

INSPECTION REPORT

**ST PETER'S LONDON DOCKS CE PRIMARY
SCHOOL**

East London

LEA area: Tower Hamlets

Unique reference number: 100960

Headteacher: Mr John Shannon

Reporting inspector: Anne Elizabeth Kounnou
30810

Dates of inspection: 11 - 12 June 2002

Inspection number: 196752

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary aided, Church of England

School category: Infant and junior

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Garnet Street
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London

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Appropriate authority: The governing body

Name of chair of governors: Father T Jones

Date of previous inspection: 30 June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's is a Church of England Voluntary Aided Primary School situated in the heart of the East End of London. The school is of average size, with 229 pupils on roll. It is oversubscribed, with pupils travelling from as far away as Dagenham. There are not enough places for all the younger brothers and sisters of pupils on roll to attend. About 30 per cent of pupils are entitled to free school meals, which is above the national average. However, this figure is lower than at the time of the last inspection. Over 26 per cent of pupils speak English as an additional language; this is a very high proportion. The main other languages spoken are Bengali, Sylheti, Turkish, Chinese and Vietnamese. Only nine per cent of pupils are identified as having special educational needs, which is well below the national average. The percentage of pupils with Statements of Special Educational Need is well above the national average at over three per cent. Some of these pupils have multiple special educational needs. When children start school in the nursery, aged three or four, there is a very wide range of achievement. Overall, achievement on entry is below that expected. The proportion of pupils joining or leaving the school in all year groups is about average.

HOW GOOD THE SCHOOL IS

This is an effective school that achieves very high standards in all subjects at the end of Year 2 compared to schools in similar contexts, mainly due to the good quality of teaching from the nursery to Year 2. These very high standards of achievement are not maintained in English and mathematics at the end of Year 6, because teaching is unsatisfactory overall from Years 3 to 6. As a result, pupils do not make enough progress in these subjects, from the very high standards they achieved in Year 2. Nevertheless, pupils achieve well above average standards in science at the end of Year 6. Appropriate procedures for school self-evaluation are being introduced, and as a result the quality of leadership and management is satisfactory overall, and have improved since the last inspection. The school continues to provide satisfactory value for money.

What the school does well

- Pupils achieve very well in science throughout the school.
- Pupils achieve well overall in the nursery and reception classes and in Years 1 and 2, and in reading throughout the school. The high standards achieved in all subjects in the national Year 2 tests are a strength of the school.
- Teaching is good in the nursery and reception classes, and in Years 1 and 2.
- Pupils behave well in and out of lessons and have good attitudes to school.
- Parents' views of the school are positive.
- There is an exciting outdoor environment for pupils to use.

What could be improved

- Standards are still not high enough in English in Years 3 to 6, because pupils do not make enough progress from the high standards they achieve in Year 2.
- The quality of teaching and learning in Years 3 to 6 are unsatisfactory overall.
- Curriculum planning still does not set out clearly enough how pupils will make progress in all subjects as they move through the school.
- Assessment is still not used effectively to inform teachers' planning. As a result lessons are not always sufficiently challenging for more able pupils, and pupils who find learning more difficult are not always supported sufficiently.
- The senior management team and governing body have not evaluated the work of the school rigorously enough since the last inspection, and as a result the school has not made enough improvement towards the key issues, particularly in Years 3 to 6.
- Attendance is well below the national average.

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

The strengths of the school outweigh these weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997, and since that time there have been a number of improvements. However, there has not been enough improvement overall, and some of the key issues identified in that report remain areas for urgent development. The governing body has fully implemented the statutory requirements for performance management relating to teaching staff. As a result, a culture of supportive monitoring has been established. This has led to an overall improvement in monitoring teaching and learning, which now includes appropriate procedures for monitoring teachers' planning and pupils' work regularly, in addition to observing lessons. Nevertheless, this monitoring has not been effective in identifying that the improvements made in curriculum planning have not been fully effective, or in identifying weaknesses in the quality of teaching in Years 3 to 6. This is mainly because some senior managers lack the necessary management skills and experience to fulfil their responsibilities. A suitable longer-term curriculum framework has been devised that sets out clearly when each aspect of the National Curriculum will be taught. However, medium and short-term plans still lack detail in all but English and mathematics. As a result, it is not clear how the aims of the longer-term plan will be achieved, or how pupils will develop their skills in all subjects systematically as they move through the school. The plans still do not show how pupils' achievements will be assessed in all subjects, and as a result lessons are not always planned at the right level for pupils to improve their skills, knowledge and understanding. Pupils are still not making enough progress in English from Years 3 to 6, because in these year groups lessons are not planned well enough to meet their needs. Standards have risen in information and communication technology because there has been a substantial investment in both resources and teacher training. School self-evaluation procedures are being introduced and have provided the school with more information and analysis of teaching and learning so that the necessary rapid improvements can now be made.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, in 2001, based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	C	D	C	well above average A above average B average C below average D well below average E
Mathematics	B	C	C	A	
Science	B	A	B	A	

By the end of the reception year children have made good progress and achieve levels in line with those expected. Throughout the school standards in science are very high. All pupils in Year 6 achieved the expected Level 4 in 2001, which is an outstanding achievement, comparable with the highest five per cent of all schools. A significant proportion achieved the higher Level 5. Although standards in Year 6 were high when compared to those similar schools at the end of the last academic year in mathematics, pupils did not make enough progress from Year 3 to 6 to maintain the very high standards they achieved in 1997 when they were in Year 2. At that time pupils achieved levels that were above the national average in all subjects. By 2001, standards in mathematics declined to those in line with the national average, and standards in English were significantly lower, falling below the national average. Pupils in this year group made very poor progress in English from Year 3 to Year 6. This is mainly because teachers' expectations are too low in these year groups. Standards seen during the inspection show that pupils in Year 6 are still not making enough progress in writing and mathematics. More able pupils have made very little progress since 1998 when they achieved very high standards in Year 2. Targets for this year group were not sufficiently challenging, in English they were not met.

By contrast, in 2001, standards in Year 2 are very high in all subjects and a strength of the school. In science, teachers' assessments show outstanding results that compare with the highest five per cent of schools nationally. In reading tests, standards are very high when compared to national averages because a significant proportion of pupils achieve the higher Level 3. Consequently, when compared to those in similar schools standards match the highest five per cent. In both writing and mathematics standards are much higher than those in similar schools. They are achieved due to the good quality of teaching in both nursery and reception, and in Years 1 and 2, and are being maintained. This contrast with the standards achieved in English by older pupils which was a feature of the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school, and work well in most lessons.

Behaviour, in and out of classrooms	Pupils move around the school sensibly when supervised or unsupervised. They behave well in most lessons and when playing outside.
Personal development and relationships	Relationships are very good in the Foundation Stage and Year 1 and 2 where pupils are given plenty of opportunities to develop independence and work co-operatively with one another. In Years 3 to 6 pupils do not have enough opportunities to develop these key skills.
Attendance	Well below the national average mainly due to the very high proportion of unauthorised absence.

Pupils thoroughly enjoy using the high-quality play equipment. The school grounds are a pleasure to be in and most pupils play happily together outside. Pupils in Year 6 have very few opportunities to take responsibility for their own learning, or the organisation of the school.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Unsatisfactory

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.

There is a sharp contrast between the quality of teaching for older and younger pupils. In the nursery and reception, lessons are packed with opportunities for children to be involved in learning and develop personal skills. Learning is almost always fun and often challenging. As a result, children make consistently good progress in these classes. In Years 1 and 2 high expectations and succinct learning intentions, which are reviewed at the end of lessons, characterise the good teaching. Teachers' good probing questions make pupils think. Relationships are very good and pupils are trusted to take personal responsibility for their learning. Classrooms are well organised and packed with high quality materials and resources to support them. As a result, pupils are highly motivated in the interesting and often challenging lessons. The skills of literacy and numeracy are taught well and pupils of all abilities make good progress.

In Years 3 to 6 lessons rarely move at the same pace, and pupils spend too much time repeating and consolidating work. Whilst there are some examples of high quality teaching in these year groups teaching is unsatisfactory in too many lessons and pupils do not make enough progress mainly because:

- teachers' planning does not identify what different ability groups are intended to learn in each lesson that builds on pupils' previously learned skills, knowledge and understanding. This is because assessment is not used effectively to inform teachers' planning;
- teachers' expectations of what all pupils can achieve are too low and as a result pupils do not build on the high standards they achieve at the end of Year 2;
- curriculum time is not used well mainly because teachers talk for too long in lessons and pupils have too little time to complete and extend their work;

- there are not enough opportunities for pupils to be actively involved in learning mainly because lessons are too heavily directed by teachers and questions are rarely thought-provoking.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An appropriate range of activities are provided throughout the school and enhanced by the use of many specialists and visitors. However, activities are not systematically planned at the right level for all pupils and this limits the progress that pupils make, particularly in writing in Years 3 to 6.
Provision for pupils with special educational needs	Pupils with Statements of Special Educational Need are particularly well supported and integrated. Teachers' plans do not show how other pupils with special educational needs will be able to achieve the targets in their individual education plans.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language are supported well in lessons and in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. There is a suitable moral code that permeates the school, and there are delightful class assemblies. However, there are few planned opportunities for pupils to develop their personal skills, or to explore the rich cultural diversity of the school.
How well the school cares for its pupils	Suitable assessment procedures are in place and the school has gathered information about pupils' progress over time. However, this is not used effectively to plan lessons that will enable all groups of pupils to make appropriate progress. The school is a safe and caring environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher is leading the school self-evaluation process effectively. However, the senior management team is not effective in leading school improvement, because of a lack of expertise in leadership and management skills.
How well the governors fulfil their responsibilities	Governors work hard to support the school but have not monitored school improvement rigorously enough.
The school's evaluation of its performance	Monitoring of teaching and learning is established but has not yet led to an improvement in standards because it is not sufficiently rigorous.

The strategic use of resources	The school improvement plan has identified almost all of the issues raised in this report. However, these improvements are not being implemented quickly enough.
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Governors use the principles of best value appropriately when setting the school budget, but have not acted upon their comparisons of the school's performance in the national tests.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • The school is approachable and the headteacher is available in the playground every day. • The improvements in the school playground. 	<ul style="list-style-type: none"> • The range of activities provided for pupils. • The information about their children's progress. • That girls should be allowed to wear trousers to school.

Inspectors largely agree with parents' positive views. The playground equipment is of particularly high quality. However, although the quality of teaching is good in the Foundation Stage and in Years 1 and 2, in Years 3 to 6 it is unsatisfactory. Although there are few after school clubs a large number of visits and visitors are arranged to enrich pupils' experiences. The information that parents receive is typical of most primary schools. The uniform policy, which prevents girls from wearing trousers as part of their school uniform, does not comply with the school policy for equal opportunities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well in science throughout the school.

1. The last available published data for teacher assessments in Year 2 and test results in Year 6 is from the end of the school year 2001. Pupils achieved very well in science in these tests.
2. In Year 6, all pupils achieved the expected Level 4 in science. This outstanding achievement ranks with the top five per cent of schools nationally. Furthermore, 40 per cent of pupils achieved the higher Level 5. This is above the national average for pupils achieving this high level, and well above the average proportion of pupils achieving this level in schools that have similar contexts. These very high standards are achieved due to extensive preparation for the tests in Year 6. Pupils continue to have repeated opportunities to practise test papers in Year 6 so that by the time they sit the tests they have thoroughly revised all the topics covered from Years 3 to 5. Standards achieved in investigative science are not as high because this aspect is not given enough curriculum time. Teachers' plans do not show how this aspect will be taught to ensure that pupils develop their skills, and pupils' work shows they have had too few opportunities for investigative science activities in Year 6.
3. In Year 2, teacher assessments in science show that all pupils achieve the expected Level 2. Again this outstanding achievement places the school in the top five per cent of schools nationally. The proportion of pupils achieving the higher Level 3 is also outstanding. Sixty two per cent of pupils achieve this high level in Year 2. The comparative data available shows that only five per cent of schools had more than 55 per cent of pupils achieving this level. This is an excellent achievement for the school, far exceeding typical results achieved by pupils in similar schools. The high quality of work seen during the inspection reflects this excellent achievement. Pupils' work is presented very well and covers a wide range of topics. Pupils have plenty of opportunities to investigate scientific processes and be fully involved in their lessons. During the inspection they were investigating minibeasts, going out into the school grounds on a minibeast hunt. They thoroughly enjoyed this expedition and completed a scientific chart naming each minibeast and listing the characteristics, for example antennae or feelers. The high-quality resources to support learning that were prepared for this lesson are typical of those seen in pupils' work over the whole year. In Year 2 pupils excel in investigative science, achieving standards that are comparable to those in the top five per cent of all schools.
4. This high quality teaching begins in the nursery and reception classes. Children in the nursery share the topic of minibeasts and enthusiastically search the nursery grounds whenever they can. There are plenty of opportunities for children to closely observe the creatures they find, and plenty of opportunities to develop independence. The good questions that are asked by the teacher make children think about what they see, and often lead to children looking in books or using the computer to find out more. Children describe their observations to one another in more formal class gatherings on the carpet. Here they confidently tell each other about the creatures and the details they noticed. All the children listen to each other with fascination and enthusiasm, often calling out excitedly that they have seen something similar. This very good start to science education is built on effectively in Years 1 and 2.

Pupils achieve well overall in nursery and reception, in Years 1 and 2, and in reading throughout the school. The high standards achieved in all subjects in the national Year 2 tests are a strength of the school.

5. Children in the nursery and reception classes make consistently good and often very good progress. When they start school in the nursery there is a wide range of ability. Some children have higher than expected skills, but the majority have skills in each area of learning that are below those expected at this age. By the time children complete the reception year and move into Year 1 almost all have achieved the early goals expected in each area of learning and many have exceeded them. Children achieve well because teachers in the nursery and reception classes have very high expectations. In the nursery, every session is packed with opportunities for pupils to learn through imaginative play. The whole unit is well organised to promote high standards of independence. Children take control of their own learning in a stimulating environment that provides challenging activities. Adults intervene very well to increase the rate of learning, sometimes working with small groups or the whole class. In these sessions probing questions are asked that make pupils think, and every encouragement is given for children to play a full part in discussions. As a result, children who are at a very early stage of learning to speak English have the confidence to sing a solo refrain in English during a whole-class session. The positive and challenging atmosphere is a delightful environment for learning. High expectations are a feature of the reception class where lessons begin to be a little more formal. Structured literacy lessons for children in this class are very effective. Children have plenty of opportunities to repeat and practise key skills together whilst reading a picture book. Other activities linked to the weekly theme are stimulating, for example the children have read many different versions of "The Gingerbread Man", and use these ideas to write with the teacher, their own sentences about the characters in the story.
6. Pupils in Years 1 and 2 continue to make good and often very good progress. At the end of Year 2 pupils achieve very high standards in reading, writing, mathematics and science in the national tests and teacher assessments. When compared to those in similar schools pupils achieve well above average results in writing and mathematics. In science and reading results are outstanding, falling within the top five per cent of schools in this group. A significantly higher than average proportion of pupils achieves the higher Level 3 in each subject. In writing, this proportion was not quite as high in the last academic year, but an above average proportion achieved the higher level when compared to those in similar schools, and the school matched the proportion achieving this level nationally. During the inspection it was evident that these high standards have been maintained and are continuing to rise. Pupils respond very well to teachers' high expectations in these year groups. They enjoy taking responsibility for their learning and work exceptionally well in groups. They are keen and motivated because the activities planned for them are interesting and challenging. For example in a literacy lesson pupils are expected to write a list of synonyms onto their individual white boards. There is a sharp intake of breath as the teacher puts up the new word, and pens are poised, at the ready, to start writing. The review of pupils' lists takes place quickly and draws on a wide range of spelling strategies that have been taught previously. High quality resources around the classroom help pupils spell independently. These high expectations are a feature of many lessons in Years 1 and 2, and as a result pupils consistently make good progress.
7. Pupils achieve well in reading throughout the school. Positive attitudes towards reading are developed in the nursery and strengthened successfully in other year

groups. By the time pupils reach Year 6 they read accurately the worksheets and other texts they are given. In the nursery, children are encouraged to look in books and on the computer to find out more about the minibeasts they are studying. In the reception class, pupils begin to understand how one story can be told in many ways. In Year 2, pupils write succinct book reviews, explaining very clearly why they did or did not like the story that was read. High quality prompt sheets help pupils to structure the review and make them think carefully about the books. In Year 4, pupils designing posters for an Aztec project in history accurately find information from a textbook page. In Year 6, pupils skim and scan well reading quickly through a closely-typed pack of information preparing them for their visit to the Newspaper Education Trust.

Teaching in is good in nursery and reception, and in Years 1 and 2.

8. Pupils make good progress in the nursery and reception classes, and in Years 1 and 2, because teaching in these year groups is good. A high proportion of very good lessons were observed. The main characteristics of this high quality teaching are:
 - Teachers ask probing questions that make pupils and children think.
 - Pupils and children have plenty of opportunities to be actively involved in learning, and frequent opportunities to take responsibility; for example, when working independently, in pairs or in groups. As a result they are well motivated.
 - Teachers manage behaviour very well using positive strategies that reward high achievement in all aspects of learning. As a result pupils and children want to please their teachers and work hard.
 - High quality resources are prepared that support pupils' learning.
 - Teachers have high expectations and as a result lessons are often challenging and work is presented well.
 - Teachers plan activities that are interesting and well matched to pupils' abilities.
 - Lessons are often fun and pupils and children enjoy them.
 - Lessons move along at a brisk pace keeping pupils on task and interested in the work.
9. Classrooms reflect this good practice; they are well organised and often packed with supportive materials. Displays of pupils work are of high quality and displays to support learning are well presented and clear to pupils. Clear rules that have been agreed by the pupils are established in some classrooms to guide behaviour.
10. However, the marking policy is not used consistently in these classes, and medium-term and shorter-term planning in subjects other than English and mathematics lacks detail. Nevertheless pupils' work in all subjects very evidently reflects teachers' high expectations. It is well presented and pupils clearly make good progress each year.

Pupils behave well in and out of lessons and have good attitudes to school.

11. Pupils' behaviour is good at work and play, and has been maintained since the last inspection. There are some outstanding instances of good attitudes seen. For example, in the nursery children's eyes followed the teacher, mesmerised as she moved around the carpet area, hanging on her every word. From the time children arrive in the nursery, where they are enveloped in a warm, caring and stimulating atmosphere, they quickly learn the difference between right and wrong, and how to share and play happily together. From the reception class to Year 2 pupils strive hard, because they want to please their teachers and are well motivated to learn. Older pupils in Years 3 to 6 behave well in most lessons, there are few disruptions to

learning, and pupils only become restless when they have been inactive for a substantial period of time. In Year 4, pupils are very keen to answer questions, they try hard and show an interest in their work, for example taking part in an animated discussion about the pros and cons of keeping animals in a zoo.

12. Playtimes are sociable with pupils of all backgrounds and ethnic groups mixing well. The successful integration of a few pupils with multiple special educational needs has been a very positive experience for all pupils. There is a marked lack of oppressive behaviour, including bullying, racism and sexism. Pupils respect their environment and keep it tidy, taking particular care of the special areas. Lunch times are good occasions. Older pupils are trusted to work independently with computers in the information and technology suite.
13. There are few formal responsibilities for older pupils but all know that they are expected to behave responsibly and to carry out any tasks they are given sensibly.

Parents views of the school are good.

14. Parents' positive views of the school have been maintained since the last inspection. A substantial majority of those who replied to the questionnaire or attended the meeting said their children liked coming to school, because the school has a warm and supportive atmosphere. Parents particularly like the change in approach of the headteacher who was appointed just before the last inspection. They believe that the school is much more approachable than it was previously. The headteacher's custom of going out into the playground at the end of each school day to talk informally to parents is particularly appreciated. The attractive outdoor equipment is very popular.
15. Parents also believe that the quality of teaching is good throughout the school. Whilst inspectors agree that teaching is good from the nursery class to Year 2, in Years 3 to 6 teaching is unsatisfactory overall.
16. Inspectors did not agree with parents' views that information about pupils' progress was limited. The number of formal interviews with parents available and of written reports on pupils' progress, are typical of most schools; and in addition teachers are available to talk to any parent who has a concern. The range of activities available also disappointed some parents. Inspectors found that whilst the number of after school clubs is limited, there is a wide range of visits and visitors arranged each term. The provision of specialist violin tuition for the majority of pupils from Year 4 to Year 6 is an exceptional opportunity.
17. Parents at the meeting were unanimously of the opinion that girls should be permitted to wear trousers to school. A number of other parents raised this issue as a matter of concern in the questionnaire. The decision to prevent girls from wearing trousers to school as part of the school uniform policy, directly contradicts the school policy for equal opportunities which states that each individual will be treated with equal respect and understanding regardless of gender, race or religious belief. As some families would prefer their daughters to cover their legs for cultural or religious reasons, the uniform policy is also at odds with the school's draft policy to ensure racial equality.

There is an exciting environment for pupils to use outside.

18. A private trust fund has been used to provide outstanding play equipment for pupils in the nursery class and up to Year 2. Pupils were actively involved in designing the

equipment themselves. They were consulted about their ideas, and a design was chosen based on the school emblem of a ship. Pupils thoroughly enjoy using this well-designed equipment. Pupils up to Year 2 use the large and colourful equipment in the playground enthusiastically and mainly sensibly. The nursery outdoor area is used whenever the weather permits to teach the whole curriculum in a stimulating outdoor environment. It contains an extensive range of high quality equipment, including an interactive fence for children to play with, a pond, climbing apparatus in the shape of a small ship, and a water rill. The delight on children's faces, and the enthusiasm in their voices as they use this area are a pleasure to see and hear.

19. Other high quality improvements include building a ramped wooden decked area outside the classrooms from the reception class to Year 2. These areas provide good access to the school for pupils who need to use a wheelchair.
20. The school grounds have been considerably improved since the last inspection, when the maintenance of the grounds was unsatisfactory. Very good environmental areas adjacent to the larger playground have been created, and the well-established garden in the nursery grounds has matured into a wildlife haven. These areas are both used effectively to teach the science curriculum. In addition there are quieter shady areas for pupils to sit and chat to one another away from the hurly burly of the large, fenced ball area.
21. These high-quality resources contribute to pupils' overall good behaviour outside at lunchtimes and playtimes.

WHAT COULD BE IMPROVED

Standards are still not high enough in English in Years 3 to 6, because pupils do not make enough progress in writing from the high standards they achieve in Year 2.

22. The last inspection in 1997 reported that above-average standards achieved in English by pupils in Year 2, were not maintained in Year 6, where standards were in line with those expected. Pupils in Years 3 to 6 made unsatisfactory progress in writing at that time. Many potentially higher-attaining pupils were not achieving their potential. Improving progress in English in Years 3 to 6 was a key issue for the school following the last inspection. The situation has not improved. Pupils still consistently achieve lower standards in Year 6 than could be expected, given their above-average attainment in Year 2. This is because pupils are still not making enough progress in developing writing skills from Year 3 to Year 6.
23. The school is now tracking the progress of individual pupils in writing, using a range of good procedures; for example, one piece of writing is assessed for each pupil every term, and pupils sit non-statutory, nationally recommended tests at the end of each year from Years 3 to 5. A great deal of information is available about the rate of pupils' progress in Years 3 to 6. This clearly shows that pupils are not making enough progress in writing. Some more-able pupils, who achieved the higher Level 3 in the national tests in Year 2 in 1998, were still achieving Level 3 in writing at the end of Year 5 in 2001. Although this information is available, not enough action has been taken to evaluate why this is happening in order to improve pupils' progress.
24. The previous report suggested that classroom organisation was a factor in pupils' underachievement in English. Since that time the open plan teaching areas in Years 3 to 6 have been remodelled so that each class has a contained classroom. In

addition an information and communication technology suite has been provided, along with a small room suitable for group work. This has led to an improvement in classroom management. Teachers now spend very little time in maintaining control, and pupils are well behaved in almost all lessons. These improvements resulted from an effective action plan supported by the governing body and senior managers.

25. The coordinator for English is aware of the need to raise standards in writing, but as yet there is no effective action plan to improve the quality of pupils' work. There has been no effective monitoring of teaching and learning to evaluate the impact of current practice. Senior managers observe lessons, and recently pupils' books have been monitored, but the evaluation of this work has not been sufficiently rigorous. Too much reliance has been placed on using a commercial guide to improving writing, without a clear analysis of weaknesses in the teaching of writing. For example, teachers in Years 3 to 6 rarely identify in their weekly plans how more-able pupils will be challenged so that they build on their existing skills. Monitoring of weekly plans and pupils' work has not identified this as a weakness.
26. Curriculum planning for other subjects does not identify opportunities for pupils to develop their writing skills; as a result many opportunities are missed for pupils to write for different purposes. The literacy hour is not used effectively to develop writing skills because pupils have too little time in these lessons to write. Too many lessons are not structured appropriately, with far too much time being given to introductory activities. As a result the time for independent, paired or group work is too short. Pupils' work shows that they have very few opportunities to write at length, in any subject, which restricts the progress they make in using and developing their writing skills.
27. The action plan drawn up following the last inspection set out a range of appropriate actions. Improving writing has continued to be a whole-school priority for improvement in each subsequent year. It is the key objective for pupils' progress in the new school improvement plan. Weak leadership and management of this subject are contributing to the lack of improvement in Years 3 to 6. A clear vision has not been established to inspire and motivate staff. The coordinator has not taken enough responsibility for bringing about the necessary changes. Monitoring and evaluation of the teaching of writing have not been sufficiently rigorous in these year groups. They have not identified that teachers' expectations of what pupils can achieve in writing are too low and, as a result, standards have not improved since the last inspection. The very good examples in other year groups have not been used effectively to bring about change.

The quality of teaching and learning in Years 3 to 6 are unsatisfactory overall.

28. Pupils make unsatisfactory progress in English and limited progress in mathematics in Years 3 to 6 because the quality of teaching in these year groups is unsatisfactory overall. During this short inspection only a small sample of lessons was observed. Although a substantial proportion of these lessons were unsatisfactory in Years 3 to 6 the sample of lessons seen was not large enough to confirm an overall judgement. Inspectors also evaluated the quality of teachers' plans and pupils' work over the last academic year. It is this evidence, in conjunction with the lessons seen, that shows that teaching is unsatisfactory overall.
29. By the end of Year 6, pupils have not made enough progress in English and mathematics. The guidance of the National Literacy and Numeracy Strategies is not used effectively to support teaching and learning in all lessons. For example, the

introductory part of too many English lessons is too long and not all mathematics lessons include a quick-fire mental starter activity. This contributes to pupils' underachievement in these subjects in Years 3 to 6. Overall pupils do not build on the very high standards they achieve in Year 2. Whilst there are some examples of high-quality teaching in Years 3 to 6, teaching is unsatisfactory in too many lessons and pupils do not make enough progress mainly because:

- The pace of lessons is too slow and pupils spend too much time repeating and consolidating work.
- Teachers' planning does not identify what different ability groups are intended to learn in each lesson that will build on pupils' previously learned skills, knowledge and understanding. This is because assessment is not used effectively to inform teachers' planning.
- Teachers' expectations of what all pupils can achieve are too low and as a result pupils do not build on the high standards they achieve at the end of Year 2.
- Curriculum time is not used well mainly because teachers talk for too long in lessons and pupils have too little time to complete and extend their work.
- There are not enough opportunities for pupils to be actively involved in learning mainly because lessons are too heavily directed by teachers and questions are rarely thought-provoking.

30. There were two key issues related to teaching and learning in the last report. The first was *to ensure that governors' statutory responsibilities with regard to teacher appraisal are fully met*. Performance-management systems have been fully implemented since the last inspection and have led to regular supportive monitoring of teaching and learning. The second key issue in this area was *to introduce effective procedures to enable the headteacher, senior staff and curriculum coordinators to monitor the effectiveness of teaching and learning throughout the school*. Although the action plan addressed this issue and introduced a suitable monitoring policy, monitoring of teaching and learning has not been sufficiently rigorous in Years 3 to 6. There has not been a clear enough focus on improving identified areas of weakness, and as a result teaching has not been effective in bringing about an improvement in standards since the last inspection. This is mainly because lessons are still not planned effectively to improve the existing skills, knowledge and understanding of each group of pupils. This was a weakness at the time of the last inspection in both English and mathematics.

31. Teachers in Years 3 to 6 have not had sufficient support to improve their teaching because there has not been enough evaluation of the impact of teaching on learning in these year groups. Recent changes, introducing more rigorous criteria for monitoring teaching and learning in conjunction with wider school self-evaluation procedures that are being introduced, have the potential to bring about the necessary rapid improvement. There are very good examples of teaching in other year groups which act as models for improvement. Furthermore, the new school improvement plan focuses more sharply on improving classroom performance.

Curriculum planning still does not set out clearly enough how pupils will make progress in all subjects as they move through the school.

32. Two key issues, in the 1997 inspection report, set out the need to improve the overall quality of planning so that it: met statutory requirements, spelled out how pupils would make progress in each subject as they move through the school, raised standards in information and communication technology, and improved progress in English in

Years 3 to 6. Although a number of improvements have been brought about, overall curriculum planning is still not effective.

33. All statutory requirements are now met and a clear longer-term curriculum map has been devised setting out when each aspect of the National Curriculum will be covered in each year group. The National Numeracy and Literacy Strategies have been implemented effectively in Years 1 and 2. The Qualifications and Curriculum Authority planning guidance has been adopted in other subjects to provide a framework for more-detailed planning. Improvements in standards in information and communication technology have been achieved due to significant investment in resources and staff training. For example, during the inspection pupils in Year 5 were supported by a specialist as they developed skills in using computers to control construction kits. However, medium and shorter-term planning is still weak as it does not set out precisely how the overall aims of the longer-term plan will be achieved. Furthermore, planning does not set out explicitly how skills in literacy, numeracy and information and communication technology will be developed in other curriculum subjects.
34. Medium-term plans are still not sufficiently detailed in subjects other than English and mathematics. They are not linked clearly enough to the longer-term plan. They do not set out the level of attainment that each group is expected to achieve in each unit of work. Learning intentions are the same for all ability groups. Each unit is not planned as a structured sequence that will improve pupils' skills, knowledge and understanding as they work through the topic. Consequently there is no clear system in place that ensures that pupils make progress systematically as they move through the school. For example, the longer-term plan for geography in Year 6 indicates that work in the spring term will centre on the school journey to Sayers Croft, giving many references to the geographical skills to be learned in this unit. A number of interesting and interactive fieldwork experiences are planned. However, there is no indication on either plan of the level that different groups of pupils are expected to achieve in geography by the end of the unit. It is not clear how more-able pupils will be challenged to work at a higher level and what they will be expected to achieve. This pattern is reflected in other subjects. The activities planned in some subjects are too often not well designed for pupils to achieve the complex learning intentions. It is not clear how the activity will help pupils to make progress. Teachers use these medium-term plans to guide their lessons in all subjects except English and mathematics with no further details. As a result, lessons are not focused sharply enough on the small steps that pupils of all abilities are expected to learn that day. Pupils' work in these subjects reflects the weakness in planning; some inappropriate worksheets are used, particularly in history and geography, which limit the standards that pupils achieve in these subjects, and in writing.
35. Subject managers are not monitoring medium-term plans and pupils' work rigorously enough to ensure that planning provides suitable work for each group of pupils, and collectively leads to an improvement in the standards achieved in each subject as pupils move through the school. This is identified as a key priority in the new school improvement plan.

Assessment is still not used effectively to inform teachers' planning. As a result, lessons are not always sufficiently challenging for more-able pupils, and pupils who find learning more difficult are not always supported well enough.

36. The last inspection recognised the need to identify assessment opportunities and use them to extend pupils' learning. This was a key issue. A separate key issue was to

develop an achievement record for each pupil. A suitable achievement record in English and mathematics has been developed, based on formal assessments by teachers of pupils' work, and is now being used to track pupils' progress as they move through the school. In other subjects there remains no effective means of assessing pupils' progress. Consequently, assessment is still not being used effectively to extend pupils' learning, particularly in Years 3 to 6. Too often teachers have not made clear in their plans precisely what pupils of all abilities are expected to learn in lessons. As a result, they have no clear focus for assessment to check the rate of pupils' progress.

37. More-able pupils in Years 3 to 6 are still not sufficiently challenged; this was a feature of teaching in 1997 and has not improved. In addition, too many lessons rely on the support of teaching assistants to explain work to pupils who find learning more difficult. Too often each ability group works at the same tasks; as a result, more-able pupils do not make enough progress and pupils who need more support cannot work independently. Occasionally when teaching assistants are absent these pupils are unable to cope with the work they are set. There is no common format for recording teachers' assessments of day-to-day work. There are some good examples but they are not used consistently. The quality of teachers' marking is also inconsistent. Most teachers mark work regularly, but few consistently follow the school policy to mark work against the identified learning intention. As a result, pupils have no means of knowing how well they have achieved the learning intention and what they need to improve next. Pupils are not sufficiently involved in monitoring their own progress over time.
38. There are some very good examples of effective assessment helping pupils to improve their skills. For example, in Year 2 each pupil has an individual target for improving his or her own writing. These are well presented on individual cards and pupils are encouraged to use them whenever they are writing. They are expected to check their own work against these targets in lessons. The plenary, at the end of lessons, is used effectively to check pupils' understanding of the learning intention for the lesson in Years 1 and 2. These and other good examples are not used consistently throughout the school because senior managers are not monitoring and evaluating assessment practice effectively.

The senior management team and governing body have not evaluated the work of the school rigorously enough since the last inspection, and as a result the school has not made enough progress on the key issues, particularly in Years 3 to 6.

39. A number of key issues from the 1997 inspection report remain areas for urgent improvement, mainly because systems for monitoring and evaluating school improvement are not sufficiently rigorous. The headteacher is effectively leading the school in establishing more rigorous self-evaluation procedures. The need to review and improve the roles and responsibilities of senior managers is included as a school priority in the new improvement plan.
40. Monitoring and evaluating the work of the school in Years 3 to 6 are weak, and as a result there has not been consistent and sustained improvement in the key areas for improvement identified in 1997. The procedures that have been introduced have the potential to identify key areas for improvement. For example, teaching is monitored regularly, pupils' books have been monitored to check pupils' progress, senior staff monitor teachers' planning, and the results of formal assessment are recorded for individual pupils. Consequently senior managers have a great deal of information available to them to identify priorities for improvement and draw up a strategic plan of

action to bring about change. Whilst many of the priorities are identified appropriately, some senior managers lack the necessary management skills to draw up and implement an effective plan of action. This has severely limited the progress made since the last inspection in Years 3 to 6. In other year groups improvement has been secured much more effectively.

41. The governing body has not evaluated the difference in achievement between Year 2 and Year 6 rigorously enough, and as a result does not have enough information about improvement since the last inspection.

Attendance is well below the national average.

42. The attendance rate has fallen since the last inspection when it was satisfactory. In the last academic year it was well below the national average at 92.6 per cent. Unauthorised absence was particularly high, when compared to national rates, at 2.3 per cent.
43. A small minority of pupils are persistently late and as at the time of the last inspection there is no consistent approach to dealing with latecomers. Often pupils' lateness goes unremarked. The figures published for attendance in the governors' annual report to parents are correct. However, the written information that accompanies the data is misleading as it states that the school figures are satisfactory. Attendance is poor overall; as the rate of attendance is well below the national average.
44. The school has involved the education social worker more closely in monitoring attendance this year. For example, registers are now checked weekly and parents are contacted directly by the education social worker and asked to explain absence. These strategies are beginning to be effective. This is seen in the statistics available for the spring term, which already show an improvement in the level of unauthorised absence and in pupils' overall attendance. The headteacher's strict policy not to authorise absence that is not explained by parents also contributes to the higher than average level of unauthorised absence.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. Governors, the headteacher and staff should ensure that the key issues from the previous inspection are addressed as a matter of urgency, and rapidly improve the rate of pupils' progress in Years 3 to 6, raising standards in writing at the end of Year 6 by:
- 1) improving the quality of teaching and learning in Years 3 to 6 so that:
 - the pace of lessons improves and pupils have sufficient time to complete the tasks they are set; (paragraphs 26, 29)
 - pupils are more involved in learning and have frequent opportunities to work in pairs, groups or independently at high quality, demanding activities; (paragraph 29)
 - teachers' expectations of what pupils can achieve are higher; (paragraphs 27, 29, 36, 37)
 - the quality of teachers' questions improves and raises the level of pupils' thinking skills; (paragraph 29)
 - teachers' weekly planning indicates precisely what different groups of pupils will be expected to learn; (paragraphs 10, 25, 29, 30, 36, 37)

- assessment is used effectively to inform teachers' planning and pupils' work at suitably challenging activities; (paragraphs 25, 29, 36, 37)
 - pupils are more actively involved in monitoring their own progress and setting targets for improvement; (paragraphs 13, 27, 37)
 - teachers' marking consistently informs all pupils how well they have achieved each learning intention. (paragraphs 10, 29)
- 2) improving the quality of curriculum planning in all subjects so that:
- medium-term planning explains how all pupils of all abilities will achieve the aims of the longer-term curriculum framework, building their skills, knowledge and understanding in each subject appropriately as they move through the school; (paragraphs 10, 32, 34)
 - pupils' achievements in each unit of work are assessed; (paragraph 36)
 - opportunities to develop writing skills at an appropriate level are included in all curriculum subjects; (paragraphs 26, 33, 34)
 - opportunities to develop skills in information and communication technology at an appropriate level are included in all curriculum subjects; (paragraph 33)
- 3) rigorously monitoring the impact of all initiatives on pupils' standards of attainment so that:
- teaching staff know how effective their teaching methods are; (paragraphs 31, 34)
 - senior managers know how well different group of pupils are making progress and take effective action if any groups are seen to be underachieving; (paragraphs 23, 25, 27, 34)
 - governors have more information about the quality of teaching and learning, and the impact on standards, and make more accurate comparisons of the school's overall performance; (paragraphs 27, 34, 38, 40, 41)
- 4) improving the rate of attendance by continuing to work closely with the education social worker to reduce the rate of unauthorised absence. In addition, governors should immediately publish the correct information about attendance for parents. (paragraphs 42, 43, 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	6	13	2	0	0
Percentage	0	22	22	48	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	200
Number of full-time pupils known to be eligible for free school meals	0	70

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	61

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	2.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	12	13	14
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	90 [79]	90 [79]	97 [88]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	14	14	15
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	97 [79]	97 [88]	100 [88]
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	11	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	14	15	20
Percentage of pupils at NC level 4 or above	School	70 [83]	75 [83]	100 [97]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	70 [62]	70 [76]	75 [97]
	National	72 [70]	74 [72]	82 [79]

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

Where there are ten or fewer boys or girls in the cohort, figures are not shown separately.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	2
Black – other	9
Indian	1
Pakistani	0
Bangladeshi	39
Chinese	3
White	102
Any other minority ethnic group	6

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)	10
Number of pupils per qualified teacher	20
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	448

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29

Total number of education support staff	2
Total aggregate hours worked per week	46

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
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Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
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	£
Total income	706,101
Total expenditure	688,997
Expenditure per pupil	3,048
Balance brought forward from previous year	9,567
Balance carried forward to next year	26,671

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	2	0	2
My child is making good progress in school.	54	36	5	2	3
Behaviour in the school is good.	52	41	3	0	3
My child gets the right amount of work to do at home.	46	34	7	7	7
The teaching is good.	70	26	0	2	2
I am kept well informed about how my child is getting on.	62	23	10	3	2
I would feel comfortable about approaching the school with questions or a problem.	70	16	8	0	5
The school expects my child to work hard and achieve his or her best.	57	33	5	0	5
The school works closely with parents.	62	26	5	3	3
The school is well led and managed.	62	28	5	2	3
The school is helping my child become mature and responsible.	54	36	3	2	5
The school provides an interesting range of activities outside lessons.	34	34	20	3	8

Other issues raised by parents

A high proportion of parents who attended the meeting and responded to the questionnaire expressed concern that the school uniform policy prevented girls from wearing trousers to school.

A small minority of parents expressed concern that younger siblings of pupils already attending the school had not been offered a place.