opportunities. The children's spiritual and cultural development is fostered well through stories, assemblies and the general ethos of the classes.

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

72. Attainment in all aspects of language and literacy is generally below the nationally expected levels for children of this age. The children are making good progress, although most are unlikely to achieve the standards expected in all aspects of language. Teachers and support staff focus

on developing speaking and listening skills. Staff expect children to answer questions fully and do not accept monosyllabic replies. Most children can recognise their name cards and make some attempt to write their names; a few more able children in each class can write their own names legibly. Phonics are introduced early on, supported by appropriate texts and *Jolly Phonics*. Three literacy lessons were observed: two were satisfactory, one was very good. In the very good lesson, the teacher used every available opportunity to consolidate the development of language; group activities were particularly well thought out and offered challenge to pupils at all levels. Writing is encouraged. Most children are aware of where to start on the page, although they still require considerable assistance from staff in order to write. There are emergent writing areas in each classroom, which support learning in this aspect of language. Children are encouraged to take their books home to share with their parents. Although early reading levels remain below the nationally expected standard for this age, the children are happy to share books with adults and know that the print conveys meaning and that this relates to the pictures.

### **Mathematical development**

73. Less than half the children are likely to attain the nationally expected standards by the time that they enter Year 1; however, all children, including those with particular needs are making at least good progress. This reflects the high quality teaching that they receive. Two lessons were observed: one was good and the other very good. In the very good lesson, the teacher took care to offer activities that challenged children. The ethos of the classroom was conducive to learning and great care was taken to ensure that less able children contributed and that their contribution was valued. There is a strong emphasis on the development of the language of number. When children are in the outdoor area, mathematical language is reinforced and most children know a 'square', 'circle' and 'rectangle'. More able children understand 'more than' and 'less than'. The National Numeracy Strategy has been adapted and very good opportunities are provided for children to explore number through a variety of appropriate activities. Appropriate resources are available to support learning.

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

74. Levels of attainment in this aspect of learning are very varied. For example, in some aspects, such as building and constructing with a range of objects, most children are on line to reach the nationally expected standard. In other aspects, such as asking questions about how things work, they remain below the nationally expected standard. Two lessons were observed: both were good. There are some good examples of developing early mapping skills. The environment is used particularly well to support this aspect of learning. In the outdoor area, children are learning about the properties of water and sand. Children are encouraged to use the computer. They control the mouse with confidence. Most children know how to change the screen, and to click, drag and drop pictures on to the screen, although they find it more difficult to explain what is happening.

### **Physical development**

75. Children make good progress in their physical development and most children are on target to reach the nationally expected levels by the time that they transfer to Year 1. The variety of apparatus in the outdoor area, which includes a large climbing frame and a wide selection of large wheeled toys, supports learning in this area. Children use this apparatus sensibly and with confidence. Increased use of this area would enhance learning and prove particularly beneficial to the extended development of the children's motor co-ordination and spatial awareness. One indoor physical education lesson was observed, when children handled small apparatus with confidence; however, they are not yet fully aware of the need to listen carefully to instructions. Teachers and support staff are careful to teach the children the skills required, such as how to cut safely using scissors, and the importance of using glue sensibly.

### **Creative development**

76. For most children, levels of attainment are in line with the nationally expected levels for children of this age. All children, including those with particular needs, make at least good progress, reflecting the good teaching. Activities ensure that the children receive a wide variety of experiences, which support the development of their creative skills. Role-play areas are provided, which are linked to familiar experiences for the children. For example, the outfits and tools used by the popular television programme *Bob the Builder* are available. There is also a mock office, which encourages the children to attempt to write and to extend their verbal communication. Children handle paints and paintbrushes with confidence. It is difficult to sustain and extend these activities in the small classrooms; however, staff make sure that they are available to the children. Design and technology is introduced through the creation of moving caterpillars; children have opportunities to experiment with their designs and decide which materials to use to create the illusion of movement. Very good opportunities for music are provided, and the children mostly sing with enthusiasm. They particularly enjoy number rhymes, which are particularly effective in supporting language development.

## ENGLISH

77. The results of the 2001 National Curriculum tests for Year 2 pupils were close to the national average in writing but below average in reading. Results for Year 6 pupils in English were well below average and test results were lower than the previous year, but Year 2 results have steadily risen over the past few years. Girls have generally achieved better results than boys, a difference that the school is seeking to remedy by investigating ways in which to raise boys' achievement.
78. Pupils in the current Year 6, having been well below average at the end of Year 2, have learned well to reach their present below average standard. Standards are rising as a result of the effective implementation of the National Literacy Strategy, appropriate setting in Year 6 and the tailoring of work to the children's individual needs.
79. Standards in speaking and listening are below expectations at the end of Year 2 and Year 6. Although most Year 6 pupils show increasing confidence when speaking to adults, many find it difficult to explain their ideas in any depth. They do not have the breadth of vocabulary or the knowledge of grammar to sustain a discussion, particularly when talking about their reading books. The majority of pupils are attentive when their teachers give explanations. When pupils questions, many teachers affirm pupils' responses by asking additional questions to extend their thinking further, but often pupils just give one-word answers. Throughout the school, speaking and listening skills are appropriately developed through planned discussions, often with partners and in investigations as in science and mathematics. Pupils are beginning to present their arguments clearly and coherently. Overall, progress in speaking and listening across the school is satisfactory. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of both pupils and adults. Teachers effectively build up an atmosphere of trust in which self-esteem and self-confidence are developed. Staff, including teaching assistants, make an effective contribution to the progress of pupils. They clarify questions, explain new vocabulary and encourage pupils to offer answers.
80. Overall, standards in reading are below average by Year 2 and Year 6, although a significant number of pupils attain nationally expected standards in Year 2. Younger pupils are beginning to apply several skills in order to read text. For example, pupils in Year 2 use a variety of strategies to work out words that they find difficult, such as splitting up the word, sounding out the letters and finding clues in the pictures. The majority of the oldest pupils in Year 6 are beginning to show that they understand the notable ideas from the story, but not all refer to the text to talk about their thoughts. Their inference and deduction skills are weak. The majority of pupils across the school clearly enjoy reading. Higher-attaining pupils are appropriately challenged. Overall, all pupils including those with special educational needs and those for whom English is an additional language make good progress in relation to their previous learning.
81. Skills in writing are below average by Year 2 and Year 6. The school has correctly identified writing as an area for improvement. Pupils enjoy the good quality texts that they share in class.

The combination of a well-structured literacy hour together with the very good and sometimes excellent teaching means that the pupils achieve well considering their prior attainment. Pupils practise a good range of writing skills during literacy lessons, including narrative, poetry and descriptive writing. As pupils move through the school they write more imaginative stories but often make careless spelling and punctuation errors and much of their written work lacks depth. Higher-achieving pupils in Year 6 structure their stories well, use paragraphs consistently and improve their work by using the appropriate tense to make an impact on their audience. They are beginning to show an appreciation of Shakespeare when writing, for example, a scene from *A Midsummer Night's Dream* in modern language. They also demonstrate the use of metaphors in their writing about the weather. For example, one pupil wrote, "The hail stones are diamonds creaking from the roof." In Year 5, pupils are developing the use of descriptive vocabulary when writing, for example, "When I feel sad, I feel blue like the Indian Ocean." Pupils in Year 4 are given useful opportunities to use sound words in their writing to make it more effective. Pupils regularly learn spellings for homework and practise spelling strategies in lessons. A good example of this was in a Year 1 lesson, where the pupils began to understand the difference in spelling between two words that have the same sound. Handwriting across the school has significantly improved since the recent introduction of a new scheme. The majority of Year 6 pupils are developing a fluent style. They join letters correctly and their handwriting is legible. A scrutiny of pupils' work in books and on display shows examples of their written work in all relevant subjects. For example, in history there are many written accounts of historical characters and events, such as a letter written home by an evacuee in World War II or to Dr Martin Luther King commenting on his 'dream'. ICT successfully enhances the pupils' learning as they benefit greatly from regular lessons taught in the computer suite.

82. Overall, the quality of teaching is very good with some excellent aspects and as a direct consequence, pupils make good progress overall, with only one unsatisfactory lesson observed. This is a significant improvement since the last inspection when teaching was identified as only satisfactory in Years 1 and 2. The overall very good quality teaching has a significant impact on pupils' learning. Learning skills are generally good. Pupils are nearly always ready to apply intellectual and creative effort in class, as a result of their own positive attitudes, the clear learning ethos in the school and the good relationships that teachers maintain and foster in class. The majority show interest and sustain concentration well. They understand what they are doing and know how to improve their work because of the clear instructions that their teachers give to them. In the thorough marking of the pupils' work, teachers give points for improvement to ensure that the pupils understand what to do next. This was particularly evident in Year 6 and Year 3. Appropriate group targets are set termly for writing, providing a constant reminder of what the pupils need to do to improve. The teachers have good subject knowledge; lessons are well planned, learning objectives are clearly explained and pupils are effectively introduced to relevant technical vocabulary. There are good relationships in all classes and personal development is fostered well. In all lessons, the majority of pupils co-operate and collaborate confidently in small group work. Teachers often use the final part of the lessons effectively to assess the progress their pupils have made and to affirm their learning by revising the main features of the lesson.
83. There is very good teaching provision for pupils who have special educational needs and for whom English is an additional language. They make good progress, as group activities are well organised and they are effectively supported and appropriately included in all aspects of the subject. Their progress is carefully recorded so that the next steps in learning can be appropriately planned. The additional Early Literacy Support is used well in Year 1. Pupils enjoy these additional lessons and make good progress as a result.
84. The management of the subject is good. All issues reported in the last inspection have been dealt with effectively and careful monitoring has indicated further areas for development. There is a good understanding of the strengths and weaknesses in English across the school. There are good assessment procedures and pupils' progress is monitored regularly. Test results are analysed carefully to identify targets for improvement. The new school library is used well and resources are well organised, accessible and in good condition. Both of these have improved since the last inspection.



## MATHEMATICS

85. Standards in mathematics have risen since the previous inspection, the quality of teaching has improved and progress across the school is good. In the 2001 Year 2 National Curriculum tests, results were above the national average and inspection evidence indicates that this standard has been maintained. This represents very good progress from the pupils' attainment on entry into Year 1. Results in the 2001 Year 6 tests were well below average, with few pupils achieving at the higher Level 5. Standards are somewhat higher in the current Year 6 with more pupils working at the higher levels, although the overall number achieving at least the expected Level 4 is unlikely to have risen; however, progress seen in lessons and over time, as seen in the pupils' books, is good. In 2001 the girls achieved better than boys, but this has not been the case every year. Pupils with English as an additional language achieve well.
86. Teaching is good overall across the school, with some very good lessons taking place in several classes. In these lessons the introductory mental activity moves at a brisk pace, the teachers have high expectations in terms of achievement and behaviour, and the pupils are interested and motivated. In one Year 2 lesson, for example, the pupils were anxious to score points for their "teams" as they answered addition and multiplication questions. The teacher increased the challenge gradually so that all pupils were involved initially and the most capable were stretched by the end of the mental session. Following some very clear whole-class teaching the written tasks were very well matched to the needs of different groups and learning was very good. Lower-attainers and those with special educational needs responded well to additional adult support and skilfully directed praise. At the end of the lesson the teacher summarised learning effectively and her probing questioning made the pupils think hard. Pupils were still keen to continue answering questions although others were going out to lunch. By the end of Year 2 most pupils have a secure grasp of basic number facts, use a range of metric measures, identify right angles correctly and solve problems involving money and time.
87. Planning is good, and lessons build very effectively on previous work. Teachers evaluate their lessons carefully and, where necessary, modify the following day's planning to reinforce understanding before moving on to new learning. As a result most pupils gain a secure grasp of number facts and they develop a good range of methods for calculating mentally and on paper. Most teachers' explanations are clear and precise and, by the time they reach Year 6, the average and higher-attaining pupils confidently solve problems using formal written methods of calculation and work accurately with whole numbers, fractions and decimals. Once a method has been demonstrated during a lesson many lower-attainers can complete a number of similar examples, with varying levels of adult support. These pupils are not so confident in choosing the correct method to solve problems and their understanding and recall of facts are at times sketchy. During the whole-class teaching sessions, few teachers spend enough time on encouraging pupils to explain their understanding. As a result they miss the opportunity to correct misunderstandings at a very early stage. Focused questioning was, however, a significant feature of an outstanding lesson where Year 3 pupils were encouraged to give clear explanations of their working. The teacher's regular checking of pupils' understanding, her emphasis of correct vocabulary, combined with her very clear step-by-step explanations, ensured that pupils of all abilities made excellent progress. At the end of the lesson learning was summarised very effectively. In a few classes the plenary session is somewhat perfunctory and learning is not reinforced well.
88. During Years 4, 5 and 6 the pupils are grouped for mathematics teaching according to ability. This enables teaching to be more sharply focused so that the most able are extended while additional support is concentrated on those who most need it. Tasks are matched well to the abilities of different groups within each class, and, where necessary, individual work is prepared. Support for pupils with special educational needs is generally very good and enables these pupils to be fully involved in all lessons. Activities are well prepared and at times highly motivating. Year 6 pupils responded very well to a topical investigation which required them to create a World Cup "dream team". Pupils confidently analysed data on charts and block graphs to compare the

relative success of different players. Setting arrangements were used to advantage, with the upper set having a significantly more challenging activity than the middle set.

89. In a few classes the teachers have to spend time dealing with the challenging behaviour of a few pupils and this slows the learning of the whole class particularly during some initial mental sessions. Generally, however, behaviour is managed effectively. By the time that they reach Year 6, most pupils have a secure knowledge of the properties of regular shapes, including symmetry and the measurement of angles. They have some understanding of probability and can present data in a variety of ways. Standards of presentation vary from class to class, and some pupils are not taught to use rulers even when drawing straight-lined shapes.
90. The management of, and improvement in mathematics since the last inspection have been good. The National Numeracy Strategy has been introduced successfully, teachers have good knowledge of the subject and mathematics is used well across the curriculum. Staff training, the programme of monitoring by the co-ordinator and local authority consultants, and good links between assessment and teaching have been instrumental in raising standards. There remains scope to improve the quality of teaching in some classes, particularly in the pace of the initial mental session and the rigour of the final summary of learning. ICT should be used more to support mathematics across the school. Assessment is being used well to monitor progress, to group pupils and to set targets. The analysis of pupils' performance in the national tests is being used well to identify strengths and weaknesses in provision, and this analysis is due to be extended to the tests completed towards the end of Years 3, 4 and 5.

## SCIENCE

91. Science results in the 2001 National Curriculum teacher assessments for Year 2 and tests for Year 6 were well below the national average. Although standards are currently below the national expectations for both Year 2 and Year 6, they have risen since last year. This is good achievement and progress for both age groups given the level of attainment of the pupils on entry to the school, which is well below national expectations. There is no significant difference between the attainment of boys and girls. The improvements have resulted from careful planning, an increasingly systematic approach to coverage of the full science curriculum and some good teaching. Pupils' attainment is better in the knowledge and understanding aspects of science. Standards in investigational work are less secure. Overall, the teaching of science is satisfactory.
92. By the end of Year 2, pupils have been taught to name the parts of the body, describe how sounds are made and have learned that heat causes some substances to melt. They are developing their scientific enquiry skills through investigations, for example on buggies moving down ramps of different materials. Teachers plan their lessons well and manage pupils effectively so that they can undertake practical activities sensibly. In a Year 2 lesson on classifying plants and animals, the teacher successfully managed a very lively whole-class activity where the pupils were displaying their photographs of animals in response to questions about key characteristics. The pupils were beginning to consolidate their knowledge about similarities and differences between animals.
93. In Years 3 to 6, teachers continue to plan a range of activities to develop the pupils' scientific knowledge and understanding. Scientific enquiry is developed through investigations, for example on factors affecting plant growth, rates of evaporation and the ability of different materials to conduct sound. The activities that teachers plan for their classes elicit very positive responses from the pupils, who very largely enjoy their science work. There are some very good examples of effective questioning, where teachers challenge pupils and draw on prior learning in order to set the scene for their next piece of work. In a Year 3 lesson on shadows, for example, the teacher built on the responses of the pupils to their introductory session on light to bring out their views on how shadows are formed. This then enabled the pupils to engage in a paired activity where they were discussing their ideas and predicting what would happen when a light source (torch) was shone on a small toy. The questioning and ensuing discussion enabled the pupils to articulate their thoughts, share them with others and prepared them well for the group practical activity. As

a result, most pupils made very good progress in their understanding of the formation of shadows and some higher-attainers were able to recognise that the size and position of the shadow depended on the relative positions of the light source and object.

94. The teachers' subject knowledge is generally secure and enables them to plan appropriate activities for the pupils and to ask suitably challenging questions, which test their understanding of key ideas. Scientific language is developed systematically and pupils are encouraged to use and spell technical words with accuracy. Pupils are also required to explain their ideas, which helps to reinforce their speaking skills. Pupils in Year 6, for example, were asked to explain the meaning of a 'prediction' and the teacher persevered with this, recognising that the concept was not at first well understood by the majority of the class.
95. It is in this area of scientific investigation that further work needs to be done if standards are to improve. As the teachers do not adequately assess the pupils' understanding of scientific enquiry, they cannot plan effectively for improvement in this aspect of the subject. For example, pupils have undertaken the investigation of trolleys moving down ramps in a number of years, and methods for recording observations have not shown significant development. Most pupils in Year 2 are able to describe what happens, and use a simple table to record their observations. Older pupils undertaking this activity are repeating measurements and the higher-attainers are finding averages, but regular opportunities to consolidate both numeracy and scientific skills are not fully exploited. The use of ICT is also limited. At present, pupils in Years 3 and 4 are showing the most secure achievement and progress in this aspect of the work. More focused teaching in Years 5 and 6 is required to ensure that pupils develop their skills further and use investigations to consolidate their scientific knowledge and understanding.
96. Pupils with special educational needs make good progress in their science work. Examples were seen in a number of classes where either the class teacher or the teaching assistant supported pupils with special educational needs in undertaking practical work. In a Year 6 lesson, the teacher worked with the special needs group, using diagrams of apparatus to help them plan their practical activity. The use of visual support and focused questions enabled them to undertake this successfully. Effective support from teaching assistants also enables pupils with English as an additional language to progress well, in line with the other pupils in the class. In one instance, the teacher encouraged one of the boys in her class to support a new girl with little English to participate in the work on shadows by explaining to her in her first language what he was doing.
97. Science has a new co-ordinator who is in her first year of teaching. She is well aware of current strengths within the science provision. She knows, through effective monitoring of plans and discussions with staff, what needs to be done to secure further improvement. Classroom observations are planned for next term. The school has continued to build on strengths identified in the last inspection and, given the recent focus on literacy and numeracy, has made satisfactory progress since then.

## **ART AND DESIGN**

98. The last inspection reported that pupils met national expectations by Year 2 and Year 6. This position has not changed. There is, however, improvement in the standard of teaching seen since the last inspection. Most pupils make satisfactory progress and those with special educational needs often make good progress because of the individual attention that they receive.
99. No art lessons were observed in Years 1 and 2 during the inspection. An examination of pupils' work, including sketchbooks, collage and displays, which are of a very high standard, indicates that pupils are reaching the levels expected nationally. There is evidence of a satisfactory range of materials and techniques being used to support learning in the subject. There are some very good displays reflecting the use of art to support learning in other areas of the curriculum, such as a display of a trip undertaken to Docklands in relation to geography and pictures reflecting how pupils respond to music and displays on the Great Fire of London studied in history.

100. Four lessons were observed in Years 3 to 6. The teaching was satisfactory in three and good in one. In the good lesson the pupils learned how pictures can tell a story and also that they can be produced in a wide variety of materials; for example, they can be stitched or woven as well as painted. In all of the lessons observed, teachers used suitably challenging questions which enhanced learning in the subject. By the time that the pupils reach Year 6, work seen indicates that they have a satisfactory and increasing knowledge of the work of other artists such as Van Gogh and Auguste Macke. Progression in knowledge, skills and understanding can be clearly seen by comparing pupil studies of Van Gogh in Year 4, and later in Year 6. Pupils are being introduced to a wider range of materials and techniques including 'mod roc', and in Year 6 there are good examples of aboriginal art painted on hessian. Work in sketchbooks reflects sound progress over time. Displays are of a very high standard and are linked to all areas of the curriculum. Throughout the school, pupils with particular needs make good progress in the subject.
101. Satisfactory improvement has been made since the last inspection. The subject is led and managed very effectively. There has been a focus on improving teacher expertise. A national scheme has been adopted and adapted to support teaching in the subject, but insufficient planned use is being made of ICT to support learning. Improved planning and increasing teacher expertise, are benefiting the progress of pupils. Appropriate assessment procedures have been introduced. Resources are good and the co-ordinator is developing a portfolio that provides useful examples of techniques and good use of resources.

## **DESIGN AND TECHNOLOGY**

102. Attainment in design and technology for pupils at the end of Year 2 and Year 6 is in line with that expected nationally. Teaching is satisfactory and enables pupils to demonstrate sound achievement and progress as they move through the school. There are no significant differences in the attainment of boys and girls. The picture is similar to that described in the previous inspection.
103. By the end of Year 2, pupils are able to construct a range of models and artefacts using a variety of materials including cardboard and textiles. Teachers use effective stimuli for generating interest in design and technology projects, and manage pupils well in the ensuing practical activities. In a Year 1 class, for example, 'pop-up' books were used successfully to introduce pupils to the idea of simple levers to produce movement. The teacher held the pupils' interest and was able to introduce key words to describe both the movements of the figures in the book and technical vocabulary to underpin the practical task to be undertaken. In a Year 2 class, the story of Joseph and his coat of many colours captured the interest of pupils who then designed their own set of repeating patterns as part of a large two-dimensional coat.
104. Teachers plan carefully to ensure that pupils experience a wide range of design and make activities. Teachers in Years 3 to 6 build on work covered by the younger pupils, providing opportunities to broaden their knowledge and skills. In Year 3, pupils were asked to sample a range of breads from different countries and to compare taste, texture and appearance. The teacher built upon the pupils' interest and systematically introduced terms for description. This work provided a good link with the geography topic on flags, underpinning cultural awareness, and also gave opportunities for pupils to describe their observations, thus reinforcing their language skills.
105. In Years 5 and 6, pupils have made papier mache models of trainers and constructed moving vehicles. The latter assignment required pupils to measure accurately and use cardboard corners to secure the wooden frame. Higher-attainers had made a three-dimensional model. Pupils' accounts showed that they had evaluated their vehicles and made improvements as a result. They had used their scientific knowledge to help them to construct the circuits to make the vehicles move. There is limited evidence of teachers using ICT to support learning in design and technology.

106. Teachers ensure that pupils with special educational needs and those with English as an additional language make the same progress as other pupils in the class. This is achieved through either focused support from the teacher or the teaching assistants in the class or through structured written guidance for practical tasks.
107. The subject co-ordinator is experienced and has effectively developed the curriculum in line with national guidance. She has monitored the products of the pupils and recognises the need now for teachers to raise the level of demand for older pupils to ensure that standards improve further. The need for formal assessment was identified in the last inspection and strategies are now in place to support this work. Overall progress since the last inspection has been satisfactory.

## **GEOGRAPHY AND HISTORY**

108. Attainment at the end of Year 2 is close to nationally expected levels in both subjects – a similar position to the last inspection. Attainment at Year 6 has improved in history since the last inspection and is also close to nationally expected levels, while there has been no significant change in attainment in geography, which remains below expectations. The judgement on attainment in geography is based on a scrutiny of pupils' work and discussions with teachers and children as geography was not taught during the inspection. Most pupils, including those with special educational needs and English as an additional language, make good progress in history and satisfactory progress in geography.
109. Pupils in Years 1 and 2 are gaining an understanding of the past and present time in history lessons. Pupils in Year 1 look at a range of different toys and compare old toys with their own new toys. They explore the playground games that people used to play a long time ago. In Year 2, pupils extend their understanding of chronology through the study of events and famous people from the past. For example, they learn about the Great Fire of London, listen to the story of Mary Seacole and learn about her contribution to improving nursing care. They recognise that she was from Jamaica and went to nurse British soldiers in the Crimea. They can follow a time-line and recognise the differences between holidays taken now and in Victorian times; however, many pupils do not develop sufficiently the skills relating to using evidence. In Years 3 and 4 pupils can use a time-line to sequence events in the Tudor period. They gain an understanding of why the Romans, Vikings and Anglo-Saxons settled in Britain and how their settlement changed British society. They are beginning to use evidence but are not skilful in asking questions about its usefulness in finding out about the past. Pupils in Years 5 and 6 understand that there was a difference between the lives of the rich and the poor in Tudor England and study the events and people of Ancient Egypt and Ancient Greece. For example, pupils in Year 6 explore the concept of democracy and examine the evidence successfully to find out the differences in how Sparta and Athens were ruled. They begin to collect evidence from Britain since 1950 and note how this can provide information about changes which have taken place since that period.
110. The picture in geography among the classes in Years 1 and 2 is similarly in line with national expectations. By Year 2, pupils have satisfactory knowledge of the immediate locality of the school, identifying the changes needed to make the local area safer. They study what sort of homes people live in, the transport system available in their locality and evaluate their effectiveness appropriately. By Year 6, pupils study the local area in more detail and compare some of its features with Guyana and Malawi. They study the course of a river and successfully identify the main features, such as rapids, tributary, source and mouth of a river. They also examine the effects of climate on a river, such as the River Nile, and on farming. The volume of work is very limited for pupils in Years 3 to 6, indicating that the subject is not taught to sufficient depth; however, the school is aware of this and has planned improvements for this area.
111. The quality of teaching and learning in history is good overall. Teachers have good relationships with their pupils and this enables them to set high expectations of behaviour. This helps pupils to be confident in their learning. Teachers are knowledgeable about the subject and plan well to ensure that all pupils take part in lessons. Pupils enjoy the study of history and respond well in lessons. Resources are used well, and links with other subjects such as art are good. Teachers use questioning techniques in lessons well to test pupils' understanding. Appropriate formal

assessment procedures are in the process of development. Pupils' learning in history is enhanced appropriately by the introduction of Black History Week and visits to places of historical interest, such as the Tower of London and the Museum of Childhood. It is not possible to judge the quality of teaching in geography because of insufficient evidence.

112. While satisfactory progress has been made in history, insufficient progress has been made in tackling shortcomings reported at the last inspection in geography. Management of the subjects now is satisfactory. Teaching in history in particular, is making a good contribution to the promotion of literacy, but in neither subject is ICT used sufficiently. The co-ordinator is new to the post and is clear about what needs to be done but has not had sufficient time to make an impact on standards; however, she is developing her role effectively. The curriculum, based on national guidance schemes, has been introduced effectively and ensures consistency in what is to be taught. Resources have improved since the last inspection and are now good in history and satisfactory in geography.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. The school has successfully tackled weaknesses in ICT highlighted at the last inspection. Standards have improved and good progress has been made overall. Some shortcomings remain, but these have largely been identified by the school and plans prepared for their elimination. As a result, the school is well placed to improve provision and the quality of teaching and to raise standards further.
114. The recent introduction of the new computer suite with an interactive whiteboard is having a beneficial effect on the rate of progress made by the pupils and the standards that they are achieving. Pupils are now taught the full range of skills required by the National Curriculum, with lesson planning based securely on a thorough scheme of work. Pupils are making satisfactory progress. Attainment is close to standards expected nationally by Year 2 but is below expected levels by Year 6. This is largely because, in spite of satisfactory teaching overall, older pupils have not benefited from teaching in the new suite for the majority of their time at the school.
115. Lessons are generally well planned and based on the scheme of work so that skills are built up systematically as the pupils move through the school. This can be seen through the more advanced work using art software seen from Year 6 pupils compared with pupils lower down the school. Similarly, the pupils' word processing skills are more advanced by Year 6, with many pupils being able to link text and graphics in a creative manner. Year 1 pupils were observed writing a simple sentence to which they imported a picture, while displayed work shows that older pupils can write lengthy pieces, altering the style and layout of their work. Most pupils develop secure keyboard skills. Pupils also learn how to control the movement of items on the screen using the mouse and cursor keys effectively. For example, Year 2 pupils designed their own villages after a very effective demonstration of the software by the teacher. Her high expectations were responded to instantly by the pupils. They worked hard in pairs, sharing ideas as they dragged and dropped shapes into place. One pair produced a very inventive design, which they were pleased to show to the rest of the class. These control skills are extended well in Years 3 and 4 as pupils learn the language LOGO, and apply it to construct repeating patterns. Pupils also have the opportunity to learn how to search for and retrieve information from a CD or from the Internet.
116. There are shortcomings in teaching, which led to some unsatisfactory lessons. Some of the equipment in the computer suite, such as the whiteboard, is newly installed. Not all staff have come to terms with the most effective way to use these resources, the best organisation of a class and how to put over new material. The basic layout of the room can also result in some pupils not having a clear sight of the teacher when sitting at the computer. This resulted in pupils not concentrating on the teacher's instructions, which then had to be repeated on several occasions. The pace of learning slowed considerably and some pupils became bored and uninterested. The most effective demonstrations of new material were given to pupils sitting on

the carpet close to the teacher. Their undivided attention could then be given to the work being taught.

117. Computers and other equipment, such as listening centres and programmable devices are being used to support learning in a wide range of subjects. For example, four Year 5 pupils used the classroom computers in a numeracy lesson to support the mental arithmetic activity being undertaken to improve the speed of recall of their multiplication tables. Two other pupils then accessed a website to answer challenging questions calculating percentages of whole numbers. These activities, while regular in most classes, are not planned consistently and coherently throughout the school. This shortcoming has already been identified by the school and procedures introduced to monitor the activities being provided. Teachers are also required to ensure that all pupils have the opportunity to use and develop their ICT skills at least once each week.
118. The good progress made since the last inspection has been achieved without a subject co-ordinator for most of the last two years. Valuable support has been sought from consultants, and the improvement in resources is on line to reach a very favourable ratio of pupils to computers by the start of the next academic year. Some aspects, such as the consistent use of computers in classrooms, the assessment of pupils' progress and the expertise of staff, have not received the same attention and are areas that need to be improved if progress is to be sustained.

## **MUSIC**

119. Standards and teaching have both improved since the last inspection. Attainment is now in line with national expectations in Year 2 and Year 6 in all of the strands of music. Teaching is good overall and is better in Years 3 to 6 than in Years 1 and 2. Most pupils, including those with special educational needs, make good progress overall.
120. Two lessons were seen in Years 1 and 2. One was satisfactory, the other was good. Pupils are eager to participate; they enjoy singing and sing very well in unison. In the good lesson observed, pupils chose instruments to describe an animal from the jungle and they were able to fit the sounds into a story in a sensible manner.
121. In a good Year 4 lesson, the teacher chose two contrasting pieces of music. By the skilful use of questioning he was able to elicit from the children the differences in how the two pieces of music made them feel. The responses were sensible and sometimes very perceptive. All pupils listened carefully. A very good lesson was observed in Year 6. All of the pupils sustained interest throughout the lesson; they sang beautifully in tune and in harmony. The pupils could sing in parts with confidence and they valued the music, which came from Africa. Most could read simple notation and responded by clapping out rhythms. The lesson had a very good balance of demonstration, practice and performance.
122. Music is used to support assemblies, and a singing assembly is held each week. This not only develops musical knowledge, it also reinforces discipline and helps language development. All staff take part in the singing assemblies. This is increasing teacher confidence in the subject and is having a beneficial effect on the progress of the pupils.
123. Good progress has been made since the last inspection. The subject is led and managed very effectively by the co-ordinator, who is a trained musician. A national scheme has been adapted to support teachers' planning. The introduction of an effective scheme of work can be seen in the increased confidence in the pupils and the teachers. Planning has also been modified to identify cross-curricular links; for example, music in Year 3 is linked with literacy, although insufficient use is made of ICT. Links with the community are being developed. Christmas and leavers' concerts are organised, experts are invited in to the school to work with pupils and there is a peripatetic violin teacher. Assessment procedures are in place and their use is being developed throughout the school. There are adequate resources to support teaching in the subject. The subject contributes effectively to the pupils' spiritual and cultural development.

## PHYSICAL EDUCATION

124. Provision is made for pupils to take part in the full range of activities required by the National Curriculum, although only games, athletics and some adventurous pursuits were seen during the inspection. On the basis of this evidence, the overall average standards noted during the last inspection have been maintained.
125. Teaching is satisfactory overall, with some examples of good and very good teaching. As a result pupils make steady and at times good progress in acquiring a good range of skills. By the end of Year 2, pupils can throw, catch and strike small balls with reasonable control and co-ordination. They begin to understand the effect exercise has on their bodies. Skills are developed appropriately as the pupils move up the school. For example, work in Year 2 builds well on games activities covered in Year 1. Teachers demonstrate and explain skills and techniques clearly before each activity, but do not always intervene or comment to develop and extend these skills. In a Year 1 lesson, pupils made good progress in using small wooden rackets because the teacher made skilful use of demonstrations to show how the ball could be controlled successfully. The pupils tried hard and improved their performance. In a Year 2 lesson the teacher's initial demonstration was good, but her focus as pupils worked was more on behaviour than on developing skills. The pupils' progress during the lesson was more the result of practice than teacher intervention, and further guidance should have been given on racket control.
126. The quality of the initial warm-up sessions varies, from very good to occasionally somewhat perfunctory. Teacher subject knowledge is generally secure, and at times very good. Athletic skills are taught well, and as a result many pupils have a good awareness of body position as they throw, run and jump. By the time they reach Year 6, pupils have developed a broad range of athletic skills, and perform with reasonable control and confidence. In all lessons there was a good balance between teacher talk and demonstration, and whole-class activity. All the pupils who took part had good periods of sustained exercise. In some classes, however, a large number of pupils, in one case as many as six, sat out of lessons because they had not brought their kit. Although they are required to focus on the teaching by making notes on the activities, this is no substitute for taking part. Teachers are careful to ensure that all of those pupils taking part are fully included in all activities. Potentially silly behaviour is managed effectively and most pupils join in enthusiastically. Less confident pupils are encouraged, and good support is provided for those pupils with specific special needs. As a result they progress at a similar rate to the rest of the class. Lessons are generally carefully prepared, but the dual use of one hall leads to some time being wasted when teachers have to move dining tables outside.
127. The provision for swimming has not improved since the last inspection. Year 4 pupils are taught for one year, but attainment is low with less than a third of pupils able to swim the expected distance of 25 metres. There is no provision for non-swimmers during Years 5 and 6. By contrast, the provision for outdoor and adventurous activities is good. Pupils in Year 4 are taught problem-solving skills, and they learn to work co-operatively to meet challenges. This is good preparation for similar work on residential trips during Year 6.
128. Satisfactory overall progress has been made since the last inspection. Subject management has been satisfactory over time and now has some good features. Monitoring has been limited to a scrutiny of planning, but the teachers benefit from consulting the specialist co-ordinator. Teachers' subject knowledge is being developed through a programme of training, but some staff would benefit from observing the good practice in the school. Assessment procedures have yet to be introduced and this is an area for development. In addition more attention should be paid to ensuring that all pupils participate in lessons. All classes have one lesson of physical education each week, and the school is reviewing the timetable with the possibility of giving all classes a second period. This would bring the school closer to the two hours per week schools should aim to provide.



## RELIGIOUS EDUCATION

129. Standards have improved since the last inspection. By the end of Year 2 and Year 6, the majority of pupils achieve the standards expected in the locally agreed programme of work for Newham schools. Pupils of all ages, including those with special educational needs and those for whom English is an additional language, make satisfactory progress overall. This is a further improvement as progress was judged to be too slow at the last inspection.
130. Pupils develop a satisfactory knowledge of the practices of major world religions with an appropriate emphasis given to the study of Christianity. They are acquiring a suitable understanding of similarities and differences among religions. This is an improvement since the last inspection. In Year 6, pupils are beginning to recognise examples of belief that are important to both the Christian and Muslim communities. For example, they develop an awareness of faith through art and music in Islam and Christianity. Good provision is made for the pupils to explore their thoughts and feelings about, for example, death customs. One pupil shared that “Badger’s friends found it hard because they missed him.” Others said, “They felt lost, trapped and alone in the beginning, but their feelings changed as time passed. They began to remember the good times and the gifts.” In Year 5, pupils identify the different holy books for Islam, Christianity and Sikhism. A well-planned lesson for pupils in a Year 4 class ensured that the pupils appropriately learned about the meaning of making a promise. In Year 2, the skilful questioning of the teacher made the pupils aware of the need for rules in everyday living. In Year 1, pupils usefully learn about Christian church buildings. Religious festivals in the Christian calendar, such as Harvest, Christmas and Easter and from other faiths’ calendars, such as Eid, Diwali and the Chinese New Year make a good contribution to their learning.
131. Overall, the quality of teaching throughout the school is satisfactory with some good aspects. The best teaching is characterised by secure subject knowledge that is effectively communicated to pupils and enlarges their understanding. This is an improvement since the last inspection. Teachers have worthwhile interactions with pupils and make skilful use of questioning to encourage them to think about what is being discussed. Stimulating resources help the pupils to remain focused on a topic, which results in their being well behaved and attentive during lessons. They listen well to the discussions and the contributions of others. Both assemblies and the effective PSHE lessons reinforce and enhance the pupils’ spiritual, moral, social and cultural development and make a satisfactory contribution to religious education. The pupils’ individual needs are met and the teachers’ caring and positive approach builds up the pupils’ self-confidence by ensuring that all are involved in the lesson. The teaching of religious education makes a sound contribution to the pupils’ literacy. Recording of information in lessons often involves sequencing events in a story for the younger pupils. For example, pupils in Year 2 organise speech bubbles on to the correct picture from the story of ‘The friend at midnight,’ while older pupils in Year 3 prepare questions to ask a visiting speaker about his faith. Pupils in Year 5 are encouraged to record their knowledge through writing their own accounts of, for example, the birth of Jesus and David and Goliath.
132. The subject is well managed and has made considerable improvements since the last inspection. All of the weaknesses identified then have been tackled successfully. A whole-school scheme of work to support the teachers’ planning and to ensure that pupils build on what they know and can do as they move from year to year has been developed. This scheme takes appropriate account of the locally agreed programme of work together with national guidelines. The school is well resourced with books and artefacts from different religious faiths and cultures. There have been useful opportunities provided for the co-ordinator to monitor teaching or learning in Years 1, 2, 3 and 5. ICT is not consistently used to support religious education and the progress of the subject could be further enhanced through more visits of representatives of other faith communities.