

# INSPECTION REPORT

**THE STEPNEY GREENCOAT VA CE PRIMARY  
SCHOOL**

East London

LEA area: Tower Hamlets

Unique reference number: 100946

Headteacher: Mrs S Hutchinson

Reporting inspector: Anne Elizabeth Kounnou  
30810

Dates of inspection: 7 - 9 May 2002

Inspection number: 196796

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed

School address: Norbiton Road  
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London  
Postcode: E14 7TF  
Telephone number: 0207 987 3202  
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Appropriate authority: The governing body  
Name of chair of governors: Mr Terry Simco

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30819	Anne Kounnou	Registered inspector	Foundation Stage Art and design English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? How far has the school improved since the last inspection? What should the school do to improve further?
1165	Peter Dannheisser	Lay inspector		Attitudes values and personal development Attendance How well does the school care for its pupils?
28088	Christina Raymond	Team inspector	Mathematics History Music	How good are curricular and other opportunities?
30705	Graham Stephens	Team inspector	English Physical education Special educational needs	How well is pupils' academic performance and personal development monitored?
24528	Garth Muton	Team inspector	Science Information and communication technology Design and technology Geography	How good are curricular opportunities for personal development?

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

### **INFORMATION ABOUT THE SCHOOL**

Stepney Greencoat is an average size, Church of England VA, London primary school with a rich history situated in the borough of Tower Hamlets. There are 202 pupils on roll. Twenty seven pupils speak English as an additional language, at over 13 per cent this is well above average, and is a substantial increase from the previous year when the proportion was almost eight per cent of pupils. There is a rich cultural mix from Poland to Bangladesh, the main other languages spoken are Bengali, Sylheti, Punjabi and Somali. The proportion of pupils with special educational needs is below average at almost 13 per cent. Five of these pupils have statements and this is higher than average. There has been a very high staff turnover since the last inspection, five staff have left in the last two years. The number of pupils leaving and joining the school is also well above average at 21 per cent. When children start school in the reception class most achieve levels that are lower than expected at age five years. The number of pupils entitled to free school meals is above average and has increased further this year.

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

This is a happy school with a very strong team ethos. Investors in People status was awarded in February. Pupils achieve well in English and mathematics when compared to those in similar schools, and achieve high standards in music. However, in other subjects standards are not high enough. This is because there are considerable weaknesses in the overall management of the school, and the curriculum does not meet statutory requirements. The very high staff turnover has impeded progress in improving management of some subjects. Senior managers do not have enough management expertise. Overall, the strong leadership towards creating a multi-ethnic school with rich experiences for all children means that the school is effective, providing a satisfactory quality education for most pupils, and satisfactory value for money.

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

- Pupils achieve well in English and mathematics throughout the school, and achieve high standards in music.
- Pupils' attitudes to school are very good and pupils are very enthusiastic.
- Provision for spiritual, moral and social development is very good.
- Pupils behave well in and around the school because all relationships are very good.
- A very good number of special visits and visitors enrich pupils' learning experiences, particularly in music, which is a strength of the school.
- There are good procedures to ensure the health, safety, care and protection of pupils.
- Parents' views of the school are good.

### **What could be improved**

- The curriculum does not meet statutory requirements, and still does not ensure that pupils of all ages and abilities make systematic progress in science, history, geography, and design and technology throughout the school; and in information and communication technology in Years 1 and 2. As a result standards in these subjects are not high enough.
- Assessment procedures still do not inform future planning sufficiently well.
- Strategies for monitoring and evaluating the work of the school are still not sufficiently rigorous and the management structure is still not effective in all subject areas.
- The school improvement plan is not a sufficiently long-term strategic document to ensure that all school resources, including the school house, are used effectively.
- The governing body does not have a sufficiently clear view of the strengths and weaknesses of the school and not all statutory requirements in relation to the curriculum are met.
- Attendance is well below the national average.

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

Although these are considerable weaknesses, they are balanced by the school's considerable strengths.

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

There has not been enough improvement since the last inspection in June 1997. This is mainly because the school does not have effective managerial systems in place to monitor and evaluate its performance. This was a key issue at the time of the last inspection. As a result, a number of other key issues from that report have not improved sufficiently. A curriculum review took place. However, the review has not kept pace with the changes introduced to the National Curriculum in 2000. Consequently, the curriculum is not appropriate for pupils of all abilities, and more able pupils are still not sufficiently challenged in many subjects. Monitoring arrangements have improved rapidly very recently with the introduction of a monitoring cycle and the use of specific criteria to evaluate the quality of teaching and learning. Nevertheless, there are no effective systems in place to evaluate the impact of school policies on raising standards. As a result, governors do not have the information they need to fulfil their statutory responsibilities. For example, the action plan drawn up at the time of the last inspection to address most of the key issues has not been thoroughly evaluated. Consequently, although good procedures have been introduced to assess pupils' progress in English and mathematics, there is no assessment in other subjects and teachers still do not use information from assessment effectively to guide their planning. Additionally, although a great deal has been appropriately invested in improving resources for information technology, including staff training, not enough work has been done to ensure that information and communication technology is used to promote learning across the curriculum; or to monitor the standards that pupils achieve in this subject. The national arrangements for performance management have been implemented appropriately, and a stout fence now surrounds the pond, both were key issues in 1997.

## STANDARDS

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

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

The school's performance in English and mathematics at the end of Year 6 in 2001 was broadly in line with schools in similar circumstances. In science standards were not high enough. In all the subjects results fell considerably short of the school targets, mainly because girls made very poor progress throughout Key Stage 2. Pupils did not build sufficiently on the results they achieved in 1997 when they were assessed at age seven. At that time pupils' overall results were above the national average. In 2001, the trend in improvement in Year 6 was below the national trend, because standards had not improved at the same rate as most schools. The targets set for this year group were not achieved. Performance in Year 2 was better. Standards in reading were well above those in similar schools, and in writing standards were above average in comparison. Standards in mathematics were about the same as those in similar schools.

Standards seen at inspection are improving in English and mathematics. Pupils are now achieving well in these subjects in both key stages. This is largely due to the effective implementation of both the National Literacy and Numeracy Strategies. Many pupils also receive plenty of extra support through special booster classes and from working in small supported groups. High standards in music have been maintained due to specialist teaching and the high profile the subject has in the school. However, standards in science, history, geography, and design and technology throughout the school, and in information and communication technology in Years 1 and 2; are not high enough, and have not improved sufficiently since the last inspection. In these subjects, pupils do not make enough progress over time because the curriculum is not planned well enough to meet their needs. Standards in art and physical education remain as expected.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good, pupils are happy and enjoy school.
Behaviour, in and out of classrooms	Pupils behave well around the school and when playing together outside. Two boys were excluded from school for a short period.

Personal development and relationships	There are good opportunities for personal development, such as the school council and prefect system. The very good quality of all relationships is a strength of the school.
Attendance	Attendance is unsatisfactory and well below the national average. This has been due to the persistent absence of a minority of pupils.

## TEACHING AND LEARNING

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

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

Teaching in the Foundation Stage is satisfactory. Teachers and teaching assistants work well together. They focus appropriately on improving pupils' personal and social development. Activities are not always planned well enough to meet the needs of all the children.

The quality of teaching is satisfactory overall from Year 1 to Year 6. It is sometimes very good, and a small number of unsatisfactory lessons were observed. The use of specialist staff to support music and sport is good. Literacy and numeracy are taught effectively. Provision of good professional development opportunities, for teachers and support staff, have limited the potentially negative impact of the very high staff turnover. Nevertheless teaching is not effective in too many subjects overall. This is mainly due to inadequate short-term planning in these subjects. When teaching is good or very good, teachers have secure subject knowledge and ask questions that make pupils think, in the best lessons they use assessment effectively to inform their planning. As a result activities are well matched to pupils' needs and interests. Pupils in these lessons are absorbed in the learning, often not wanting to stop at the end of the lesson. Support staff are used effectively throughout the school and make a valuable contribution to pupils' learning.

The features of less effective lessons are:

- Low expectations, particularly of higher attaining pupils.
- Lessons move along at too slow a pace and are not sufficiently challenging.
- Inappropriate planning that does not meet the needs of different groups of pupils.
- Unsatisfactory use of assessment strategies so that work is not at the right level.

In these lessons pupils are not making enough progress, particularly in developing writing, recording, and information technology skills across the whole curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is not planned well enough to meet the needs of all pupils. However, there are exciting extra activities which enrich pupils' experiences, for example National Music Events.

Provision for pupils with special educational needs	Satisfactory overall, mainly due to effective support in small groups. The large number of support staff provide good support in most lessons.
Provision for pupils with English as an additional language	Satisfactory overall, support staff provide good support for these pupils. The school ethos promotes inclusion of all pupils from ethnic minorities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral and social development are very good. Very effective action has been taken to include pupils from other faiths on the school roll. Cultural development is good with many opportunities to take part in cultural events. However, links with the local ethnic community are not yet well developed.
How well the school cares for its pupils	This is a safe, healthy and caring school. Procedures for improving pupils' behaviour are effective. Some good procedures for monitoring and assessing pupils' academic progress have been developed, but are not used effectively throughout the school.

Not all aspects of science, information and communication technology, design and technology, history, and geography are covered in the curriculum. There is no policy to ensure that pupils receive appropriate education about the dangers of drugs. Although parents' views of the school are good, a significant minority express concerns about the way in which the school works with parents. Currently very few parents are seen helping in the school and there is no parent teacher association.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide very strong leadership for personal development of pupils and staff but lack the necessary management skills to ensure that standards of achievement continue to rise in all subjects. Other staff with management responsibilities do not have the necessary expertise to lead the development of the curriculum effectively.
How well the governors fulfil their responsibilities	The governors are supportive but do not have a sufficiently clear view of the strengths and weaknesses of the school.
The school's evaluation of its performance	Monitoring and evaluation of the school's performance are not based on a secure enough system to ensure that school managers are aware of the strengths and weaknesses of the school. Recently introduced procedures have rapidly begun to improve some aspects of monitoring.
The strategic use of resources	The school development plan is not sufficiently long term, and is not evaluated regularly enough. As a result the school does not have sufficient information to measure how well it has used all the grants and additional funds that are available to raise standards, or to plan for future development. As a result resources are not

	used effectively.
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The very high turnover of staff and lack of overall management expertise have impeded school improvement. The accommodation is satisfactory overall, however there is no safe secure outdoor curriculum area for children in the Foundation Stage. The library is not used effectively to develop appropriate research skills at the end of Key Stage 2. The school house, which is in very poor condition, is mainly empty, unused and a wasted resource.

**PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children are happy at school.</li> <li>• Behaviour is good.</li> <li>• The school is approachable.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities.</li> <li>• The way the school works with parents.</li> <li>• The amount of work provided.</li> <li>• The lack of after school care facilities.</li> </ul>

Inspectors mainly agree with parents’ positive views, however there are considerable weaknesses in the overall management of the school. A good range of exciting activities is provided within the curriculum, but there are not enough clubs for younger pupils. The homework provided for older pupils is typical of most primary schools, however the strong focus on ensuring that younger pupils read with their parents regularly is a strength. More could be done to involve parents in the work of the school. Currently, there is no after school care available on the school site.

## **PART B: COMMENTARY**

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

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

1. Although standards are not as high now in English, mathematics and science, this can be partly explained by differences in the school roll. The number of pupils who leave or join the school, particularly in Years 3 to 6, is very high. Thirty seven per cent of pupils are entitled to free school meals, compared to 26 per cent at the time of the last inspection. There are now nearly 19 per cent of pupils who speak English as an additional language; in 1997 there was only one pupil in this group. The range of pupils' achievements when they start school is very variable from one year to the next. A few pupils achieve above average scores in baseline assessments carried out in the reception year. Other pupils achieve exceptionally low scores. Since 1999 few local schools achieve lower scores at this age. These significant changes mean that little reliance can be placed on comparisons with previous years. Nevertheless there are concerns about achievement in some curriculum subjects because the curriculum in these subjects does not meet pupils' needs. This was a key issue in 1997 and has not been addressed successfully.
2. When children start school in the reception class their achievement is variable, but for the majority is below that expected at this age. When children are assessed at the end of the reception year, just before they transfer into Year 1, they have made satisfactory progress, but the majority still do not achieve the Early Learning Goals for children of this age.
3. There are significant differences in the achievement of pupils in Year 2 and Year 6 in the last available national test results, taken in July 2001.
4. Pupils in Year 2 achieved very well in reading when compared to those in similar schools. In writing they achieved above average results and broadly similar results in mathematics. The fact that Year 2 pupils attained average standards in reading and writing when compared to all schools is very positive and a significant achievement. In mathematics standards were below the national average.
5. Pupils in Year 6 were underachieving in their tests in 2001. Although results were broadly the same as those in similar schools in English and mathematics, they were below the average achieved in this group in science tests. When a more detailed analysis is completed; using the results that pupils achieved in 1997 when they were in Year 2, and comparing those to the results achieved four years later in 2001; a substantial proportion of pupils did not make enough progress. The school has completed this analysis and found that most of the pupils, who were underachieving, particularly in mathematics and science, were girls. When compared to national results, pupils achieved below average scores in English and well below the national average in mathematics and science. Standards for Year 6 last year were not high enough despite a number of intervention programmes that were put in place to support pupils. The targets set for this year group were not achieved.
6. There is clear evidence, almost a year later, that standards are improving in English and mathematics. Pupils achieve well in these subjects because teaching in the National Literacy and Numeracy Strategies is effective, and English, in particular, is given a very great emphasis in the weekly timetable. Pupils in Year 6 are expected to achieve standards in line with national expectations for this year group. Pupils in Year

2 are not expected to reach national expectations but have made good progress since they started school.

7. Pupils with special educational needs are making good progress towards the targets on their individual education plans. Most lessons are planned to meet their needs and they receive good support in lessons both from teaching assistants and the special educational needs coordinator. Some individual education plans are not clear enough.
8. In science, standards are expected to remain below average in Year 6 and well below average in Year 2. Pupils are not making enough progress in this subject due to weaknesses in the way the curriculum is planned.
9. Weak long-term curriculum planning lies behind underachievement in science, design and technology, history and geography throughout the school, and in information and communication technology in Year 1 and 2. Standards in these subjects are not high enough. There is no clear plan that sets out how pupils will systematically increase the skills, knowledge and understanding required in all aspects of the National Curriculum as they move through the school. Consequently topic work is not planned rigorously enough. Whilst many activities are exciting and interesting for pupils they are not planned well enough over the longer term to ensure that all groups make enough progress. Additionally, short-term planning in these subjects is not sufficiently detailed for teachers to know precisely what skills pupils of differing abilities will be expected to learn in lessons. Too often pupils all complete the same activities, more able pupils are not sufficiently challenged and those with lower ability, and those who speak English as an additional language do not work at appropriate activities, which take full account of their level of language acquisition.
10. Pupils achieve average standards in information and communication technology in Years 3 to 6, mainly because resources are appropriate and teachers have good subject knowledge. However, the overall weakness in curriculum planning limits opportunities to develop key skills across the curriculum and limits pupils' progress in this subject.
11. In physical education and in art pupils achieve the standards that are expected. This is mainly due to very good specialist teaching in both these subjects. In physical education, a range of specialists teach sports activities. In art, an artist-in-residence visits each class from Year 3 to Year 6 once a year. This exceptional provision is funded by The Vintners (a local charitable organisation). The resulting work on display around the school is of very high quality.
12. High standards are achieved in music throughout the school because music provision is a strength. A specialist teaches all classes and a wide range of musical groups and other activities take place. Some groups achieve well in national events.

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

13. Pupils' attitudes are very good overall and have improved since the last inspection. Most show good attitudes towards their work. Throughout the school, the great majority of pupils are keen to learn. They apply themselves enthusiastically to their work and most work hard in lessons. They are eager to respond to good questioning, thinking hard and usually raising their hands to answer rather than calling out. Their eagerness often shows itself in lessons, sometimes there is spontaneous applause. On more than one occasion pupils were reluctant to end lessons, once pleading to

continue after the end of the school day. In music lessons; for example, nine year olds showed their enjoyment and spirit and were keen to repeat songs. All pupils are included in the lessons, and some pupils have supplementary teaching in smaller groups. The school makes every effort to include those whose behaviour difficulties require extra classroom support from adults. Pupils respond very well to visiting instructors; for example, the basketball coach.

14. Pupils continue to behave well in and around the school. By the time pupils are in their junior years behaviour is often very good. Occasionally the younger pupils can be restless, chatter and their behaviour deteriorates. This is more frequent when lessons do not hold pupils' interest and behaviour is not managed well. Behaviour during assemblies is very good, pupils listen quietly and respectfully, reacting with pleasure to a skilled and entertaining presentation by a Christian visitor. Pupils use the playground well and older volunteers help younger ones. There is a marked lack of oppressive behaviour, including bullying, racism and sexism. Although two boys were excluded for short periods during the last academic year, another pupils is being sensitively reintegrated from a special education unit. Pupils respect their environment and keep it tidy. Lunch times are good occasions. Pupils are sociable, confident and a pleasure to be with.
15. There are some good opportunities for personal development. There is a school council of elected class representatives, which meets regularly. Staff chair and minute the meetings, there are no formal occasions in which their classmates can regularly brief school council members. Pupils cooperate and work well together. For example, ten year olds showed excellent attitudes and behaviour, and worked sensibly in groups. They researched rain forest animals, designing soft toys based on these animals and made batik prints based on their drawings and paintings of rainforest fruits. Pupils are pleased to be given responsibilities. Some pupils from Year 6 are elected prefects during the year. They are given responsibilities such as helping to collect registers, helping at lunch times and assemblies, and looking after younger pupils during indoor play times when it rains.
16. Relationships are very good and better than at the last inspection. This is largely due to the strong team ethos that has developed since that time. All of the pupils who spoke with inspectors were enthusiastic about their school and feel very well looked after. They are happy, like their teachers, enjoy learning and their many visits to interesting places. Pupils respect other people's feelings, values and beliefs and this is manifest both in lessons and in what pupils say about the attitudes of others in the school. Staff are very good role models. The school is achieving very good multicultural harmony. Pupils have established very good relationships with teaching assistants who are sensitive to pupils' needs, as seen in Year 4 when a pupil was given the opportunity to develop his independent work skills but with the teaching assistant monitoring from a distance.
17. Attendance figures are well below the national average and have declined since the last inspection. Absences include some authorised holidays taken during term time and the average is affected by the unusually poor attendance of just a few pupils. The school works very closely with the educational social worker who responds to requests for support and visits the school regularly. Punctuality is satisfactory. Registers are well kept and conform to requirements but the recording of the time of arrival of latecomers is inconsistent.

## HOW WELL ARE PUPILS TAUGHT?

18. Teaching is satisfactory overall; some very good lessons were seen, and a very small number were unsatisfactory throughout the school. Teaching is not as good as the last inspection in 1997, mainly because the very high turnover of staff has reduced the overall experience of staff, and teaching has not been monitored rigorously enough.
19. In the Foundation Stage teaching is satisfactory, because the teacher works well with the nursery nurse and teaching assistants. She has a sound understanding of the needs of young children and has worked hard to improve their poor personal and social skills. As a result children concentrate well in some lessons. Planning, however, is not detailed enough to provide activities that are suitably matched to the needs of different groups working together. For example, some noisy and exciting activities were planned to take place at the same time as a more thoughtful activity looking at clocks. As a result, neither activity was very successful. Using the National Curriculum subject headings to plan for children in the Foundation Stage is not successful for children who are not achieving the expected learning goals at the end of the reception year, as it detracts from the guidance of the Foundation Stage curriculum. The lack of focus in planning for the Early Learning Goals limits children's progress overall.
20. Teaching of literacy and numeracy skills is effective from Years 1 to 6 because teachers are confident, have good subject knowledge, and there is a good structure for planning lessons. Teachers use the National Literacy and Numeracy Strategies appropriately to guide their lessons. They work well with the large number of teaching assistants, exchanging information about pupils informally before and after lessons. However, there are missed opportunities for assessment due to a lack of recorded information about how well pupils achieved the activities in lessons. Where teaching is most successful teachers use assessment effectively to inform their planning. As a result, activities are well matched to pupils' needs and interests. Pupils in these lessons are absorbed in the learning, often not wanting to stop at the end of the lesson. Other successful features are that:
  - teachers have secure subject knowledge;
  - teachers ask questions that make pupils think;
  - support staff are used effectively and make a valuable contribution to pupils' learning.

The features of less effective lessons are:

- Low expectations, particularly of higher attaining pupils;
  - Lessons move along at too slow a pace and are not sufficiently challenging;
  - Inappropriate planning that does not meet the needs of different groups of pupils;
  - Unsatisfactory use of assessment strategies, so that work is not at the right level for all groups of pupils.
21. In these lessons pupils are not making enough progress, particularly in developing writing, recording, and information technology skills across the whole curriculum.
  22. Teaching was good or better in 44 per cent of lessons seen, with nine per cent being very good. Only six per cent of lessons were less than satisfactory. In Years 1 and 2, teaching is satisfactory overall, with 20 per cent of lessons being good or better and 13 per cent very good. There were no unsatisfactory lessons in these year groups.

In Years 3 to 6, 43 per cent of lessons were good or better and nine per cent very good. Six per cent of lessons in these years were less than satisfactory.

23. Teachers' support and guidance of their pupils are very good. They treat pupils with trust and respect at all times raising their self-esteem. They manage behaviour well, in a positive way that helps pupils to develop self-discipline. This characteristic extends to the good support given to pupils in lessons by non-teaching staff, who maintain the same high standards of care. As a result, all pupils, including those with special educational needs are involved in their lessons. Most pupils want to learn, they are interested in the activities, want to please their teachers and work hard to do so.
24. Teaching of pupils with special educational needs is satisfactory overall. In English and mathematics lessons pupils receive good support because lessons are planned to meet their needs and teaching assistants work well with them in small groups. There are a number of intervention programmes in place to help pupils make better progress towards their targets. In other subjects activities are not planned at the right level limiting pupils' progress overall.
25. Teaching of pupils who speak English as an additional language is satisfactory overall due to the support of well experienced teaching assistants in English and mathematics lessons. A clearer strategy to support pupils in all lessons will be developed by the new coordinator for Ethnic Minority Achievement. She has just taken over this new role in the school and is to be supported by a bilingual teaching assistant as well as the established teaching assistant. Currently pupils at the very early stages of language acquisition are not supported adequately in all their lessons, and monitoring of pupils' progress is at an early stage of development.
26. Not as many lessons were observed in other subjects, apart from English and mathematics, and in some only one or two lessons were seen. Judgements about the quality of teaching have been made in these subjects mainly from an analysis of the work pupils complete, the quality of teachers' marking and assessment of that work, and the quality of teachers' short-term planning.
27. There are considerable weaknesses in some of these areas. Although a new marking policy was implemented in December, teachers do not use it consistently to mark pupils' work. As a result many pupils do not know the quality of their work and how they could improve it. Teachers also miss the opportunity to insist that school policies, for example in handwriting, are maintained to a high standard. Assessments are made of pupils' work in English and mathematics, however the quality of these assessments is variable throughout the school, and teachers are not using the information from these assessments to plan appropriately for all pupils' needs. For example, planning rarely includes information about how pupils who speak English as an additional language will be provided for and supported in lessons other than English. As a result, pupils of all abilities are not working at activities that set the right level of challenge in too many lessons. Recent monitoring of teaching and learning by the headteacher and deputy headteacher, in partnership with the school development adviser for the local education authority, has identified that this is the case in many lessons. By far the biggest limitation on the quality of teaching is the weak longer-term curriculum planning that teachers use to plan their lessons. This does not give teachers enough guidance on what to expect pupils to learn from the beginning to the end of a unit of work. The topic plan is too broad and does not provide teachers with enough information. In science, for example teachers are sometimes expected to use three separate documents to plan the term's work. This is confusing for teachers

at the beginning of their careers and time consuming for all teachers. Neither is it effective in setting out how pupils are expected to make progress, limiting overall achievement. Short-term planning for subjects other than English and mathematics is not sufficiently clear, as a result teachers do not focus on the skills that pupils are expected to learn in lessons. Whilst most teachers are creative and plan activities through the topic that will stimulate pupils' imagination and interest, there is no clearly defined structure to help teachers plan these activities so that pupils make progress at an appropriate level as they work through each topic.

28. In physical education teaching is supplemented by specialist skills from a number of professional coaches. Consequently pupils learn the skills of basketball and tennis, for example, well. However, there is not enough partnership teaching between classroom teachers and the specialists and this limits the potential impact on physical education teaching in other lessons. The same is true in art, whilst lessons taught by artists-in-residence are clearly high quality judging from the resulting work, teachers are not transferring the skills they learn from working with these specialists to other lessons.
29. Music is taught successfully because a specialist teacher always teaches it. Her skills ensure that pupils make very good progress throughout the school. Most pupils thoroughly enjoy music and take great pride in performing for the school. Again however, other teachers play little part in lessons and are not improving their subject knowledge sufficiently as a result.

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

30. The quality and range of learning opportunities offered to children and pupils are satisfactory overall. Mainly due to the strong ethos in the school that provides all pupils with a very wide range of experiences that enrich their lives. Nevertheless there are considerable weaknesses in the way the curriculum is structured to meet pupils' needs. This was a weakness at the time of the last inspection.
31. The National Literacy and Numeracy Strategies have been effectively implemented ensuring that pupils achieve well in these subjects, developing skills, knowledge and understanding. Booster classes to support pupils who may need some extra help in both subjects have been established, and provide good support. A very good range of special activities is provided to enhance the pupils' experiences. Many outside visits are linked to topics and enrich pupils' learning. Other visitors come into school, inspiring pupils. For example, a recent visit by an opera company has resulted in a flood of requests to visit the opera. Pupils in Year 6 take part in a week-long residential experience at Gorsefield Rural Study Centre. Year 2 pupils also have an exceptional opportunity to use the centre for a weekend residential visit. Artists in residence and sports coaches to broaden and develop pupils' skills provide a great deal of additional expertise throughout the school. There is a wide range of workshops available, linked to many areas of the curriculum such as music, art and drama. Music provision is a significant strength, with pupils having many very good opportunities to take part in national and community events. For example, travelling to Liverpool with the school 'chimes' group representing South East England.
32. Currently, there are no after school or lunchtime clubs for Key Stage 1 pupils and only a limited number for older pupils. Some aspects of personal, social and health education are taught through the science curriculum, but there is no school policy in place to say how this should be done. School council representatives and prefects

are elected by the pupils to encourage personal responsibility. However, there are some missed opportunities for the school council to take responsibility for their own meetings and improving the school. Other appropriate opportunities are provided for personal development such as collecting the register and helping with younger pupils.

33. The contribution of the community to pupils' learning is good. Students are often working on placements from local colleges and teacher training institutions. The school has good links with two local churches, which are used for services at Christmas and Easter. Links with the News Education Trust gave Year 5 pupils an opportunity to work with technology. Theatre group performances are often shared with a local school. Years 5 and 6 will be visiting a local secondary school where they will have opportunities to learn French. The school actively supports both national and local charities. However, there are not enough initiatives to link local ethnic minority communities with school life, and the curriculum has not yet been reviewed to meet the needs of the large group of pupils from ethnic minorities who have joined the school since the last inspection. Although the school has acted positively to include more pupils from ethnic minorities on the school roll, a draft policy to promote race equality has not been prepared, to meet the statutory requirement that comes into place at the end of this month.
34. An appropriate statutory curriculum is not in place throughout the school. This was a key issue following the last inspection. The school reviewed its longer-term policies but has not kept pace with the demands of changes made to the curriculum in 2000. Inadequate monitoring of curriculum plans and pupils' work means that the school is not sufficiently aware of weaknesses in overall curriculum planning. As a result, there are no effective plans in place to bring about and sustain improvements to the curriculum. The very high level of staff turnover impedes improvement. Many new staff are inexperienced and are not yet able to take responsibility to manage the curriculum subjects. More experienced staff therefore carry a very heavy workload. The school improvement plan has not identified school priorities well enough to help staff manage this workload effectively. The topic-based approach has not been planned rigorously enough to ensure that all pupils receive their entitlement to all aspects of the National Curriculum. The curriculum meets requirements for sex education but does not comply with the statutory requirement to have a drug awareness policy.
35. Planning for the Foundation Stage uses National Curriculum subject headings for longer-term planning limiting the effectiveness of planning. This is an unnecessarily complicated style of planning for the teacher who takes the content of the Foundation Stage curriculum and tries to make it fit the National Curriculum for older pupils. As a result, there is not a clear enough focus on teaching children the skills required to reach the Early Learning Goals. Additionally, the guidance of this curriculum for practitioners in the Foundation Stage is not used fully to plan teaching and learning. This is not appropriate for children who begin school not achieving the expected learning goals at age five.
36. Although all National Curriculum subjects are taught, many are not taught fully, with crucial aspects omitted. For example, there is no plan to show how all the aspects of design and technology will be taught in each year group, and many aspects of the geography curriculum are not taught because the curriculum has not been reviewed. In other subjects, weaknesses in curriculum design result in there being no clear plan that shows how pupils of all abilities will improve their skills knowledge and understanding as they move through the school. In history for example, pupils in Year

- 3 are expected to cover all three choices of Invaders and Settlers, as a result they cannot cover the work in sufficient depth.
37. Curriculum time is not always used effectively as sessions for literacy and numeracy are sometimes extended to one and a quarter hours. A significant amount of daily reading time in Years 3 to 6 is not always used effectively to promote reading skills. The way that group activities are organised means that some pupils are withdrawn from lessons in one subject to go to a lesson in another subject. There is no clear plan to manage this to ensure that all pupils have equal access to the curriculum.
38. Pupils with special educational needs are mostly well supported through their individual education plans, although the quality of some plans is inconsistent. Routines are established to ensure good support for pupils with emotional and behavioural difficulties especially at lunch and break times when support and counselling may be required.
39. The curriculum has not yet been reviewed to take into account the needs of pupils who speak English as an additional language. As a result, in many subjects these pupils are not receiving sufficient support to enable them to make enough progress. For example, curriculum planning has not identified the vocabulary that is essential for understanding each topic.
40. Provision for pupils' spiritual, moral and social development is very good, and has improved significantly since the last inspection. Provision for cultural development remains good.
41. Opportunities for spiritual development are very good and have a high priority. There are a wealth of exciting special activities. Visits and visitors regularly enrich pupils' experiences. For example, a regular visitor to the school was truly inspirational in an assembly lifting everyone's spirits and encouraging the children to think beyond their own world. Pupils confidently contribute their ideas in lessons because they know these will be valued and often show genuine joy and surprise when they are shown something new and exciting. Year 2 pupils were thrilled when they made a bulb light up, using a battery and some wire. Some Year 5 pupils were fascinated by a range of exotic fruit used by their teacher for an art lesson and were so engaged in their work that they begged their teacher to allow them to stay after school to continue with it.
42. The school provides very good opportunities for moral development by maintaining a consistent moral code. This code underpins the work of the school. As a result, pupils know right from wrong and the consequences of inappropriate behaviour. The school recognises and praises good behaviour and pupils compile school rules. Teachers use stickers as rewards, but these are given incidentally as there is no consistent whole-school system of rewards. Staff have good relationships with pupils and provide them with an open and safe learning environment. They deal openly with racial and religious equality in assemblies and in special circle times when pupils sit and discuss these issues.
43. There are very good opportunities for developing social skills. There is a strong sense of community within the school, encouraged by all staff; who work as a strong team to maintain the school's values of tolerance and respect. Plenty of opportunities are provided for pupils to develop a sense of shared responsibility; which include:
- residential visits for Year 2 and Year 6;
  - a range of workshops and events both in and out of school, especially in music and art;

- an annual swimming gala when pupils compete against other schools;
  - sports day, harvest services and Christmas and Easter services held at the church.
44. In lessons, teachers often give pupils opportunities to work together collaboratively and use class circle times to resolve any incidents or tensions, which may occur. Pupils are given an insight into democratic methods by electing class members to a school council and by the whole school nominating and electing prefects. The school council's views are respected and some acted upon. Participation in the life of the wider community is encouraged by asking pupils to actively support a number of charities.
45. Opportunities for cultural development are good. The school has made a very positive step towards the promotion of cultural awareness and development by changing its admission policy to be more inclusive of other faiths. Consequently the cultural character of the school reflects more accurately the ethnic mix of the local community. The curriculum has not yet been reviewed to reflect the cultural heritages of all pupils, and close links have not yet been established with local ethnic communities. There are a wealth of opportunities in art and music for pupils to participate in cultural events. Aspects of a variety of cultures are celebrated by having stimulating displays within school and by giving authentic accounts of values and traditions of other cultures. Artefacts from other countries and from a number of different religions are displayed. Assemblies explore cultural and religious themes and on occasions Muslim members of staff give presentations on aspects of their faith and way of life. A Year 6 pupil gave a confident presentation about Bangladesh to Year 1 pupils in a geography lesson.

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

46. The school continues to maintain good procedures for looking after the pupils. The very good relationships contribute to a caring school in which pupils feel secure and safe.
47. Pupils say that all staff are kind and supportive. They like their teachers and feel they can be trusted and turned to when they have problems. Pupils have a strong sense of being valued and included in the school. There are regular inspections of the premises and grounds, because the school keeper has developed an appropriate system of regular health and safety inspections with recorded findings. He is diligent in his approach, ensuring that any minor problems are dealt with promptly. Child protection procedures are satisfactory. Staff are kept informed about relevant procedures by the headteacher, who is the person responsible. Pupils are carefully supervised at playtime and lunchtime and good records are kept of all accidents and the treatment given.
48. A key issue in the last report was to develop assessment arrangements to ensure outcomes are used to effectively inform future planning. Despite recent initiatives to establish assessment procedures throughout the school they have not been implemented consistently and the key issue has not been successfully addressed.
49. The coordinator has a clear vision of how assessment will develop and the school has adopted the following procedures:
- an assessment of pupils' skills, knowledge and understanding soon after they start in the reception class;

- tracking pupils' progress as they move through the school by recording the results of national and interim assessments in mathematics and English;
  - ensuring that older pupils are aware of the criteria used by teachers when work is marked and assessments made;
  - introducing mathematics and English attainment profiles indicating progress over the year;
  - sharing National Curriculum levels with older pupils with clear indications of what they need to do in order to improve further;
  - reviewing the marking scheme;
  - purchasing commercial schemes to set individual targets relating to science, mathematics and English.
50. Some of these procedures have been implemented in reception and Year 6. The coordinator's plan to implement procedures in each class on a year-by-year basis will take too long and too many pupils will have to wait for the benefits a more rigorous implementation would bring. The marking policy, revised in December, is not being applied consistently throughout the school. For example, pupils' work shows little evidence of them responding to teachers' comments. Individual pupil targets are detailed in teachers' assessment files. However, only those in Year 6, are either aware of or involved in monitoring their own progress over time. There is a lack of rigour; for example, targets pasted into the front covers of some English books in the autumn term, were not reviewed in subsequent terms. Tracking of progress in science throughout the school has not been implemented, although a commercial scheme has been purchased. In other subjects there are no procedures in place to assess pupils' progress.
51. The progress of pupils with special educational needs is appropriately reviewed twice a year. This involves the class teacher, special educational needs coordinator, teaching assistant and sometimes parents. Most pupils make good progress towards the targets on their individual education plans. Good relationships exist with the support agencies, especially the educational psychologist who visits twice a term.
52. Arrangements for monitoring personal development are satisfactory. Anti-bullying and discipline policies exist and they are applied consistently. The school made the improvement of behaviour a priority following the last inspection. This has been successful in ensuring that pupils now behave in an acceptable way. The discipline policy contains rules devised by the pupils themselves. However, pupils do not have enough involvement or responsibility in setting and meeting personal targets. Achievement assemblies are held weekly when both academic and social achievement is celebrated. The school is very committed to including all pupils, and has taken very positive action to ensure that the ethnic mix of pupils more closely reflects the local community, by changing the school admission criteria.
53. Individual pupil's attendance is monitored appropriately. Staff work closely with the educational social officer who visits regularly. Pupils and their families know the importance of good attendance. Families of pupils who normally come to school unaccompanied, are contacted the same day if an absence has not been explained. Nevertheless, overall attendance figures are poor. This can partly be attributed to a few individuals whose attendance is very poor and to those who take long holidays during term time. There are rewards for 100 per cent attendance, but no rewards for improvement or high class averages. Attendance statistics are placed on a computer but the figures are not analysed to show whether there are any particular groups of pupils with higher than average absence. Pupils are encouraged to be on time; for example those arriving after the assembly starts have to wait until the end of

assembly before taking part in school. Their time of arrival is not always noted, and there is no 'late book', or clear policy to define at what time a latecomer is considered to have been absent for the whole of the morning session.

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

54. Parents have positive views of the school. Information from the parents' questionnaires and the comments made at the parents' meeting held before the inspection were supportive. The great majority are comfortable to approach the school. However a substantial proportion of parents answering the pre-inspection questionnaire do not think the school works closely with them or that the school provides an interesting range of activities. A number would like after-school care facilities to be available on site.
55. The effectiveness of the school's links with parents is satisfactory. Parents come to special celebration assemblies and to the end of year concert but do not as a rule come into the school to be with their children or to help. There are few meetings about curriculum subjects. A weekly 'surgery' for parents to discuss concerns has been set up. Very few parents have felt the need to attend. Parents have been consulted through a survey run by the school, and action has been taken in response to some concerns. There is no parent-teachers' association, but there are always volunteers to help on the many visits arranged by the school.
56. Parents are appropriately informed about their children's progress, and school events. At the end of the year, parents are invited to discuss reports on their children's academic progress. The reports contain suitable detail and evaluation. The regular newsletters are informative and easy to read. At the start of each year, parents have an opportunity to meet their child's teacher and are given an outline of what will be covered in the year. Parents are given opportunities to help their children's learning at home with homework; for example, hearing children read at home. Parents of younger pupils are fully involved in this activity due to the teachers' diligent approach. Parents are asked to sign, or add their comments to, the good reading records before children can change their books.

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

57. The headteacher, working in very close partnership with the deputy headteacher, has developed a strong, caring ethos; which underpins the work of the whole school. Staff and pupils work in an atmosphere of support and teamwork. New staff feel particularly well supported, mainly due to very supportive procedures to help them settle in to the school and the profession; and teaching assistants are highly valued. A very large proportion of staff, more than half, have left the school in the last two years, some for promotion in other schools. In addition, there has been substantial long-term absence of other experienced staff due to sickness or maternity leave. The school has also coped with bereavement following the death of a very long serving member of staff. Currently, four of the seven classroom teachers joined the school at the beginning of this school year, another a year before that, and the two longest serving classroom teachers have been at the school for less than three years. Many of these teachers are at the beginning of their careers; consequently, some are not yet able to manage curriculum subjects, whilst others are inexperienced in this role. These factors have been complex to manage. It has been a significant achievement that Investors in People awarded the school this prestigious status in February this year.

58. Nevertheless there are considerable weaknesses in the management of the school. It has been difficult to ensure that key members of staff manage subjects effectively. This has meant that there has not been effective leadership in science, information technology, design and technology, history, geography and art. Standards in most of these subjects have not improved sufficiently as a result. No member of staff has appropriate responsibility to manage English and mathematics. Two more senior staff manage both these subjects, one overseeing older pupils and the other younger. This arrangement is not effective as neither has a rigorous overview of the quality of teaching and learning in the subjects. The effective use of external consultants to support school development in literacy, and more recently, numeracy has masked this weakness. Both the headteacher and deputy were appointed in acting roles shortly after the last inspection in June 1997. These appointments were made permanent in June 1999. Since being appointed they have taken part in very few professional development opportunities to improve and develop their management skills. As a result, the recent staffing difficulties have not been managed effectively, and not enough has been done to ensure that sufficient improvement has been made and sustained since the last inspection. At that time a key issue was to review, refine and develop managerial systems and roles. This has not been addressed with sufficient rigour and should now be a key priority for the school.
59. Very positive action has been taken to change the admissions policy so that the ethnic background of pupils more closely reflects the local community. This has been very successful with the number of pupils from ethnic minorities increasing from one pupil at the time of the last inspection to 94 pupils now. Twenty seven of these pupils speak English as an additional language. The school has also been successful in attracting a higher proportion of teaching staff from ethnic minorities than before. A member of staff has recently been appointed as the coordinator with responsibility for ensuring that all these pupils achieve well. Although there are no systems yet in place to track and monitor the achievements of this large group, the coordinator is involved in ongoing training and support with the local authority, and is drawing up a plan of action for the school. Additionally she works in close partnership with the well-trained teaching assistant. A further post is currently advertised for a bilingual teaching assistant. As a result the school is well placed to make the necessary improvements in this area.
60. The special educational needs coordinator, has a good overview and understanding of pupils' needs. Much of her time is spent supporting them in and out of lessons. However, monitoring of individual education plans has not been sufficiently rigorous to ensure that all include realistic and achievable targets. The new procedures for assessment that she has introduced throughout the school are likely to improve the quality of these plans.
61. The governing body is supportive and is committed to maintaining a wide range of experiences for all pupils. However, they are not sufficiently aware of the strengths and weaknesses of the school. This is because they are not rigorously monitoring the impact of their policy decisions. For example, there has not been enough rigorous analysis and evaluation of the school improvement plan or action plan in governing body meetings. Governors are aware of the content of these plans but do not have enough information to measure the effectiveness of either. As a result, not enough improvement has been made or sustained in a number of the key issues from the last report. The substantial grants available for raising standards have been allocated appropriately but no check has been made to evaluate standards achieved as a result of that spending. The statutory requirement to introduce a policy for drugs education has not been fulfilled, and many curriculum subjects are not fully taught so that

statutory requirements in this area are not met. The governors urgently require more evaluative information from the headteacher to enable them to gain a more accurate view of the strengths and weaknesses of the school.

62. Some effective procedures for monitoring and evaluating the development of teaching and learning have recently been introduced. The headteacher and deputy have worked in partnership with the local authority school development adviser to introduce a new format for observing teaching using professional criteria. A monitoring cycle has also been introduced to review pupils' work and teachers' planning regularly. The deputy headteacher has introduced a new system to track and measure pupils' progress in English and mathematics as they move through the school. This system identified that pupils in Year 6 in 2001 did not make enough progress as they moved through the school. However, there is not enough analysis and evaluation of the information available for it to be used successfully in improving the quality of education provided. Furthermore, there is no system in place to evaluate the impact of the school improvement plan. As a result, although action is taken to achieve the school's targets for improvement, there is no information available to judge the effectiveness of this action. This limits the improvement that is made. In subjects other than English and mathematics there is no adequate monitoring or evaluation taking place, consequently the school is unaware of the levels of underachievement in a number of these subjects. For example, although assessment in science revealed some weaknesses in pupils' knowledge and understanding in Year 6, no urgent action has been taken to review curriculum planning. This is partly due to the absence of the coordinator, however it is mainly due to a lack of urgency in bringing about improvements. Improving strategies for monitoring and evaluating the work of the school was a key issue at the time of the last inspection. This should now be done as a matter of urgency.
63. The school is not making the best strategic use of its resources. The school improvement plan does not set out how all the grants and other monies available will be targeted to raise standards in all subjects. Therefore, the school has no effective means of evaluating the decisions it makes when setting the budget. Financial monitoring is not rigorous enough. As a result, a substantial underspend built up in the last financial year. This has been allocated to a number of projects in the current financial year, but without a clear strategic view of the improvement that the use of these funds will bring about for pupils. The improvement plan is not reviewed annually and is not sufficiently long term. Consequently, the school has reached the end of the current two-year cycle with no clear view about future development priorities. Additionally there is no provision in the plan to evaluate the impact of actions on the quality of education provided for pupils. Although parents have been consulted recently about the school's work, and pupils are consulted through the school council, the principles of best value are not used to guide management of resources. There is not enough rigorous comparison of the school's performance and the improvement plan is not sufficiently challenging. There is an urgent need to introduce long-term strategic planning based on the principles of best value.
64. The very high levels of staff turnover and absence have impeded the school's ability to bring about improvement. There is now a strong team ethos and a degree of stability, which should help the school in bringing about the necessary improvement. There is, however, no clear plan in place to address the difficulties faced as a result of staffing problems.
65. The accommodation available is adequate and appropriately maintained in the main school building, mainly due to the diligent approach of the school keeper. However,

the use of the school house is a matter of concern. It is currently underused as a resource, is in poor condition and deteriorating. The governors should urgently establish who has responsibility for the house so that more appropriate use can be made of this valuable resource. The last inspection report highlighted the need to improve library facilities. This has not been successful. The library remains a difficult area for pupils to access books appropriately for research as they move through the school. Children in the Foundation Stage do not have access to a safe and secure outdoor area in which to work and play. This limits the progress children in the reception class make. Most classrooms are appropriately planned and corridors and walls are enlivened with displays and examples of pupils' work and other significant information. Some of these displays are very high quality. Resources for learning are adequate and have improved following substantial injections to improve the resources for teaching literacy and numeracy.

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

66. Many of the school's weaknesses were identified as key issues for action at the time of the last inspection. In order to bring about the necessary rapid improvement in standards the governors, headteacher and staff should now:

- Ensure that all curriculum statutory requirements are met and an appropriate curriculum is provided for pupils of all ages and abilities by:
  - i) establishing manageable systems to assess pupils' progress in all subjects; (paragraphs 48, 50, 72, 74, 90, 103, 111, 112, 117, 118, 128, 132)
  - ii) using the Foundation Stage curriculum to guide all levels of planning in the reception class and providing a safe secure outdoor area suitable for teaching this curriculum; (paragraphs 35, 65)
  - iii) providing longer-term planning that sets out precisely how pupils of all abilities will increase their skills in science, information and communication technology, design and technology, history, and geography; and ensuring that all aspects of the National Curriculum for these subjects are covered in sufficient depth; (paragraphs 34, 36, 102, 103, 104, 112, 115, 118, 119, 121, 122, 123, 128)
  - iv) improving the quality of teachers' shorter-term planning so that it is clear what pupils of all abilities are expected to learn in lessons for these subjects, and by using information from assessment to inform future planning so that lessons meet pupils' needs; (paragraphs 99, 103, 105, 107, 111, 112, 115, 118, 119, 121, 122, 128, 130)
  - v) providing an appropriate programme of education about the dangers of drugs; (paragraphs 34).
- Improve the quality of management throughout the school by:
  - i) ensuring that all senior managers have access to professional development to improve their management skills as a matter of urgency, and provide continuing professional development in this area; (paragraphs 57, 58)

- ii) reviewing the roles and responsibilities of staff with management responsibilities so that their expertise and experience are fully used to bring about the necessary improvements; (paragraphs 60, 62, 92, 101, 108).
- Ensure that rigorous procedures for monitoring and evaluating the work of the school are urgently established by continuing to use the recently introduced monitoring cycle and:
  - i) regularly reviewing and evaluating progress towards the schools' targets for development and priorities for improvement in all subjects; (paragraphs 62, 63, 92, 101, 108)
  - ii) evaluating the impact of school policies on the standards achieved by pupils throughout the school, and regularly providing clear information about the identified school improvements and areas of weakness for the governing body; (paragraphs 61, 62, 63).
- Improve the quality of strategic planning and the use of all resources by:
  - i) ensuring that the school improvement plan is sufficiently long term and is reviewed annually; (paragraph 63)
  - ii) as a matter of urgency establishing who is responsible for the school house and using this valuable resource appropriately; (paragraph 65)
  - iii) improving the quality of financial monitoring so that all the grants and other funds available to the school are used effectively; (paragraph 63).
- Improve the rate of pupils' attendance; (paragraph 17).

Other minor issues that governors may wish to consider in their action plan are identified in paragraphs 37, 39, 65 and 91.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

54

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

42

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	19	27	3	0	0
Percentage	0	9	35	50	6	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 one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	202
Number of full-time pupils known to be eligible for free school meals	0	75

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	26

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	27

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	6.9

#### Unauthorised absence

	%
School data	0.3

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	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	12	15
	Girls	12	11	12
	Total	27	23	27
Percentage of pupils at NC level 2 or above	School	93 (75)	79 (75)	93 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	11
	Girls	12	11	11
	Total	23	24	22
Percentage of pupils at NC level 2 or above	School	79 (75)	83 (79)	76 (79)
	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	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	13
	Girls	12	7	11
	Total	23	16	24
Percentage of pupils at NC level 4 or above	School	79 (74)	55 (78)	83 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	12	7	11
	Total	23	18	24
Percentage of pupils at NC level 4 or above	School	79 (78)	62 (78)	83 (93)
	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	8
Black – African heritage	16
Black – other	14
Indian	4
Pakistani	2
Bangladeshi	16
Chinese	3
White	108
Any other minority ethnic group	2

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

### ***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	2	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	21
Average class size	28.9

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

Total number of education support staff	11
Total aggregate hours worked per week	209

### ***Financial information***

Financial year	2000
	£
Total income	560,719
Total expenditure	536,613
Expenditure per pupil	2,580
Balance brought forward from previous year	43,082
Balance carried forward to next year	67,188

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

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
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

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

### **Questionnaire return rate**

Number of questionnaires sent out	202
Number of questionnaires returned	58

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	24	7	0	2
My child is making good progress in school.	41	52	3	2	2
Behaviour in the school is good.	59	40	0	0	2
My child gets the right amount of work to do at home.	31	34	21	7	7
The teaching is good.	38	50	5	2	5
I am kept well informed about how my child is getting on.	31	45	16	9	0
I would feel comfortable about approaching the school with questions or a problem.	62	24	3	7	3
The school expects my child to work hard and achieve his or her best.	57	34	0	5	3
The school works closely with parents.	34	26	22	9	9
The school is well led and managed.	62	31	0	5	2
The school is helping my child become mature and responsible.	47	40	2	5	7
The school provides an interesting range of activities outside lessons.	28	31	26	14	2

### **Other issues raised by parents**

Parents were concerned that there were no after school facilities on the school site.

## **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**

67. There was no provision for children in the Foundation Stage at the time of the last inspection.
68. Children in the Foundation Stage are taught in the reception class. Many children start school with below average skills, particularly in personal and social skills, but also in communication, language and literacy and mathematics. While achievement overall in the reception class is satisfactory, children still have below average levels of attainment in these areas by the end of the reception year. Their attainment in creative development, together with their knowledge and understanding of the world is also below that expected in the Early Learning Goals for children at the end of the reception year. Attainment in physical development is broadly average for their age.

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

69. Most children are unlikely to attain the expected standards in this area by the end of the reception year. Although children learn to trust staff and settle happily on the carpet at the beginning of most lessons, many find it hard to sustain concentration. The teacher is effective in using positive strategies to develop these skills. However, sometimes the activities planned do not match the teacher's intentions in this area. For example, group activities in a mathematical development session. One group of pupils are given a set of different sized and coloured plastic camels to join together on a table. They are given a timer and asked how many they can join in one minute. As a result, they see no reason to continue working after the minute is over. Additionally, the camels are very noisy on the table and the noise from this group soon disturbs others who are trying to work quietly with the teacher.
70. Nevertheless, many children play happily alone or alongside each other. They gain confidence and start to play co-operatively. A few children demonstrate good levels of independence in selecting activities and have good levels of concentration and perseverance to sustain tasks to completion. Children enjoy many of the activities provided. They demonstrate positive attitudes to one another and learn to say sorry when they hurt another child. Most children put on coats and shoes and wash their hands independently.

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

71. Children's achievement in communication, language and literacy is satisfactory, although attainment is below that typically expected. Children in the reception class recognise their names and are beginning to 'write' them. A few form letters correctly, but most just try to make the right shape. They handle books reasonably carefully and turn the pages correctly recognising the front and back. Most children tell the story by looking at the pictures. They listen to stories and join in with familiar songs and rhymes. They hold a pencil or crayons with increasing control. A few listen and respond to questions attentively, with increasing levels of concentration, but many are unable to sustain this activity. They are beginning to gain some confidence as speakers. Only the most capable children write simple words and phrases and few children read a range of words or phrases in a simple text independently.

72. The quality of teaching is satisfactory. Adults engage children in conversations, tell stories in an animated and enthusiastic way, promoting speaking and listening skills, as well as developing an interest in books. However, not enough activities are planned across all the areas of learning to develop children's understanding of language and to extend their vocabulary. Children who speak English as an additional language in the reception class are supported in small groups by an experienced teaching assistant and make sound progress as a result. Not enough focus is given to making ongoing assessments of children's progress. Targets for learning are not set; consequently assessment information is not used effectively to plan children's next steps in learning.

### **Mathematical development**

73. Children are unlikely to attain all the Early Learning Goals expected in mathematics by the end of the reception year. More able children learn to recognise and write down the time working in a small group with the teacher. Other children play a bingo game learning to recognise numbers at speed. Teaching assistants work well supporting small groups of children in these lessons. Children are developing an understanding of numbers one to ten. They often record mathematical activities into special books, these show that some children have begun to compare longer and shorter pieces of string, make patterns with numbers and colours and recognise a few coins.
74. Teaching and learning are satisfactory and most children have made sound progress over the year. Lessons are planned appropriately using the framework of the National Numeracy Strategy for the reception year, and all the activities are linked to developing children's mathematical skills. However, these are not always planned at precisely the right level for all the children because there is not a rigorous enough system of making judgements about children's progress, and few notes are made of what has been observed.

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

75. The whole-school topic approach is used to guide planning for this area of learning. Children work at such topics as The Farm and Ourselves. They have good opportunities to visit a farm to support their learning, and investigate a wide range of other activities. They use computers regularly and move objects around the screen using a mouse. A few children adjust the volume of the speakers. Learning in this area is restricted by the lack of a safe and secure outdoor environment. As a result there are few opportunities for children to investigate the outside world, having real experiences in the natural environment. The large outdoor sand pit is a good resource and is used to develop skills appropriately. There are sufficient resources for children to build and create objects, however there is not always a clear purpose to their work when playing with construction materials.
76. Teaching and learning are satisfactory because the teacher often uses open-ended questions to stimulate children in this area. Children are encouraged to try out some new ideas and make suitable progress particularly in using computers. Nevertheless children do not achieve the expected learning goals by the time they leave the reception class. Mainly because planning is not rigorous enough to ensure that all activities are improving children's skills across the whole range of skills described in the Foundation Stage curriculum.

## Physical development

77. Most children should reach the Early Learning Goals in physical development and some exceed them by the end of the reception year making satisfactory progress. Most ride and push wheeled toys, developing control skills and enhancing their sense of space and direction. Children control tricycles with a good deal of accuracy and move around the play area at speed. In special physical education lessons in the hall children learn to move safely, stopping at the traffic lights and moving off when they change. Most children move safely with confidence and imagination. Plenty of opportunities to use small tools and toys are provided so that children learn to hold a pencil correctly and fit construction materials together with some dexterity.
78. The overall quality of teaching is satisfactory. Children in reception class have regular opportunities to use the infants' play area for prolonged sessions. However, this playground is not secure and can only be accessed with close adult supervision. Children are unable to move spontaneously between the indoor and outdoor environment. This limits the activities that can be provided to develop skills in this area. There are not enough opportunities for children to enjoy the freedom of large-scale movements such as climbing and balancing.

## Creative development

79. By the end of the reception year most children attain standards that are as expected for their age. They join in singing familiar songs and rhymes, participating in actions and body movements. Children enjoy working with a variety of materials. They show curiosity as they explore and experiment with chalks and pastels. Looking at the fruit they are drawing in great detail. They play imaginatively; for example, entering into the roles of the shopkeeper and customers, and engaging in conversations with others. Many children were pretending to write out their shopping lists before they went to the shop.
80. Children achieve well in musical activities due to the specialist teaching of the music teacher. Other aspects are taught appropriately enabling children to make suitable progress in this area. The reception classroom is well organised to provide plenty of opportunities to stimulate children's creativity. Creative activities are rarely taught outside and this limits children's overall achievement; as does the quality of short-term planning, which is not based securely enough on what children need to experience for the next steps in learning.

## ENGLISH

81. Although overall standards in English are below those expected nationally at the end of Year 2, pupils achieve well in Years 1 and 2, improving on the very low standards achieved when they start school. Pupils in Year 6 also achieve well and reach standards broadly in line with those expected nationally making good progress from the results they achieved four years ago in Year 2.
82. Pupils achieve well for five main reasons:
- the positive impact of the National Literacy Strategy;
  - good teaching in most lessons;
  - extra help provided in small groups to support pupils' progress in reading and writing;
  - the amount of time given to English during the week;

- the involvement of parents in supporting their children's reading at home especially in the infant classes.

83. In Year 2 pupils develop very positive attitudes to learning, they enjoy reading, write confidently and most listen and contribute well in lessons. This is a good achievement for most pupils. In Year 1 pupils develop good speaking and listening habits and several are very confident, one answering a question with the statement 'a setting is where the story is placed.' In Years 1 and 2 pupils have opportunities to talk to each other, resolve the answers to questions set, and present their contributions to the class. They show very good recall from previous lessons and concise use of language. Some teachers provide a very good role model, value pupils' contributions by establishing eye contact with the pupil speaking and encouraging others to contribute. Pupils take books home regularly and these are changed only when there is evidence in the reading record that the book has been read to an adult at home. In Year 2 checks are made daily. As a result, reading at home as well as at school is a very high priority. A wide range of reading books are used and these are arranged on shelves according to the level of reading difficulty, making it easy for many pupils to select reading material independently. Most read books that match their level of reading ability and read accurately but some, especially those for whom English is an additional language, do not understand the meaning of all the words that they read. However, the new Early Literacy Support scheme has recently been introduced to teach reading and spelling skills and teaching assistants use this resource very effectively with small groups. Handwriting is not a priority in the school and consequently progress is unsatisfactory. Guidance is included in an English textbook but practice is spasmodic and teachers' expectations are not high enough. In Year 2, only about half the pupils join their letters and one explains 'we're supposed to join them but it's quicker to print'. The majority of pupils make good progress in writing and a few make very good progress achieving high standards. For example, a pupil writes:

*'I can see something – white sharp teeth, black fur, eyes that light up the cave, long sharp claws – how terrible, how scary!'*

84. Writing is valued and displayed well, including word processed sentences in Year 1 and story books and a display about 'Dragons and Dinosaurs' in Year 2. The spelling of words is unsatisfactory overall with many pupils spelling some commonly used words incorrectly. There is no overall system employed throughout the school to ensure that misspelled words are corrected regularly and wordbooks are used inconsistently. Most pupils are beginning to punctuate their work with capital letters and full stops but this aspect of writing is still insecure for many pupils. A few are confident, and these pupils also use commas, question marks, and occasionally speech marks, correctly.

85. The majority of pupils in Year 6 make good progress, building on the standards they achieved in Year 2 as they move through the school. Standards in all aspects of English (speaking and listening, reading and writing) are now in line with those expected nationally. Most successfully explain and justify their answers because teachers use very good questioning techniques. The rest of the class listen well, asking for clarification when necessary. Pupils work well together and are supportive as one explains to a friend during a revision session for the national tests, 'It's a fact, we'd better underline it because we might be asked a question on it'. In Year 5 pupils listen well to the poem 'Tyger', by Blake. This is a challenging text but one which they obviously enjoy and which prompts statements such as 'I think he is describing God through the tiger. 'Another says 'he has written the poem to show that God is all

powerful' Pupils in Year 6 have a good selection of non-scheme reading books in the classroom and keep their own records of books read, although these contain few evaluative comments. The timetable allows up to two and a half hours every week for reading and guided reading (when the teacher works with a group of pupils sharing the same text) in addition to time allowed daily for the national literacy hour. These arrangements contribute to the progress that pupils make. However, this time is not always used effectively, and in some lessons no guided reading takes place. Instead, pupils read independently or individually to the teacher, making very little progress and limiting the impact of the lesson. Pupils in Year 6 write and present a full range of work well, they always include the date and learning intention at the start of their work. The policy for handwriting and the teaching of spelling is not consistently applied. There are very few comments from teachers to encourage pupils to join their letters. Consequently, too many still print in all classes from Year 3 to Year 6. Teachers value pupils' writing and much is displayed to good effect. This includes anthologies of writing and poetry in Year 4, often word processed using information and communication technology. 'Nonsense' poems in the style of a poem entitled 'Jabberwocky' by Edward Lear are displayed in Year 6. One pupil writes:

*'It was a glocking, gloomy, gluvan night  
The wind was wick'd and wimbled in the wood'*

86. Pupils talk with enthusiasm about this work and clearly enjoy 'playing with words' for effect.
87. Pupils with special educational needs are well supported throughout the school and consequently make good progress in all aspects of English. Their needs are identified early, parents are supportive and the assistance of outside agencies, ensures that appropriate work is prepared for the pupils. Teaching assistants know the pupils well and are sensitive to their needs. For example, in Year 4 it has been judged that one pupil needs to be less dependent on adult support and is encouraged to work independently. However, the teaching assistant is very aware when her support is needed to ensure that the pupil is fully included in all aspects of the work. Teaching assistants attend appropriate training courses and make a valuable contribution to learning as they support pupils in small groups to consolidate the learning of basic reading and writing skills.
88. Teaching assistants, often working in small groups, support pupils who speak English as an additional language appropriately. Careful assessments are made of each pupil's stage of fluency in English. A few pupils who are at the early stages of learning to speak English are not supported adequately. Plans are in place to appoint a bilingual teaching assistant to support these pupils more suitably.
89. Teachers have a good understanding of the demands of the National Literacy Strategy and apply it well in all classes. No unsatisfactory teaching was observed. Teaching is most successful when:
  - planning states clear, achievable learning intentions that are shared with pupils;
  - the needs of all pupils are met;
  - the lesson proceeds at a good pace;
  - the teacher assesses, with the pupils at the end of the lesson, whether the learning intentions have been achieved.
90. For example pupils in Year 2, preparing research about dinosaurs, were taught the key words to use when phrasing a question and they demonstrated when questioned

by the teacher at the end of the lesson that they had understood and remembered the words, indicating that the lesson had been successful. The school marking policy has recently been revised and the new policy is not being applied consistently across all classes. All books are marked but marking rarely sets out how pupils could improve their work. Few pupils respond to teachers' comments except in Year 6.

91. Good resources support learning in all aspects of English with the exception of the school library. The library is too small and many non-fiction books are distributed around the school, many near Year 2 and Year 6 classes. This makes teaching of library skills to locate and use information texts, difficult. Many books are out of date, including sets of encyclopaedias. The library has not improved since the last inspection, which identified this resource as a weakness.
92. The two co-ordinators responsible for the development of the English curriculum have been in post for two terms. They are not yet involved in the regular monitoring of the teaching and learning. One is responsible for the reception class, Years 1 and 2 and the other for Years 3 to 6. They also share responsibility for mathematics in the same year groups. As a result, their workload is very high, and neither have a clear overview of English or the standards achieved in all aspects of English throughout the school. The school has focused on the development of mathematics in recent months, consequently improving standards in English has not been a school priority.

## **MATHEMATICS**

93. Standards in mathematics are below average in Year 2, but in line with national expectations in Year 6. At the time of the last inspection standards were higher in Year 2. However, pupils who are now in this year group began school with very low achievement in their assessments at age five. Overall pupils are achieving well in mathematics. This is mainly because the school has recently made mathematics a high priority following analysis of national test results. A consultant has worked alongside staff to improve skills in teaching the National Numeracy Strategy. Careful tracking of pupils' progress has been used to identify pupils who might need extra help in Springboard mathematics sessions. A new coordinator for Key Stage 2 has worked hard to secure these improvements. Consequently the school is well placed to improve standards further.
94. There are no marked differences in the performance between boys and girls this year. Pupils with special educational needs are supported effectively and achieve well. In many mathematics lessons pupils who speak English as an additional language are supported well in small groups. The few pupils who are at the very early stages of learning to speak English do not have enough specialist support.
95. Throughout the school standards in using and applying mathematics are not high enough, as there are too few opportunities provided for mathematical investigation.
96. By the age of seven most pupils are achieving well overall in other aspects of mathematics. They double numbers to 15 mentally, and record their answers accurately. One pupil, in Year 2, uses the word 'partitioned' confidently when explaining to the class how she added two eights. Some pupils can sequence numbers to 100 and use 'more than' and 'difference' when explaining functions. Strategies are developing for adding 11 to numbers and pupils explain their methods of working in a variety of ways. Some pupils, from Year 2, read three digit numbers accurately, have instant recall of numbers that make ten, and some count backwards from 30. Pupils draw and name two-dimensional shapes and some three-

dimensional shapes but do not use words such as face, edges or vertices. They have no knowledge or understanding of linear measurement in standard or non-standard measures, simple data, block graphs or pictorial charts.

97. By the age of 11 pupils continue to achieve well reaching the expected level for their age. They recall multiplication facts to 100, and read six figure numbers. They have developed mental strategies for doubling numbers with fractions and decimals and can approximate when multiplying two digit numbers. In a Year 6 lesson pupils are using role play to develop understanding of percentages when shopping. This activity supports their learning of the relationship between fractions and percentages. Year 5 pupils are able to use 'acute' and 'obtuse' when describing angles and have mastered the use of a protractor and setsquare. Year 6 pupils talk about a variety of measures and are able to understand the relevance of imperial and metric measures.
98. The quality of teaching and learning throughout the school is satisfactory. When learning is good or better teachers have good subject knowledge, use appropriate pace and effective questioning, providing challenge for all abilities. Teachers make secure links with previous learning and learning intention usually shared with the class, providing a good opportunity for assessment at the end of the lesson. Pupils take an active part in lessons. Most enjoy the mental oral start to the lesson and they are keen and eager to take part. Good relationships between pupils and adults enable effective learning to take place and pupils are usually cooperative, working well together to share resources and ideas. They listen respectfully to others when they explain their ideas and enthusiasm is maintained when the pace of the lesson is appropriate and pupils stay on task. In these lessons teachers encourage pupils to share their thinking processes with others. In less effective lessons the pace is too slow and occasionally, as pupils become bored, lessons are disrupted by inappropriate behaviour.
99. Teachers use the National Numeracy Strategy to guide their planning appropriately and cover a wide range of topics. However, teachers' lesson plans do not always identify work for different ability groups or learning intentions. Where work is matched accurately to the ability of the pupils, teaching support is provided for lower attaining groups and appropriate resources are used to enable all pupils to complete the task. In these lessons pupils make better progress. Teachers use non-statutory standard assessment tests well in Years 3, 4 and 5, analysing results to track pupil's progress. Good individual targets are set for Year 6 pupils but this is at an early stage of development. The quality of teachers' marking is variable, and attainment is not always assessed against the learning intention as required by the school marking policy. In Year 1 pupils are beginning to be involved in the assessment of their own work, so that they know how to improve.
100. There is little evidence of the use of information and communication technology in mathematics, although some use is made of the overhead projector. There are missed opportunities to develop mathematics skills through other subjects mainly due to weaknesses in curriculum planning.
101. There is no dedicated mathematics coordinator. The responsibility is shared between the two key stage co-ordinators, who both have additional curriculum responsibilities. No member of staff has a complete overview of mathematics. Working with a local authority consultant has raised staff awareness of good practice, and the standard of resources has been improved. Some observation and monitoring of lessons have taken place, but formal procedures for monitoring and evaluation mathematics are not secure. The Key Stage 2 coordinator has already identified the lack of opportunities

for pupils to use and apply mathematics for their investigations; and is drawing up a plan of action to address this problem.

## SCIENCE

102. At the time of the last inspection standards attained by both seven and 11 year olds were in line with national expectations. These standards have not been maintained. Most pupils, including those with special educational needs, do not make enough progress between Year 3 and Year 6, so that by the time they leave school many pupils do not have the knowledge, skills and understanding typically expected of 11 year olds. Younger children are not taught the full content of the National Curriculum Programme of Study and as a result standards attained by seven year olds have also fallen. The progress of all children in Years 1 and 2, including those with special educational needs, is too slow and the overall standards pupils of this age achieve are well below national expectations. Standards are below those expected because:
- some aspects of the subject are not taught in sufficient depth;
  - there are not enough opportunities for more able pupils to extend their knowledge.
103. The National Curriculum for science includes 'life processes and living things', 'materials', and 'physical processes'. In addition pupils should be taught the skills of scientific enquiry. There is no clear plan to show how pupils will make progress in the skills, knowledge and understanding expected in all these aspects as they move through the school. It is school policy to plan the science curriculum within class 'topics'. The school curriculum plan for science is based on activities, describing what the pupils will do rather than what they are expected to learn. Recently the school has begun to use curriculum guidance provided by the Qualifications and Curriculum Authority. However, there is a lack of clarity about how the two schemes should be used together. Furthermore, there is no consistent format for weekly plans, to set out the science skills pupils of different abilities are expected to learn in lessons. A new assessment pack for the subject has been purchased but has not yet been implemented. The absence of a rigorous and secure planning framework has meant that although teachers select obvious science links within the topic, other areas are not taught in sufficient depth. The lack of clarity and rigour in these planning and assessment procedures means that teachers are not sufficiently taking into account pupils' prior attainment when they plan lessons. For younger pupils there are some aspects of the subject not being taught at all.
104. Six and seven year olds do not do enough investigative work. As a result, they are not acquiring the skills of planning tests, gathering evidence, making observations and recording their results including the use of ICT. During the inspection, Year 1 pupils identified the various parts of a plant well, and recorded their findings appropriately. Previously they explored some aspects of healthy living and identified parts of the human body. However, they do not have enough experiences to improve their knowledge of living things. Year 2 pupils, made simple recordings of materials used in buildings, but have not done enough work to enable them to sort and compare materials according to their properties. Pupils in Years 1 and 2, know a little about light. During the inspection, Year 2 pupils completed some very basic work on electrical circuits. However, the same pupils do not have enough knowledge of forces and motion.
105. Older pupils in Years 3 to 6, have a better range of experiences but standards of attainment are affected by the weaknesses in planning and assessment procedures. Planning for different abilities in the subject is a significant weakness. An analysis of

pupils' work in their books shows that the expectations of pupils and the work they are expected to do is often the same for all abilities. Where learning is effective, pupils have opportunities to carry out investigations and adopt good scientific methods. They learn how to clarify their questions, decide what they need to measure, and how to make the test fair. Throughout Years 3 to 6, there are insufficient opportunities for pupils to acquire confidence and competence in these skills. They are not shown a range of methods by which they can record their results, or encouraged to interpret their results and to identify patterns and trends. During the inspection pupils demonstrated using 'PowerPoint' in a very good example of the use of ICT to present information. This, however, was an exception, as pupils do not regularly use computers to present their findings in science, for example by producing graphs and spreadsheets.

106. Year 6 pupils have a good knowledge of many aspects of the human body but they are less confident about life processes in plants and animals and have little experience of classifying living things using keys. From their work on materials pupils know that some changes can be reversed but some cannot, but they are not sure about some properties such as thermal conductivity and they have very little knowledge of rocks and soil. They know that sound is caused by vibration but do not know that sound has to have a medium through which to travel and why the pitch and loudness of sound might change. They are unsure about the movement of the Earth and the moon and how these movements relate to the measurement of time.
107. The quality of teaching is unsatisfactory overall throughout the school, because teachers are not planning work, which meets all pupils' needs. Nevertheless there are some good and very good features. Teachers in Years 1 and 2, encourage genuine enthusiasm for the subject. In one lesson there were squeals of delight when pupils managed to light their bulbs using a battery and in another the children were very eager to demonstrate their knowledge of plants. In Year 3 to Year 6, teachers manage pupils very well and, as a result, pupils' attitudes to the subject are good. They treat materials with care and present their work neatly. Teachers provide some interesting learning opportunities. For example, some pupils could not help catching the enthusiasm of their teacher when she enthused about plants. There are examples of good activities, as when testing the insulation properties of materials, and when teachers skilfully set up collaboration within groups of pupils. Consequently, pupils present documentaries on aspects of drug use and misuse well. Opportunities for teaching aspects of mathematics through science are often missed. However, most teachers are very vigilant in promoting literacy skills whilst teaching science. They encourage pupils to use research skills and expectations for the quality of writing are good.
108. The subject has been without a coordinator for almost a year. This has inhibited development in the subject. The high staff turnover has meant that new staff have not had enough guidance to plan an effective curriculum for pupils.

## **ART AND DESIGN**

109. Standards in art are in line with national expectations throughout the school and have been maintained since the previous inspection. Very few lessons were visited in this subject and so judgments about standards and the quality of teaching and learning have been made from looking at pupils' artwork and sketchbooks, long-term curriculum plans and teachers' short-term plans.

110. Work on display around the school is often of a very high quality. For example, photographic work completed by Year 5 using digital technology to produce portraits in the style of Andy Warhol. Year 4 pupils have made clay tiles in a range of styles. In previous years pupils in Year 6 made models of clay heads. These magnificent models still enliven the main corridor, causing comment from all who see them for the first time.
111. Art has a very high profile in the school, because senior staff realise the value of extending pupils' experiences through art. Consequently, charitable funding from The Vintners has been used to provide an artist-in-residence to work with each class from Year 3 to Year 6 once a year. There are plans to extend this to Years 1 and 2. This exceptional provision means that all pupils have the opportunity to work with a specialist on a high quality art and design project. Work in pupils' sketchbooks is not always of the same high quality. This is mainly because planning for art, as with other subjects is not secure.

## **DESIGN AND TECHNOLOGY**

112. Standards have fallen since the time of the last inspection when they were judged to be broadly with national expectations. The attainment of both seven and 11 year olds is now below average for a number of reasons:
- not enough curriculum time is provided;
  - there is no long-term curriculum plan in place to support teachers' planning;
  - there is no subject coordinator to prepare a curriculum plan, or to monitor and evaluate the standards achieved;
  - there are no agreed short-term planning or assessment procedures in place.
113. Despite these weaknesses teachers provide some good learning experiences. Nevertheless they do not fully meet the requirements of the National Curriculum and as a result, standards for all pupils, including those with special educational needs, are not high enough. Pupils who are learning to speak English have little support in these lessons.
114. In Year 1, pupils participate in a toy-making workshop at the toy museum where they use a variety of materials to make simple toys. In their classroom they use cardboard and wooden dowel to make movable 'Cinderella coaches'. These are made by following the teacher's instructions rather than by individual design. They also make porridge and toast. They do not make drawings or plans to try out their ideas. Year 2 pupils, have not had enough experience of combining materials such as card, fabric, or wood but they do have regular opportunities to assemble models and toys using construction kits.
115. Activities are planned by individual teachers to fit in with the 'topic'. The number of opportunities which pupils have for designing and making is therefore incidental, and not securely planned. In Year 4, for example, pupils have done no design and technology this year and in Year 6 they are just starting their first project. As a result, there is no clear plan for pupils to improve their skills and make systematic progress as they move through the school.
116. Year 3 pupils, cut wood and use tape fixings to make wooden shields, make three-dimensional houses using cardboard nets and, as a class, plan and make a large model of an Egyptian mummy with wire and papier maché. Although they do some joint planning and try out ideas, pupils are not used to planning, designing and

evaluating independently. This is a missed opportunity to develop literacy skills. Year 5 pupils produce artefacts to a reasonably high standard including some cardboard models that include switched lighting circuits and multi-material three-dimensional 'Tudor' houses. They do not however, gather information, and make preparatory sketches and plans or systematically evaluate their projects. Year 6 pupils, have recently produced some labelled exploded design drawings, and in discussion showed a good understanding of mechanisms. However, older pupils have limited experiences of using an appropriate variety of tools. Opportunities to apply mathematical skills especially in measurement are missed, and information and communication technology is not used effectively in this subject.

117. Some effective teaching was observed during the inspection. In Year 6, pupils explored the uses of cams and the different movements they produce. Year 5 pupils were totally engrossed in a project to design and make rainforest animals. They used drawings and made templates following some research on the Internet. In Year 2, pupils making puppets learn that different materials can be used for different purposes, and begin to draw and label simple plans. Teachers of older pupils have considerable expertise in the subject but the impact of their skills is diminished, as it is with other teachers, by the lack of consistency and rigour in planning and the absence of any assessment procedures. Teaching overall is therefore unsatisfactory.

## **GEOGRAPHY**

118. Standards for seven year olds have fallen from being above average at the time of the last inspection to well below average. Standards for 11 year olds have fallen from average to below average in the same period. There are a number of reasons for this drop in attainment including:
- the school scheme of work is out of date; it has not been updated following changes to the National Curriculum in 2000;
  - there are no consistent planning or assessment systems in place to ensure that pupils make progress in the acquisition of skills, knowledge and understanding as they move through the school;
  - there is no subject co-ordinator to monitor and evaluate the standards achieved.
119. Teachers are expected to plan geography through their class topics. The absence of a rigorous planning framework has resulted in too few learning experiences being offered to pupils. In Years 1 and 2, pupils have done very little work to practise recording observations or communicate their findings in various ways. As a result of having very limited learning experiences in the subject they are not developing a geographic vocabulary or forming views on people, places and environments. Some pupils are able to ask questions about geography. This was evident when, following a very interesting talk given by a Year 6 Bangladeshi pupil, they made some good contributions about the Asian artefacts they were shown. This was a good opportunity to develop geography skills and value the culture of Asian pupils. Their older schoolmate entranced the younger pupils, and it was a valuable opportunity for all the pupils involved. However, it was not planned as part of a structured sequence of lessons to improve pupils' skills.
120. Older pupils also demonstrate interest in the subject when they take notes on the physical features and observable human processes as they watch a video about Ecuador. They collaborate well and use their literacy skills to draft ideas for a holiday brochure. However, eight to 11 year olds are not covering sufficient breadth of study

to improve their geography skills as expected. In Year 3, for example, pupils have only completed a small amount of map work in connection with a history topic on Egypt, using a map showing European capitals, and a note of some observations concerning land use. Year 6 pupils, in discussion, have very little knowledge about capital cities, oceans of the world, and river systems; and can only recall doing map work during religious education lessons.

121. The quality of teaching overall is unsatisfactory because of weaknesses in both long and short-term planning, and a lack of challenge for higher ability pupils. As a result, pupils, including those with special educational needs, are not making enough progress. There is very little support for pupils who speak English as an additional language in geography lessons, and those at the very early stages of learning to speak English do not have enough support. Teachers have no means of knowing pupils' prior attainment in order to build on their skills, knowledge and understanding. There are missed opportunities to develop literacy and numeracy skills and only incidental opportunities to use information and communication technology (ICT). For example, Year 3 pupils used the Internet with great enthusiasm to find information about the local area using their postcodes. Overall, ICT is not used well enough in this subject, mainly due to weaknesses in planning. The main weakness in lessons was a lack of clarity and focus in teachers' planning, so that opportunities for pupils to improve their geography skills were lost. In lessons where teaching was good, clear learning intentions were shared with pupils, resources were used effectively, and interesting activities motivated the pupils.

## **HISTORY**

122. There were no judgements made about history standards in the previous report. As no history lessons were observed during this inspection, the judgement about standards is based on an analysis of teachers' planning and pupils' work. This shows that standards are not high enough for three main reasons:
- Long-term curriculum planning does not set out how pupils will make progress in developing history skills, knowledge and understanding. This was a key issue in the last report;
  - Teachers' plans describe the activities that will take place but do not identify what history skills pupils of all abilities will learn in lessons;
  - Pupils are not expected to record sufficient work in this subject.
123. The school uses a topic-based approach linking history, geography, science and other subjects together when possible. Because there are weaknesses in whole-school planning, this approach does not make clear the skills to be developed in each year group. Pupils in Year 3, use a timeline, investigate hieroglyphics and farming linked to work on the Egyptians. Effective literacy links are made in Year 5 through work on the Tudors including diary writing, play writing, and research about Catherine of Aragon.
124. A wide range of special visits supports the teaching of history. Visits are linked to the school topics and all classes take part. For example, Year 6 pupils experience life as a Victorian child when they visit the Ragged School Museum, Year 5 visit the Tower of London when studying Tudors, the British Museum is visited by Years 3 and 4 when finding out about Egyptians or ancient Greece, Year 3 also take part in a Viking workshop day at the National Maritime Museum. Years 1 and 2 visit the Bethnal

Green Museum of Childhood, and a butler and maid in period costume describing their roles in Victorian times visit both classes.

125. Throughout the school pupils' recorded work fails to reflect the rich experience provided for them through the special visits they undertake. Opportunities for pupils to make progress in history are limited because staff have not planned precisely what skills will be developed through each visit. In Years 1 and 2 there are some limited examples of work about the maid and butler. However, recorded work from the museum visit is a description of the visit and does not focus on the history skills learned. In Year 3 to 6 there is no evidence of work linked to the visits in pupils' files. This is a missed opportunity.
126. Resources for history are good and topic boxes are based in each class to support teaching and learning. However, there is no history coordinator and so monitoring and evaluation of the subject do not take place. As a result, the key issue from the previous inspection 'to ensure regular and sufficient coverage' has not been addressed with enough rigour.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. At the time of the last inspection low standards of attainment for both seven and 11 year olds were a key issue. At the end of Year 2 standards have fallen further and are now well below average. At the end of Year 6 standards have risen and are broadly in line with national expectations.
128. Since the last inspection a number of measures have been taken to improve both the quality of teaching and the quality of resources in an effort to raise standards including:
- completion of two small computer suites;
  - appointment of a coordinator for the subject;
  - purchase of new software;
  - organising and implementing a training programme for teachers;
  - providing a scheme of work for the subject.

The impact of the school's efforts has been diminished because:

- some of the trained staff including the original coordinator have left the school;
  - some new staff joining the school lack confidence and expertise in the use of computers;
  - planning does not set how pupils of all abilities will improve their skills in using ICT in all subjects as they move through the school;
  - there are no assessment procedures in place.
129. There were limited opportunities to see information technology in use during the inspection. Evidence was obtained from displays, pupils' work including some saved by the pupils on floppy discs, teachers' plans and discussions with the new coordinator, other teachers and pupils.
130. Pupils in Years 1 and 2 are not making enough progress. Mainly because teachers of six and seven year olds have not had the benefit of recent training in information and communication technology (ICT) and are consequently lacking in confidence and expertise in the use of computers in the classroom. There are fewer computers available for Years 1 and 2 pupils. In order to give pupils adequate experience

teachers plan for them to take turns, but they do not do this routinely, so the opportunities pupils have to improve their skills are limited. Teaching and learning opportunities are also affected by the lack of clear planning procedures. Teachers do not plan ICT opportunities effectively, and many opportunities available for using computer technology are missed. The absence of an assessment procedure in the subject further inhibits the quality of teaching for Years 1 and 2. Six and seven year olds use a word-processing programme to produce short pieces of text, use a paint programme to produce random patterns and combine triangles and rectangles to produce composite shapes using simple graphics software. They have not yet reached the stage where they are able to collect information from various sources, present it in different forms and review what they have done to assist in the development of their ideas.

131. The quality of teaching in Years 3 to 6 is satisfactory with some good elements. Teachers of older pupils are also faced with the difficulties presented by the lack of a clear planning structure and the absence of assessment procedures, but they have more confidence and expertise and provide pupils with good learning opportunities. As a result, their pupils, including those with special educational needs make sound progress. Pupils use word-processing software to present their written work and use desktop publishing skills to produce leaflets when they combine images with text. They also use CD-ROMs and on-line search engines to research information. This work is often linked to class topics, as when a group of Year 5 pupils produced a fact file on Ecuador. Pupils link their work in school with the use of ICT in the outside world. There are two computer suites, which are conveniently situated between Year 3 and Year 4, and Year 5 and Year 6 classrooms. Nevertheless, computers are underused because teachers do not plan consistently to use ICT across the curriculum. Pupils produce different types of graphs based on information they have collected in surveys but many opportunities for the use of computer technology in subjects other than English are being missed, especially in mathematics and science. As a result, pupils have few skills in the presentation of data using graphs and spreadsheets. Exchanging information using e-mail is also an area in need of development. Information and communication technology is used effectively in some art lessons, as when pupils use images from the digital camera to produce images influenced by the Andy Warhol style. In science lessons pupils work well in groups to produce PowerPoint documentaries on the use and misuse of drugs. Pupils are encouraged to use their computers for on-line research at home and those without this facility are allowed in the computer suites at lunchtimes.
132. The new coordinator has held the post since the beginning of this academic year. She is very enthusiastic and recognises that there is much work to be done in the subject. She supports teachers well, developing their confidence. Personal laptops are available so that teachers can practise using new software. Assessment procedures have been reviewed but no action has been taken to adopt or implement an assessment plan. The coordinator has worked hard to develop a school website which is ready to go on-line, and it is intended that pupils will contribute their own work to the site. The subject action plan does not set out how to improve the quality of termly or weekly planning so that work is planned for pupils of different abilities, to make secure the amount of time that pupils spend on the subject, nor to improve the use of ICT in other subjects in the curriculum.

## **MUSIC**

133. Pupils continue to achieve well in music due to specialist teaching and the high profile the subject has in the school. Standards in music are above average overall.

Although these standards are slightly below those reported in the last inspection pupils continue to achieve very well. Provision for music is undoubtedly a strength of the school.

134. Standards seen in Year 2, are in line with those expected nationally. When singing 'Puff the Magic Dragon', pupils clap a rhythm and know the value of crotchets and quavers. Good links are made between clapping responses and notation.
135. Standards seen in Year 6, are well above national expectations. Pupils achieve well in lessons because of the high levels of expertise in teaching. In Years 3 and 4, pupils learn to play recorders and read standard musical notation. They know how to slur notes when playing Frère Jacques. The teacher provides challenge for the pupils to name the notes on the treble clef stave. They understand the term ostinato and use two ostinati to accompany a group singing Frère Jacques. Year 5, compose a samba in five parts using a variety of percussion instruments. This is linked to a geography topic about the rain forest.
136. Pupils behave well and are able to concentrate for an extended length of time. They are genuinely excited when they know they are performing for the school and look forward to it. The choir is a strength of the school and regularly performs in the wider community. It has been involved in various radio and television programmes and recorded the backing for a well know pop group. Currently, Year 4 is preparing for a Playerlink workshop with the London Philharmonic Orchestra in the summer term. Year 5, are working with the English Pocket Opera Company and will perform this summer. The wide variety of opportunities provided for the pupils of the school greatly enriches their experience.
137. The quality of teaching and learning are good overall. When lessons are good it is due to the high quality of musical expertise and enthusiasm. Good quality resources are used effectively to enable pupils to create a variety of music. At the time of the inspection pupils compose, refine and improve their work practically, but there is little evidence of any written work related to music. Learning intentions are not identified in planning, and as a result, other staff are not able to learn sufficiently from the expertise of the specialist music teacher. The music specialist uses no written scheme of work to demonstrate development of skills, although some reference is made to the local education authority music plan. The specialist is successful because she has the skills to ensure that pupils make good progress. Other younger staff are not developing their skills in teaching music sufficiently well due to the lack of clear direction, and the limited opportunities to work in partnership with the specialist teacher.
138. The music specialist teaches music throughout the school and this has a positive impact on standards. A rich programme of extra-curricular activities is provided and this supports the spiritual, social and cultural development of pupils' learning well. There are no visiting instrumental teachers but the pupils have the opportunity to attend a local centre for young musicians, which provides free tuition in the locality.

## **PHYSICAL EDUCATION**

139. Standards in physical education are in line with those expected throughout the school. These standards have been maintained since the previous inspection. It was not possible to observe all aspects of the physical education programme during the inspection. Judgements are made from observations of games, a scrutiny of planning and discussions with staff and pupils. The school lacks a field but utilises

playground space well. Specialist expertise is provided to develop basketball in Year 4 and swimming in Years 3 and 4. A lottery grant provides a qualified tennis coach, from the local tennis club, to work with pupils in Years 2 and 3. A residential trip is organised annually for pupils in Year 2, who undertake a weekend residential visit including many physical activities and a similar visit for pupils in Year 6 who go away for a week.

140. In Year 2, pupils learning to play tennis warm up and co-operate well as they play team games fetching and retrieving tennis balls. One pupil asks 'what does coaching mean?' They know how to hold a tennis racket correctly and practise striking the ball and keeping it under control. Pupils work in groups and hit the balls backwards and forwards across a net. Several show initiative and help pack up the equipment at the end of the lesson without being directed.
141. In Year 3 pupils understand why they need to warm up before the lesson. They practise attack and defence skills for basketball before playing team games. In Year 4 pupils learn the skills required to play basketball. They listen well and respond to directions with enthusiasm. In Year 6 pupils enter the hall and immediately warm up, a routine that is clearly well established. Pupils play a 'catching game' that becomes increasingly demanding as pupils catch with two hands then one hand, whilst standing still and then on the move.
142. Teaching is satisfactory overall. It would improve further if coaches working with the pupils shared their lesson planning with teachers in advance of the lessons. This would enable teachers to become more involved in teaching and learning. Some teachers lead lessons well modelling the movements that pupils are expected to make in the warm-up, so that pupils know what they have to do. Management of pupils is good and teachers encourage pupils to change quickly. One, using an egg timer, successfully encouraged the pupils to change very quickly indeed thereby maximising the time spent on exercise. Lessons taught by the specialist basketball coach are well prepared and well organised impacting positively on pupils' attitudes. Teaching is less successful when learning intentions are not shared with pupils and the lesson is not reviewed to ascertain progress made. For example; when pupils played a game of rounders in the hall, the focus for the pupils was on winning the game, and consequently the noise increased as the game reached a climax. Opportunities to build on skills taught earlier were lost because the skills of being able to work as part of a team, detailed in the planning, were neither discussed with the pupils nor referred to during the game.
143. Resources are good, and new basketball posts, football and hockey equipment has been purchased. The co-ordinator has identified a lack of cricket resources, and the need to develop dance in the curriculum. A basketball and football club is held weekly and a school football team was recently formed and has played one competitive match. Planning is based on a commercial scheme and this supports teachers well as it meets national requirements and contains lesson plans that can be adapted to meet pupils' needs.

## **RELIGIOUS EDUCATION**

144. This was subject to a Section 23 inspection.