

# INSPECTION REPORT

**Hague Primary School**  
Bethnal Green

LEA area: Tower Hamlets

Unique Reference Number: 100903

Inspection Number: 197228

Headteacher: Mrs Yvonne Hargreaves-Pizer

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Reporting inspector: Mr Tom Shine  
24254

Dates of inspection: 22<sup>nd</sup> - 25<sup>th</sup> November 1999

Under OFSTED contract number: 706554

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
Type of control:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Wilmot Street Bethnal Green London E2 0BP
Telephone number:	(0171) 739 9574
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Appropriate authority:	The Governing Body
Name of chair of governors:	Phillipa Barton
Date of previous inspection:	April 1996

## **INFORMATION ABOUT THE INSPECTION TEAM**

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Tom Shine, RgI	English Information and communication technology Music	Attainment and progress Teaching
Sue Pritchard, Lay Inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Leadership and management Efficiency
Susan Russam	Science History Geography Art Design and technology Religious education Special educational needs Equal opportunities	
Christine Glenis	Mathematics Physical education Under fives English as an additional language	Curriculum and assessment

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## MAIN FINDINGS

### What the school does well

- By the time they leave the school, pupils' attainment in English and mathematics is above average. It is well above average in speaking and listening.
- In nearly a third of lessons observed, teaching is very good. It is good, overall.
- The quality of support staff is good, especially those supporting pupils with special needs and those needing help in acquiring English.
- Pupils enjoy school; their attitudes are outstanding.
- Pupils have very good relationships with each other and with all adults. Their behaviour is very good.
- The headteacher provides very good leadership and, with the support of governors, staff and the wider community, creates a very positive ethos for learning.

### Where the school has weaknesses

- I. Some teachers have insufficient knowledge and expertise in information and communication technology.

**This school has made very good progress since the last inspection. Its weakness is clearly outweighed by what the school does well, but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

Standards in English and mathematics have improved dramatically and most areas identified in the last report have shown substantial improvement. For example, there are increased opportunities for speaking in the nursery class and children now make good progress; the use of spoken English is generally very good throughout the school, following increased structured emphasis on this aspect; the planning, monitoring and evaluation of curriculum provision and development has improved since the last inspection, with more work in the foundation subjects still to do: in English and mathematics, the school has successfully streamlined assessment procedures and established moderation to raise standards, but this needs to be developed further in other subjects; support for pupils acquiring English as an additional language is more clearly targeted to need, although more work needs to be done to consistently distinguish between language and special educational needs; finally, the school has been successful in introducing improved procedures, leading to a reduction in days lost through extended leave and working very effectively with parents and pupils to promote the importance of regular attendance. Teachers are committed to raising standards and, with the leadership of the headteacher and current staffing, the school is set fair to raise standards in all subjects and meet its targets.

## Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	A	A*		
Mathematics	B	A		
Science	B	A		

These results relate to pupils who left the school in July 1999 and refer to the performance of *all* pupils in the age group. They show that, by age eleven, standards in English are well above average and compared to similar schools are very high. In mathematics and science, standards are above average when compared to all schools and are well above when compared to schools with similar intakes. At age seven, standards are well above average in reading and mathematics and, in writing, are above. Inspection findings show some discrepancies from these results. For example, at age seven, reading and writing are broadly average and mathematics is above average. At age eleven, standards in English and mathematics are above average and in science are in line with the national average. This is because pupils are well prepared for the tests, analysing questions and answers from previous test papers, with support targeted to under-achievers. In the Spring term, the school also uses the services of a voluntary English consultant to help prepare pupils for the tests. At the time of inspection this focused preparation had not yet begun. In most other subjects, including religious education and information and communication technology, attainment is in line with what is expected. In physical education, at age seven, it is above what is expected. In music, the standard of singing throughout the school is good. In the nursery and reception class, children make good progress and by the age of five are well prepared to begin work on the National Curriculum.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Very good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Insufficient evidence	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	satisfactory

Teaching is satisfactory or better in over 98 per cent of lessons and is good or better in nearly 72 per cent of lessons. In addition to the above, the teaching of physical education to five to seven year olds is very good and is good for seven to eleven year olds. It is good in history throughout the school, and, with the support of outside specialists, is good in music. Teaching has improved considerably since the last inspection. It is good, overall, for under fives. The teaching of English is good in Key Stage 1 and is particularly good in Key Stage 2, teachers having very good subject knowledge and asking pupils incisive, challenging questions. Whilst the teaching of information and communication technology is satisfactory in the lessons seen, some teachers have insecure knowledge of this subject.



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

**Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Very good in and around the school, contributing greatly to the creation of a very positive learning environment.
Attendance	Satisfactory. Significant improvement since the last inspection. There has been clear improvement in reducing the rate of unauthorised absence.
Ethos*	Very good. The headteacher, governors and staff are very committed to improving and raising all pupils' levels of attainment. Pupils' attitudes to learning are excellent and relationships are very good.
Leadership and management	Good, overall. The headteacher and senior management team, lead very well, monitoring the work of the school. The governors are very supportive and are appropriately involved in development planning.
Curriculum	Good for under-fives; satisfactory, overall, being appropriately broad and balanced. Very effective strategy for literacy and effective strategy for numeracy enable pupils to apply these skills across other subjects.
Pupils with special educational needs	Good. Pupils are well supported and make good progress. There are some instances where these pupils' needs are mismatched with those needing English support.
Spiritual, moral, social & cultural development	Good, overall. Provision for moral and social development is very good and for cultural development it is good. Spiritual development is satisfactory.
Staffing, resources and accommodation	Good, overall. Very good teaching and support staff. Arrangements for the professional development and training of all staff are very good.
Value for money	In relation to similar schools, standards are high, teaching is good and resources are used efficiently. The school gives good value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**The parents' views of the school**

**What most parents like about the school**

- II. It keeps parents well informed, including the progress of children.
- III. Behaviour is very good.
- IV. Pleased with pupils' attainment and progress.
- V. The school encourages parents in the life of the school; they feel welcome.
- VI. They are pleased with homework.
- VII. Children like school.

**What some parents are not happy about**

significant

Inspectors fully support parents' positive comments. There were very few parents at the meeting but all were very supportive of the school.

## **KEY ISSUES FOR ACTION**

To improve the effectiveness of the school, the governing body, headteacher and staff should:

### **Raise pupils' attainment in information and communication technology by:**

IX. improving teachers' knowledge and expertise in the subject (*paragraphs 18, 22, 37,44, 124*).

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

X. ensure consistency in identifying special educational needs from those in the early stages of English language acquisition (*paragraphs 17,36,45,48,71,113*);

XI. the quality of marking is inconsistent (*paragraphs39,55,105,113,120*);

XII. some procedures for monitoring the implementation of the health and safety policy are not rigorously followed (*paragraphs 59,70*);and

XIII. there are some omissions of statutory information in the annual report to parents and in the school brochure (*paragraphs 63,72*).

## INTRODUCTION

### Characteristics of the school

1. The school's foundation is long established and dates back to 1883. It moved to its present buildings in 1966 when it became known as Hague Primary School. These buildings date from 1905, and being in a densely populated area in the heart of the East End occupy a tight site. They have no playing field, for example and the school's two play spaces are small, one of them being situated on the flat roof. The school is situated in the Bethnal Green area of Tower Hamlets and draws its pupils from a few blocks of flats within a short walk from the school. Most of the children are from large families and many already have siblings in the school when they are admitted.
2. The school is one form entry and includes a nursery. It caters for pupils aged 3 to 11 and, in addition to the nursery, is organised in 7 classes. There are 204 on roll, including the nursery, which is below average for schools of this type. Of the 32 in the nursery, 17 attend full-time. They are admitted after their third birthday depending on vacancies. Most children proceed to the main school and are admitted to the reception class in September or the following January in the academic year in which they are five. The number of boys and girls in the school is evenly balanced.
3. According to the last census, the ward in which the school is located is one of the most deprived in London. There is, for example, high unemployment in the area, most families living in rented accommodation. Approximately 68 per cent of pupils are eligible for free school meals which is very high compared to the national average. Ninety five per cent of pupils are learning English as an additional language. Of these, 92 per cent of pupils speak Sylhetti-Bengali, which is the dialect spoken in the Sylhet region of Bangladesh and has no written form. The number of pupils on the register of special educational needs is high at 39 per cent; the number of pupils with a statement of special educational need, 6, (3 per cent) at the time of the inspection, is above average.
4. Fifty eight pupils in Years 1 to 6 receive additional support funded by the Ethnic Minorities Achievement Grant (EMAG). Over 60 per cent of these pupils are also on the register for special educational needs. The grant has been used to provide bilingual classroom assistants throughout the school, bilingual support for the special educational needs coordinator to help with assessment and links with parents, training for classroom assistants and staff in general, and additional resources.
5. When children enter the nursery, their attainment on entry is well below average. By the time they enter reception their attainment has improved but is still below average.
6. The school's main aims include:
  - for children to achieve their best, whatever their needs;
  - to encourage children to have high expectations about learning and promote independence and confidence;
  - to extend learning opportunities beyond that which is mandatory;
  - to select and develop staff in order to raise standards of achievement; and

- to provide staff with opportunities to develop and use their expertise.
1. The main priorities and targets for 1999/2000 include:
    - to raise standards of pupil achievement in the curriculum through quality teaching and learning;
    - to offer quality training and development for all staff to improve their performance;
    - to develop and maintain a quality environment in which to work and play; and
    - to further encourage and develop home-school and community links.

## 8. Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	13	12	25

8. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils	Boys	11(12)	11(13)	12(12)
At NC Level 2 or above	Girls	12(14)	12(15)	12(15)
	Total	23(26)	23(28)	24(27)
Percentage at NC Level 2 or above	School	92(93)	92(100)	96(96)
	National	82(80)	83(81)	87(84)

8. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	11(11)	12(12)	11(13)
at NC Level 2 or above	Girls	12(14)	12(15)	12(15)
	Total	23(25)	24(27)	23(28)
Percentage at NC Level 2 or above	School	92(89)	96(96)	92(100)
	National	81(81)	86(85)	87(86)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	10	19	29

8. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10(6)	7(6)	8(7)
	Girls	16(11)	13(10)	15(12)
	Total	26(17)	20(16)	23(19)
Percentage at NC Level 4 or above	School	90(71)	69 (67)	79(79)
	National	70(65)	69 (59)	78 (69)

  

8. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8(6)	7(6)	8(6)
	Girls	15(9)	16(11)	17(9)
	Total	23(15)	23(17)	25(15)
Percentage at NC Level 4 or above	School	79(63)	79(71)	86(63)
	National	68(65)	69 (65)	75 (72)

### 8. Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	8.0
	Absence	National comparative data	5.7
	Unauthorised	School	1.0
	Absence	National comparative data	0.5

8.

### 8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	Number
	Permanent	0
		0

### 8. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	31
	Satisfactory or better	98.5
	Less than satisfactory	1.5

.....  
2

Percentages in parentheses refer to the year before the latest reporting year

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **8. Attainment and progress**

1. When children enter the nursery, their attainment is well below average. This is because the home language of the vast majority of children is not English and children have had no previous exposure to any form of written language. The children and their families are very keen to learn, and to take advantage of the experiences the school offers, supporting their children well. Children make good progress in the nursery and reception classes and are well on course to achieve the desirable learning outcomes in language and literacy and mathematics and in the other areas of learning by the age of five. In physical development, children make good progress in developing their manipulative skills with pencils and scissors, but sound progress in skills such as running and jumping and sound progress, overall, as there are insufficient planned opportunities for outdoor physical activities. Children who are supported by bilingual classroom assistants funded from the EMAG, make very good progress. Children with special educational needs are well supported and they make good progress towards achieving the desirable learning outcomes in all the areas of learning. The progress of children under five has improved substantially since the last inspection.
2. Findings from the last inspection showed attainment to be broadly average in most subjects, two significant exceptions being English and mathematics, when standards were below national expectations throughout the school. These findings reflected the results of the National Curriculum tests of the previous year (1995), when standards in both English and mathematics were below the national average.
3. Since the last inspection, the school has focused heavily on these subjects and National Curriculum test results have risen dramatically since. For example, in 1998 at age seven, results in reading were well above the national average, although the percentage achieving above the expected level was very low. In writing, the percentage achieving the expected level was very high with 100 per cent of pupils achieving the national standard. Again, the percentage achieving above this level was low. Compared to similar schools these results were very high. In mathematics, results were well above the national average and were very high compared to similar schools. Teacher assessments in science were well above average with 100 per cent achieving the expected level, although no pupil achieved a higher level. Results for pupils aged eleven, overall, were even better, being above the national average in English, mathematics and science and being well above for those achieving higher standards (Level 5). Compared to pupils in similar schools, these results are very high in English and mathematics and above average in science.
4. The 1999 results show that the stunning improvement since 1995 has in most respects been maintained, especially in English and mathematics, reflecting the continuing upward trend. For example, by age seven, results in reading are similar to those of the previous year, being well above the national average, although the percentage of pupils achieving the higher level is below average. These results are very high compared to similar schools. In writing, results are above the national average and include a higher than average number being above the expected standard. Compared to similar schools these results are exceptionally high. In mathematics, the percentage of pupils achieving the expected standard is again well above the national average, with the proportion achieving above the expected level being broadly in line with the national average.



Compared to similar schools these results are also very high. On the basis of teachers' assessments and taking account of those achieving the expected standard, results in science are in line with the national average.

5. The overall performance in the cohort of *all* pupils aged seven, show results in reading to be above average and in writing and mathematics to be in line with the national average. Compared to similar schools they are very high in reading and in writing and mathematics are well above average.
6. By age eleven, the strong improvement in English continues, being well above the national average for pupils achieving the expected standard and just above for those reaching higher levels. In mathematics, the percentage achieving the expected level increased slightly, being in line with the national average which increased by a bigger margin. However, the percentage achieving the higher level is above the national average. Compared to similar schools, these results are very high in English and well above the national average in mathematics. In science, the percentage achieving the national standard is broadly average, but the proportion achieving higher standards is above average. Taking account of the performance of *all* pupils in the age group, these results, compared to all schools, are well above average in English and above average in mathematics and science. Compared to similar schools, they are very high in English and well above average in mathematics and science.
7. Inspection findings show discrepancies compared to these results, in English in both key stages and in mathematics in Key Stage 1, standards not being as high as they might suggest. This is because the school prepares its pupils well for the tests, targeting support to underachievers and analysing questions and answers from previous test papers. For pupils aged eleven, the school also uses the services of a voluntary English consultant to help prepare pupils thoroughly. At the time of inspection, this process for summer 2000 had not begun. In Year 2, the present cohort has a number of pupils with more significant special educational needs than previously, for example 11 per cent of pupils are either statemented or being assessed for a statement.
8. At age seven, standards in English, overall, and in literacy are average and are above average at age eleven. In reading and writing, at age seven, standards are broadly average, and are not as high as the 1999 test results. Pupils read simple sentences with reasonable fluency and accuracy and appropriate understanding and expression. They show confidence when reading and are becoming familiar with a wide range of books, developing sound library and research skills. Pupils write clearly, handwriting improving significantly as they progress through the school. Sentence formation, including use of punctuation, capital letters, full stops and grammar are satisfactory. Most pupils make sound progress in reading and writing. Pupils with special educational needs make good progress towards the reading and writing targets in their individual education plans. Pupils who receive targeted support from EMAG staff also make good progress. Most pupils make good progress in speaking and listening, pupils supported by EMAG staff making particularly good progress. They listen well and speak with confidence, benefiting from the many opportunities to practise these skills and answering questions thoughtfully and with understanding. Since the last inspection, the key issue of pupils' use of vocabulary and spoken English has improved significantly throughout the school.
9. The progress of pupils supported by bilingual classroom assistants funded by EMAG throughout the school is generally good, although on a few occasions the work is not as well matched to their needs as it should be, being too similar to work set for pupils with special educational needs. The EMAG arrangements are new and the school is working to refine the eligibility criteria for

support.

10. Throughout Key Stage 2, pupils continue to make good progress in speaking and listening so that by age eleven standards are well above average. Pupils speak very confidently, communicating very fluently and using Standard English and grammar correctly. They make very positive contributions to class discussions, explaining the meaning of texts they are studying confidently, and with accuracy and understanding. Standards in reading are well above average. Pupils read a wide range of fiction and non-fiction with clarity and fluency. Their research skills are good, pupils regularly using the excellent library and readily referring to reference books such as thesaurus and dictionaries in their daily work. All pupils make very good progress. At age eleven, standards in writing are good, although not as high as test results would suggest. Much writing shows good use of language, using imagery and conjuring atmosphere effectively. Technical aspects of writing generally, such as paragraphing and punctuation, are good and there are some very good examples of extended writing. However, some pupils find it difficult to produce extended pieces of writing. Handwriting is generally good, but pupils rely too much on writing in pencil. By age eleven, standards in literacy are good, overall, and all pupils make good progress. The use of information and communication technology is insufficiently developed in drafting and research. Literacy is used well across many subjects of the curriculum such as in history, and geography.
11. In mathematics, standards, at ages seven and eleven, are good. By age seven, pupils are developing a good understanding of numeracy. Most pupils make good progress. Pupils supported by the bi-lingual assistants often make very good progress. Although standards are not as high as test results indicate, pupils are well set to make further progress from the focused preparation planned for next term. Most pupils know addition and subtraction facts, including doubling numbers, to 20. They learn to double single digit numbers mentally. Higher attaining pupils use three digit numbers to calculate. Pupils identify accurately two-dimensional shapes and have a good understanding of appropriate aspects of weight and time. By age eleven, pupils' attainment is above average and they make good progress. These findings broadly reflect recent test results, taking account of the proportion of pupils achieving above average standards and the performance of *all* pupils in the cohort. Standards of numeracy are generally good. Pupils are secure in multiplication calculations, fractions, decimals and concepts such as probability. They count back in eevens using a number line. All pupils have secure knowledge of the properties of shape, being familiar with diagonals, angles and lengths of line.
12. In science, teacher assessments indicate pupils' attainment to be in line with the national average by the age of seven. By age eleven, test results show standards to be also in line with the national average, although taking account of the performance of all pupils, results are higher than average and well above those of pupils in similar schools. Test results at age eleven have been at a consistent standard over the past three years and have not risen at the same rate as the national average. This is because there have been a number of staff changes recently and the school's priorities in training new staff have been on English and mathematics. Inspection findings show attainment to be broadly in line with national expectations in both key stages. All pupils, including those with special educational needs and those supported by EMAG staff, make satisfactory progress.
13. At age seven, pupils are secure in planning and carrying out investigations. They become increasingly familiar with handling equipment, asking questions and confidently offering suggestions about what might happen next when preparing an experiment. They have reasonable understanding of the main features of a fair test and draw conclusions effectively by interpreting

test results. Higher attaining pupils begin to make simple predictions about which household items need mains electricity, but there is insufficient emphasis on pupils recording their own work.

By age eleven, pupils extend their knowledge and understanding of electricity, constructing both simple and complex circuits and making predictions about the effectiveness of varying circuit constructions. They study the solubility of substances and the effects of water temperature on solubility. They have a clear understanding of physical processes, describing theoretical ideas effectively. Generally, there are insufficient opportunities for pupils to record their work.

14. In information and communication technology, the attainment of pupils aged seven and eleven is in line with what is expected nationally. All pupils, including those with special educational needs and those supported by EMAG staff, make satisfactory progress. Young pupils use simple word processing successfully, developing increasing confidence with the mouse and keyboard and beginning to assemble text. As they progress through the school, pupils become more familiar with the computer and keyboard and their confidence and understanding of computers increase as they move on to more sophisticated applications. During the inspection, no work was seen of controlling, modelling and monitoring as these aspects are timetabled for next term, but from talking to pupils it is clear that they are less well developed. Information and communication technology is beginning to be used effectively to support the development of pupils' literacy skills, but there are few instances of information and communication technology being used to support numeracy, one exception being at age eleven, when pupils enter mathematical data onto a spreadsheet, testing various structures they have devised for the construction of a Greek Temple. They use a history CD ROM in exploring a Greek time-line, but generally, there are insufficient cross-curricular links with other subjects, although there are early signs that these are being developed.
15. In religious education, the standards of pupils aged seven and eleven are in line with the expectations of the locally agreed syllabus. All pupils make sound progress, including those with special educational needs and those supported by EMAG. Young pupils talk about their feelings, families and friendship. They are developing an understanding of what it means to be helpful and kind, for example by looking after books and toys which are not their own. They listen to the Muslim story of the famine in Medina, becoming familiar with people, places and events important to the Islamic community. For example, they know that Medina is the second most important city and contains the tomb of Muhammad. As they progress through the school, pupils extend their knowledge and understanding of world faiths. By age eleven, pupils have a clear understanding of the development of their faith since Muhammad received the words and laws of the Qur'an from Allah, using appropriate terminology to explain matters of belief, concepts and symbolism.
16. In all other subjects, pupils are attaining at levels appropriate for their ages and all, including those with special educational needs and pupils supported by EMAG staff, make satisfactory progress. In physical education in Key Stage 1, in the lessons seen, pupils make good progress. The standard of singing throughout the school is good. There are no significant differences in the attainment of boys or girls in any subject. At the parents' meeting, which was not well attended, parents expressed themselves very satisfied with the attainment and progress of their children.
24. **Attitudes, behaviour and personal development**
17. The previous inspection found pupils had positive attitudes and enjoyed their work. Many of the new initiatives now in place in school, such as those promoting literacy, have contributed to the excellent attitudes to learning and very good relationships and standard of behaviour demonstrated

by pupils of all ages. The school has made progress in this area, with most pupils showing a high regard for their learning throughout the day. The pupils are a credit to the school. Their excellent attitudes to work and very good relationships with one another have a significant impact on their academic progress.

18. Children under five have excellent attitudes to learning. They make good progress in the development of their personal and social skills in the nursery and reception class. They show a keen interest in what they do and engage in practical activities and purposeful play. They relate well to adults and some talk confidently and enthusiastically about their present activities. Very good relationships are formed with staff and other children. They like their teachers and work hard to please them, behaving very well during lessons and around the school. They listen attentively during group discussions on the carpet, working together in pairs and groups and understanding the need for sharing and taking turns. Children rapidly develop social and spiritual awareness, showing delight in discovering new toys and play equipment for themselves. They concentrate for increasing periods, recognising class rules and displaying very good behaviour.
19. All pupils, including those supported by EMAG and those with special educational needs, enjoy their lessons, working with great enthusiasm and interest. Pupils receiving language support are extremely well motivated and keen to make progress comparable with their peers. In lessons, the pupils' response is never less than satisfactory and often very good. They listen well, responding quickly to questions, sharing their ideas openly. Throughout the school, pupils work very well together, co-operating and collaborating effectively to come to an acceptable answer or to demonstrate their abilities. An example of this was seen in a swimming lesson in Year 5, with pupils giving encouragement and support to their friends, each taking a turn to swim a width of the pool.
20. Pupils' behaviour is very good, overall. In lessons, pupils know exactly what is expected of them and act accordingly. In all lessons, their very good behaviour allows pupils to work free from distraction, creating a purposeful working atmosphere. A similar standard of exemplary behaviour is evident in and around the school, including the playground, resulting in no exclusions in the past three years. Pupils walk to and from classrooms in an orderly manner and do not play or stray into areas out of bounds to them. Parents appreciate the high standards of behaviour promoted by the school.
21. Relationships in the school are very good. There is mutual respect between staff, parents and pupils. The school has maintained and further developed these positive aspects since the last inspection and these are well supported by parents. All pupils are very polite and helpful. They are keen to discuss their reading habits with interested adults. The older pupils, particularly, do this in a sophisticated manner. Pupils show a well-developed sense of fairness and respect for the points of views of others. They interact positively with each other in group and team activities. In assemblies, they generously applaud the success and achievements of their friends and classmates.
22. Pupils' personal development is good, pupils becoming more confident and independent as they progress through the school. They benefit, personally and socially, from their experiences from educational visits and fundraising events. Pupils of all ages are keen to be chosen for specific tasks around the school such as tidying resources or delivering registers. There are good opportunities for pupils to extend their personal study skills through homework, which is skilfully introduced to children at a very early stage. Before their children start school, parents are encouraged to borrow books and toys their children show an interest in, from the school's toy library. Children in the nursery delight in taking the class toy-monkey home for weekends,

relating his adventures to the class on the following Monday morning. Pupils strive to be chosen to take home the treasured pack of writing materials and proudly show the class what they have achieved with its contents. Throughout the school they are encouraged to enter school competitions, often based on pieces of extended writing.

### 30. **Attendance**

23. Since the last inspection, pupils' attendance and punctuality have improved gradually, but significantly, over time. Both are now at a satisfactory level. Since the beginning of the current school year, pupils in Year 1 to Year 6 have maintained an average rate of attendance above that achieved in similar schools. The attendance figures submitted in the year before the inspection show a rate below that achieved nationally but, in error, the figures also included returns for the attendance of children under five. These children have a higher rate of absence through illness than pupils in the main school. Extended holidays during term time add to the authorised absence rate, but parents are beginning to reconsider their plans and take the bulk of their holiday when the school is not in session.
32. Since the beginning of the Autumn term, improved attendance procedures have reduced the overall rate of unauthorised absences. The morning and afternoon session bells are rung on time, gates are locked and registers are marked promptly. This has helped improve the pupils' punctuality, allowing a smooth start to their day.

## **QUALITY OF EDUCATION PROVIDED**

### 32. **Teaching**

24. At the last inspection, teaching was described as being generally good, although there were no lessons which were very good or better. Inspection findings show that the general level of teaching is still good, but the overall quality has risen, with over 31 per cent of lessons being very good or better. These standards are particularly good in the context of a large number of staff changes, some teachers being employed on temporary contracts, reflecting the success of the school's strong emphasis on staff training.
25. The teaching of under-fives is good or better in nearly 70 per cent of lessons, being very good or excellent in 30 per cent of those lessons. All other lessons were satisfactory. There is no significant difference in the quality of teaching in the nursery or reception class. The best teaching occurs in personal and social development, language and literacy and mathematics. In personal and social development, good planning ensures that there is a range of stimulating activities provided and an appropriate balance of adult-led and independent activities. In language and literacy, teachers have good understanding of the needs of young children, using language well to extend children's vocabulary. They work particularly effectively with the bi-lingual assistants to improve children's acquisition of English. In mathematics, teachers plan well, providing a range of activities and using resources effectively. Planning for some outdoor aspects of physical development does not take sufficient account of the physical needs of children. All staff work well together, making a valuable contribution to the quality of provision in the nursery.
26. Teaching is good or better in 68 per cent of lessons for five to seven year olds and is very good in 25 per cent of lessons. All other lessons were satisfactory. It is good in English, mathematics, science, history, and music and very good in physical education. It is satisfactory in religious education and design and technology. There were insufficient lessons seen in art or geography, or information and communication technology in this age group to judge the quality of teaching.
27. In English, teachers are very familiar with the school's policy and scheme of work and teach the

subject confidently. Teachers use effective questioning to establish levels of understanding, allowing pupils to recall previous learning and to answer their questions at length. Teachers manage pupils very well, using homework effectively. In the best lessons in mathematics, teachers are very confident in their knowledge and understanding of the subject, giving very clear presentations to the class. They give praise appropriately, positively reinforcing pupils' self image. In a good history lesson the teacher sets out the learning objectives very clearly, using good questioning to establish previous knowledge. In music throughout the school, many teachers are insecure in their knowledge and understanding of the subject. The school overcomes this problem by employing two visiting music tutors, who are in the school for nearly a day and a half a week, supporting the music programme, accompanying singing, teaching recorders and providing opportunities for performing and composing. Teaching is good, overall. In physical education, the teachers have very good subject knowledge, giving clear guidance about how to improve pupils' skills through the use of a wide range of apparatus. Throughout the school, teachers' management of pupils is very good. Class teachers usually work very well with bilingual classroom assistants funded by EMAG. The classroom assistants use their knowledge of pupils' home languages well to translate for, interpret and support individual pupils, small groups and whole class groupings. On some occasions, the work planned for pupils is insufficiently well matched to the pupils' prior attainment and the support staff have difficulty adapting the work to the pupils' needs satisfactorily. In some classes, there is insufficient distinction between the support and work planned for pupils with special educational needs and those in the early stages of acquiring English as an additional language.

28. The teaching of seven to eleven year olds is good or better in 74 per cent of lessons. Of these, nearly 35 per cent are very good or excellent. It is particularly effective in English, with 62 per cent of lessons being very good or better of which 25 per cent are excellent. It is good in mathematics, science, history, music and physical education. Teaching is sound in the few lessons seen in information and communication technology, in religious education and in design and technology. There is insufficient evidence to make judgements in art and geography.
29. In English, teachers have very good subject knowledge and are confident, asking effective questions to assess pupils' levels of understanding. They set high standards, reflected in the challenging work that is consistently given. In mathematics, a particularly effective feature is the good use of pupils in demonstrating a learning point. In these lessons, teachers give clear guidance and instructions, monitoring pupils' work well. In one lesson, planning does not take sufficient account of the range of attainment in the class and, accordingly, work is not adequately matched to the needs of the pupils, who make unsatisfactory progress. Generally, the teaching of literacy and numeracy is good throughout the school. In the best science lessons, clear explanations enable pupils to develop a solid understanding of scientific ideas and concepts. Good, challenging questioning is a strong feature of these lessons. Where teachers are less secure in their knowledge of the subject they rely too heavily on worksheets for pupils, providing unchallenging work. Effective planning and organisation are strong features in good history and physical education lessons. In mathematics, some short term planning is inconsistent, with some teachers planning on a daily and others on a weekly basis, providing unclear guidance to support staff such as classroom assistants. The quality of teaching is sound in the few lessons seen in information and communication technology, but, with wide fluctuations in the level of expertise amongst staff, not all teachers are confident in this area of the curriculum and the effective use of computers is inconsistent throughout the school. Teachers are only at the early stages of developing cross-curricular links with other subjects.
30. The quality of day to day assessment is satisfactory, overall. For pupils with special educational needs, class teachers make satisfactory use of existing individual education plans on which to base

their planning, ensuring that tasks and resources are adequately matched to pupils' needs and assessing the progress made towards the targets identified. Recording of this information by the special educational needs co-ordinator and class teachers is undertaken regularly.

31. The quality of marking varies throughout the school as the marking policy is not consistently followed. Some is good, being informative and helpful and giving pupils a clear steer on how to improve their work, but in some classes it is less effective, consisting of the occasional tick or cross with unhelpful comments that do not contribute to pupils' progress. The homework policy and practice are good throughout the school. Parents and carers are asked to sign a homework contract at the annual meeting in September and the school provides homework for every child in reading, including video/book resources, writing and mathematics. Reading bags are also sent home regularly for children under five. The vast majority of parents and carers indicate that they are very pleased with the homework arrangements at the school.

40. **The curriculum and assessment**

32. The school provides a curriculum for pupils aged five to eleven which is satisfactorily broad and balanced with a significant and appropriate emphasis on literacy and numeracy. The curriculum is made very relevant to pupils through the emphasis and value placed on the cultural backgrounds of the pupils and the effective use of bilingual staff to interpret and translate where appropriate. The curriculum meets the statutory requirements to teach the subjects of the National Curriculum and religious education, the need to develop information and communication technology further being identified in the current school improvement plan.

33. Sex education is taught in science and in personal, social and health education, any questions raised by pupils being answered according to their age and stage of development. Drugs education is taught as part of personal, social and health education. The time allocation for teaching subjects is broadly satisfactory and the curriculum successfully promotes pupils' intellectual, physical and personal development and is accessible to all. Pupils are well prepared for transfer to secondary school.

34. The effectiveness of the school's strategies for literacy and numeracy enables pupils to apply basic skills across different subjects. The school has successfully implemented its own English Strategy which has a broader focus than the National Literacy Strategy, with more emphasis on oracy skills. It is making a satisfactory start in including aspects of the National Numeracy Strategy relevant to its mathematics scheme of work, providing a clear structure for planning and teaching in these subjects. Staff emphasize mental mathematics appropriately. Literacy skills are reinforced in other curriculum subjects, for example in history and geography, and numeracy skills are reinforced in subjects such as science and music.

35. Medium term planning has clear learning intentions and is based on relevant schemes of work. This level of planning is monitored effectively by the Senior Management Team for coverage of the curriculum.

36. The curriculum for children under five is good and covers the recommended areas of learning, with the exception of a structured curriculum for outdoor physical activities. Emphasis on physical development is placed in physical education lessons which do not cover all aspects of the physical development area of learning for children under five. The curriculum in both the nursery and reception classes places good emphasis on promoting independence. Long, medium and short



term planning provide for a range of stimulating activities. Good provision is made for pupils with special educational needs and very good bilingual support is made for children with little or no knowledge of English, to enable them to join in all the activities. There is an appropriate balance of adult-led and independent activities. The use of information and communication technology is under-developed.

37. The provision for pupils with special educational needs is good, effective systems being in place for the early identification of these pupils. Specific targets in individual education plans feature explicitly in most teachers' daily planning and across most areas of the curriculum. They are reviewed regularly, being effective in raising pupils' attainment. The policy for special educational needs is good. Pupils supported through EMAG have equal access to the whole curriculum, particularly through the very good use of bilingual staff to interpret activities and concepts for pupils and to translate guidance and instructions for teaching staff. Over 60 per cent of these pupils also have special educational needs, but, on occasions when they do not, the work planned for them is insufficiently well matched to their attainment, the support staff having difficulty adapting the work satisfactorily.
38. Provision for extra-curricular activities, overall, is satisfactory and includes a football club and recorder classes. However, curriculum provision is very greatly enriched by a wide and diverse range of educational visits to places such as Spitalfields Farm, the Museum of Childhood, London Zoo, Hampton Court and the Buddhist Centre. Pupils in Year 6 enjoy a residential trip to Suffolk.
39. The policy for assessment, recording and reporting is good but is not yet implemented fully in all other subjects. There are good procedures in place for formal assessment and sampling of pupils' work in English and mathematics, but not in other areas of the curriculum, such as science, religious education and information and communication technology. Systems to check and record pupils' progress in literacy and numeracy are being implemented well in mathematics and have developed very well in literacy. A key issue, arising from the last inspection, was the need to streamline assessment procedures and establish moderation in order to raise standards. The school has been successful with this in English and mathematics, but has not yet developed this further in other subjects, including science, where standards have improved over time, although assessment procedures are underdeveloped. The assessment procedures for children under five are good, with a range of oral and written assessments made to monitor pupils' progress in their home language and in English.
40. The assessment of pupils supported by EMAG is good, with bilingual staff and the coordinator using systems such as the newly introduced feedback sheets to monitor pupils' strengths and weakness. A key issue from the previous inspection, was the need to streamline assessment procedures for pupils for whom English is an additional language, so that support could be clearly targeted according to need. The school has made some progress in this regard. For example, staff have had training to raise awareness of how best to promote good practice and systems have improved. The school is aware that it needs to continue to refine its eligibility criteria, entitling pupils to receive appropriate bilingual or special needs support and so improve assessment procedures for these pupils in planning their work.

49.

#### **Pupils' spiritual, moral, social and cultural development**

41. The school's provision for pupils' spiritual, moral, social and cultural development is good, overall. These elements have a positive impact on the pupils' attitudes to work and their

behaviour and make a significant contribution to the school's very good ethos, focusing on improving and raising levels of attainment for all pupils. Strong and supportive relationships and a climate of mutual respect and understanding permeate the school. Pupils learn to understand, respect and value their own and others' way of life. This particular aspect has continued as a strength of the school since the last inspection.

42. The provision for pupils' spiritual development is satisfactory, opportunities for spiritual development being not as evident as reported at the last inspection. The planned themes in assemblies provide opportunities for pupils to share and explore values of both the Islamic and Christian faiths, one example encouraging pupils to think about the story of the Angel Gabriel in relation to both faiths. The use and choice of music in assemblies provides a suitably reflective and uplifting atmosphere. Opportunities for collective worship are satisfactory and take into account the faiths represented in the school. However, there are missed opportunities in assemblies for reflection on the meaning and purpose of life central to all major religions. The experiences gained by pupils on school journeys and educational visits provide a shared spiritual awareness as they encounter sites and scenes for the very first time. Two pupils expressed their innermost thoughts and feelings of sheer delight as they caught sight of the sea, the sand and the cliffs on their journey through Suffolk. Teachers successfully create a calm and contemplative atmosphere in lessons and assemblies.
43. Provision for the pupils' moral development is very good, benefiting from the very effective policy of high expectations of behaviour and zero tolerance of anti-social behaviour established by the school. All adults in school, including those working on a voluntary basis, provide strong moral leadership. They give pupils a clear sense of right and wrong. Pupils conform to a very good standard of behaviour, responding well to the systems that encourage and promote even higher standards in their daily lives, such as promptness and good attendance at school. The staff maintain a calm and orderly community in which pupils develop an awareness of the effect their actions have on themselves and each other. On the rare occasions when pupils misbehave, staff explain why their behaviour is unacceptable. Pupils show respect for each other, for adults and for property, taking care of displays around the school and often acknowledging and pointing out examples of the good work of their friends. Teachers carefully choose stories and topics in lessons and assemblies to illustrate particular moral issues. A good example of this was in a lesson on personal, social and health education in Year 4, with pupils thinking carefully about the possible effects divorce and separation could have on the children of a family.
44. The school makes very good provision for the social development of pupils, including children under five years of age. Staff provide good role models for pupils and foster very good relationships. For example, staff in the nursery and the reception class share a cooked lunch with the children in family group settings. Sensible conversation and good manners are encouraged around the table, as is the sharing and trying out of new tastes in foods. Throughout the school, pupils listen carefully, showing respect for each other when discussing their work. Teachers promote co-operative work, encouraging pupils' social skills and developing strategies such as the "friendship seat" to help pupils mix and find friends in the playground. The school provides good opportunities for pupils to develop a concern for their local community and their school, organising charitable collections and fundraising events themselves. Pupils develop an awareness of the meaning of citizenship from their visitors in school and visiting places of educational interest. There is no official forum in which pupils can discuss new initiatives or their own ideas for the school.
45. Provision for the cultural development of pupils is good. The school actively promotes the pupils'

understanding of their own cultural traditions while celebrating the diversity and richness of others, through effective teaching. This is developed well through the work of the language support teachers and stimulating displays of celebrations and cultural artefacts. In religious education, pupils study the Islamic faith, gaining an insight into the customs, practices and symbolism of other religions. In a music lesson in Year 3, pupils sing and perform African tribal songs with gusto. Pupils are very happy to discuss and share their religious beliefs, learning how they contribute to individual and group identity. During the week of the inspection, pupils speak about their fasting during the “Night of Destiny” this important event being acknowledged in an assembly. Visits to local churches, mosques and temples and visitors in school, including Jewish and Christian ministers, actors, musicians and authors, enhance the quality of the school’s strong cultural traditions. The library contains a good supply of multi-cultural literature, including books in other languages. Notices around the school reflect languages that many pupils speak, in addition to English. The school builds successfully on the experiences pupils bring from home, enabling them to value and respect the contributions made by their own and other cultures.

#### **54. Support, guidance and pupils’ welfare**

46. The caring and helpful relationships between teachers and pupils were a particular strength of the school at the last inspection. Findings from this inspection show that the overall provision for the support, guidance and welfare of pupils is good and has been maintained at the level reported at the time of the last inspection. Parents have a high degree of confidence in the staff, including support staff, who show genuine interest and concern for the pupils’ personal needs. Pupils are relaxed and confident with adults in school, talking readily about anything that troubles them, trusting in the security provided.
47. Procedures to monitor the academic progress of pupils are satisfactory, overall. They are good in Years 2 and 6 for assessing pupils who are likely to be under-achieving, particularly in English and mathematics and science, targeting focused support before the statutory tests. In other subjects procedures are under-developed. Significant staff changes have hindered development, and the inconsistencies in marking pupils’ work contribute to a lack of clarity in monitoring pupils’ progress. One consequence of this is the insufficient monitoring of progress against the targets set for individual pupils as reported to parents in the annual report on their child’s progress. Procedures for monitoring the progress of pupils with special educational needs and those acquiring English as an additional language are good and appreciated by parents. Effective help is provided throughout the school by the special educational needs co-ordinator (SENCO) and class teachers, enabling pupils to meet the targets in their individual education plans. The SENCO liaises effectively with outside agencies, organising and co-ordinating review meetings and ensuring that pupils’ statements are reviewed in line with good practice.
48. Procedures to monitor pupils’ personal development are good and supported by the very good relationships that exist in school with staff, who have a good understanding of their pupils’ personal circumstances. Wall and classroom displays place appropriate emphasis on work achieved through personal study. Teachers use group discussions effectively, assessing the progress made by pupils in identifying positive aspects about themselves, their lifestyles and achievements. In conversations, teachers listen patiently to pupils’ responses and acknowledge and rectify their mistakes and misunderstandings. In the early years, considerable emphasis is placed on furthering the children’s personal and social development. The youngest children are, therefore, well prepared for entry to the more formal education of the National Curriculum. Procedures for pupils to monitor their progress against the targets they set themselves in their annual reports are limited, but there are good opportunities to discuss these targets with their

parents and teachers during formal consultation sessions.

49. There are very good procedures for promoting discipline and good behaviour in school. Pupils are encouraged to care for each other and show kindness and tolerance to all individuals. Clear procedures are followed by all staff, ensuring that rare incidents, such as bullying and harassment, are dealt with effectively and consistently. The midday supervisors are well trained and maintain a high standard of behaviour at lunchtimes, encouraging good manners in the dining hall and co-operative play through organised games in the playground. Good records are kept on any unacceptable behaviour displayed by pupils, but serious incidents of this nature are rare. The headteacher makes effective use of these records, monitoring and eliminating any possible recurrence of such conduct. Teachers intervene at appropriate points during the day, making a significant contribution to the smooth running of the school.
50. The procedures for monitoring and promoting attendance and punctuality are very good. Since the last inspection, improved procedures have been introduced, leading to a reduction in days lost through extended leave. The school continues to work very effectively with parents and pupils, promoting the importance of regular and prompt attendance. Pupils strive to achieve certificates for good attendance. Registers are marked clearly with a high degree of accuracy, greatly assisting the school in monitoring and investigating absence. The headteacher takes appropriate action with individual families where there is cause for concern about attendance, making good use of the educational welfare services when appropriate. Register markings strictly comply with statutory guidance. Particular attention is given to the correct categorisation of absences.
51. Procedures for promoting pupils' wellbeing and health and safety are satisfactory. Risk assessments for fire are thorough, the school's health and safety policy meeting legal requirements. However, the procedures for monitoring its implementation are not rigorously followed, assessments of the condition of the school site and buildings being carried out only informally and not ranking the identified work according to the element of assessed risk.
52. Procedures for administering first aid are satisfactory. Good records are kept of accidents and injuries involving pupils and the subsequent contact made with parents. All staff have had basic training in first aid procedures, but only one part-time member holds the full first aid qualification. There is no established regular liaison with a school nurse. The school's procedures for child protection are well known to teachers, some support staff being less secure in their knowledge of what constitutes good practice in this area. Although sex education is not formally taught in lessons, parents are confident that the school deals with their children's questions on issues relating to their personal development and health in a clear but sensitive manner. Staff funded by EMAG give very good support to pupils with whom they work in lessons and in the general routines of the school.
61. **Partnership with parents and the community**
53. Partnerships with parents and the community are good. A very high proportion of parents replying to the questionnaire were pleased with the work of the school. The school has created a welcoming atmosphere where parents are confident that staff are available to deal with their queries. Strong links with the community make good contributions to the pupils' social and cultural development and their literacy skills. The links established at the time of the previous inspection have been maintained and in some cases, extended.

54. The overall quality of information available to parents is good. On a day to day basis, communications between staff and parents work well, parents having relatively easy access to staff. Parents feel that meetings before their children are admitted to school are supportive, reassuring and informative. Weekly toy library sessions for parents and their pre-school children, managed by qualified teachers and enthusiastic volunteers, foster an early and very effective partnership with parents before their children start in the nursery. Parents deliver and collect their children from classes, exchanging information comfortably about their children's progress, sharing concerns or asking for advice. They appreciate the availability and readiness of staff to translate school documents, reports and newsletters into their spoken languages, making appropriate use of this service.
55. The annual reports to parents meet statutory requirements, containing satisfactory information on their children's progress. However, targets for children's progress are not always clearly linked to the comments made in the relevant subject paragraphs or to the targets set in previous reports. Parents of pupils with special educational needs are appropriately involved in the early identification of their child's needs and in the subsequent review meetings to discuss the progress made. The current edition of the governors' annual report to parents contains some significant omissions. For example, there is no report on the progress made on issues identified in the last inspection and there is an absence of a full financial statement. Other omissions include a lack of detail on the professional training undertaken by staff, details on the facilities and arrangements for the admission of pupils with disabilities, attendance data and information on the success or otherwise of the school's policy for pupils with special educational needs. The school brochure contains information about the school's recognition of pupils with special educational needs, but does not adequately inform parents about the school's policy and procedures, or how parents gain access to this information.
56. Parental involvement in their children's learning is very good. A home-school partnership in learning is suitably promoted by the setting of regular homework in addition to reading. The school has developed some innovative ways of successfully involving all parents in their children's learning. A very good example is the *Reading is Fundamental Project*, a home reading scheme, books being sent home with a matching video. The school has very successfully set up video/book and audio/book lending libraries and has opened a school book shop based on a *save and spend* scheme. These initiatives have been central to raising achievement in English and have been extremely well received by both parents and pupils. The Toy Library which offers a play session for children and their parents and carers one afternoon a week and, in reception, *Baby Monkey Goes Home*, are further examples of how very effectively the school involves parents in their children's learning. Parent/teacher consultation sessions, school productions, religious festivals and charitable appeals attract a good level of parental interest and support. By regularly supporting and attending these events, parents persuade children that their schoolwork is valued, having a very positive impact on levels of achievement and their attitudes to their work.
57. The school acts on parental suggestions when appropriate, examples being the introduction of the smart, practical school uniform and the positive response from the school to the request to recommend revision books for children's personal study. There is no parent/teacher association and the school has yet to build on the successful small-scale fundraising achieved by parents in the toy library. The school finds it difficult to attract new parent governors – there have been vacancies for some time. A few parents provide help with educational journeys but very few help in classrooms.
58. There are good links between the school and its local community. The school interacts well with individuals and organisations, both in the local and wider community, actively encouraging their involvement in many aspects of school life. Links with organisations, such as the National

Literacy Trust and Voluntary Readers in School, help develop pupils' understanding of language in both oral and written forms, fostering their desire to own and enjoy books. A good link with the local police provides pupils with advice on personal security and drugs' awareness. Extra-curricular activities are currently limited to football training sessions for older pupils and a recorder club. The pupils' participation in these and a wide range of reading activities, school productions, carol concerts and the performances of visiting theatre groups, provide children with a good concept of the value of arts in their community. Their spiritual, moral and social development is enhanced by worthwhile links made with charitable organisations and their visits to local places of worship. Links with local secondary schools assist pupils as they move to the next stage of their education. Links with businesses and voluntary organisations are developing rapidly, a good example being those with a major bank, some of its employees arranging to come into school and play mathematical games with pupils of all ages.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

59. The good features of leadership and management described in the previous report have been successfully maintained and the management of the school is good, overall. The school is very well managed on a day to day basis, the headteacher providing very strong, effective leadership, and routine procedures working well and being well understood by pupils and staff. The headteacher and senior management team work closely and effectively together, engendering a very good team spirit amongst the teaching and support staff. The governing body is very supportive, and meets regularly, the chair of governors being a regular and welcome visitor to the school. Governors are appropriately involved in the development stages of the school improvement plan. This gives a clear indication of ongoing priorities and is a useful working document, but it does not give a sufficiently long-term view of the school's future educational direction and development or financial contingencies for the unforeseen. Governors have approved a number of positive initiatives, for example, the buying-in of additional resources for music, the purchase of additional computers and the release of teachers for non-contact time. They have yet to move towards evaluating these initiatives in terms of value for money and their impact on raising standards.
60. The headteacher, staff and governing body have worked hard since the last inspection, successfully addressing the key issues identified in the previous report. The overall quality of teaching has improved significantly, with much teaching now being very good or better. Staff have worked hard to produce schemes of work for most subjects and there has been a dramatic improvement in standards in English and mathematics by age eleven, since the last inspection. The school is well placed to make further improvements, such as in information and communication technology, the development of which is included in the current improvement.
61. The provision for special educational needs is good. The school has developed effective and efficient procedures, ensuring that the Code of Practice is implemented well and promoting and monitoring very effectively the teaching arrangements for pupils with special educational needs. The co-ordinator has a good overview of the needs of these pupils, ensuring they are accounted for in the planning of all class teachers. She regularly monitors individual education plans and the quality of help that pupils receive from support staff. The governor for special educational needs relies heavily on high quality termly monitoring reports from the co-ordinator on this aspect of the school's work.
62. Co-ordinators are in place for most subjects and other important aspects of the school's work, such as assessment. They effectively monitor colleagues' planning, willingly giving advice when required. Non-contact time enables them to develop their subjects further by teaching alongside colleagues and by monitoring teaching and learning through classroom observation. However, the school has yet to fully implement all its policies, particularly those related to marking and health and safety.
63. The bilingual staff are coordinated well and involved in school life by the EMAG coordinator, feeling very well supported and discussing freely any of their issues or concerns. The coordinator has provided very good and helpful guidance to staff about how best to use the bilingual classroom assistants, although she has not yet had time to monitor the implementation of this guidance in classrooms. However, some staff do not consistently use the criteria to be applied

when identifying pupils who need support for special educational needs or EMAG.

64. Statutory requirements are met in respect of major aspects of the school's work, there being a few minor omissions, for example in the governors' annual report to parents and the school prospectus.

65. The school's aims are clearly stated and the headteacher, staff and governing body share a common commitment to raising standards, diligently ensuring that the school's positive values and attitudes are successfully achieved. The ethos of the school is very positive, relationships are very good and all pupils are treated equally.

74. **Staffing, accommodation and learning resources**

66. The school is very well staffed and, since the last inspection, has maintained good, suitably qualified and experienced teaching staff, having the expertise to meet the demands of the National Curriculum, religious education and children under five. Specialist teachers for pupils with special educational needs and English as an additional language make a positive contribution to the work of the school and are well qualified. Staff work closely together, sharing their expertise, which is particularly effective in music and sport, pupils benefiting from the expertise of music specialists, coaching from qualified swimming instructors and after school football training sessions run by a former professional footballer.

67. At present, there are five new teachers in the school. Although the former appraisal system has lapsed, the school has taken the initiative in devising new procedures. For example, all staff have played an active part in the *Investors in People* programme, resulting in a number of effective procedures being put into place to guide and monitor the training of new and existing staff. The training for support staff and classroom assistants is of a particularly high quality, with regular training sessions held each week on good classroom practice. In service training for teaching staff is linked to the needs of the school and the professional development of staff. For example, the skilled special educational needs co-ordinator invests much time in developing this aspect of the work of the school, providing regular support and in class training for colleagues. Similarly, the EMAG co-ordinator provides weekly training with the bilingual classroom assistants, giving effective support and help to carry out observations and assessments and improving their knowledge of aspects of teaching such as spelling.

68. The headteacher conducts professional development interviews with all staff on an annual basis. There are detailed job descriptions in place, identifying curriculum responsibilities. Newly qualified staff are well supported by a school mentor, the local education authority's induction programme and through lesson observations from the headteacher. These procedures ensure their smooth transition into the life of the school and their continuing professional development. However, because of the high number of staff changes caused by staff on temporary leave of absence, the head and deputy headteacher have had to adopt additional responsibilities co-ordinating extra subject areas.

69. The building provides good accommodation for the number of pupils and provides a suitably welcoming and stimulating environment for them. The good levels of cleanliness and hygiene in school are supported by the routine tidying of classrooms by pupils. The walls and display areas are enhanced by the attractive exhibits of pupils' work. The outdoor accommodation, although small, is satisfactory, with two hard surfaced and well-fenced off playgrounds, one being sited on



the roof. There is a soft-surface play area for the youngest children, but no field for pupils to enjoy sporting activities. One of the two halls is large enough to accommodate all the pupils in the school plus an audience for concerts and assemblies. The newly refurbished library is an excellent area for study and reference.

70. Resources to meet the demands of the curriculum are good and are readily available to staff and pupils. The number, range and quality of books for reading and available for pupils' research is excellent. Effective spending on materials to support the school's English strategy ensures that a full range of interesting resources is available. Each curriculum area has a good range of appropriate resources, including suitable hardware and software to develop information and communication technology skills. Outside resources, most of which are within easy reach of the school, are plentiful and include places of religious worship, museums and parks.

79. **The efficiency of the school**

71. The school has good procedures for financial planning and management, the governing body and headteacher maintaining a monthly overview of income and expenditure. The finance committee of the governing body has agreed terms of reference and decision-making powers, in practice, most financial decisions being presented to the full governing body before implementation. The school benefits from the guidance of the finance support officer when setting the budget for the new financial year. The recommendations of the last audit in 1996 have been implemented effectively.
72. Although the school's short-term financial procedures are satisfactory, long term financial planning is underdeveloped. The current school improvement plan gives a broad overview of the school's planned expenditure on an annual basis, but there is insufficient detail showing anticipated income and predicted expenditure beyond the current year.
73. The school makes good use of teaching staff and very good use of support staff. The deployment of staff funded through EMAG and those supporting pupils with special educational needs is particularly effective in making a positive contribution to raising pupils' levels of achievement and general good progress. Standards fund monies for school improvement are used effectively.
74. Good use is made of the school's accommodation and learning resources, with the exception of computers, which are generally under-used. The school has made particularly effective use of specific grants to replace windows, enhance library stock and improve resources for information and communication technology. Good use is made of visits and visitors, enhancing pupils' learning across the curriculum. The school has responded very well to the issue raised in the previous report on the under-use of the library. This newly refurbished resource is used well, with pupils locating books speedily and efficiently. Good use is made of the smaller hall for the weekly toy library which attracts a good number of parents and pre-school children from nearby homes.
75. The high quality administrative officer and office clerk ensure that day to day administration is very efficient and office routines run very smoothly, providing a friendly contact with parents and visitors to the school.
76. Taking into account the educational standards achieved and the very good progress pupils have made in English and mathematics since the last inspection, their excellent attitudes and very good behaviour, balanced against their attainment on entry, the school's general context and the

resources and income available, the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

77. Children enter the nursery part-time when they are three years old and can take advantage of a full-time place when they are four years old. They move into the reception class in the year in which they are five. Children enter nursery and reception classes either in September or January depending on the child's date of birth and any other significant factors. Children's attainment on entry is well below the national average generally, mainly because the home language of the vast majority of children is not English and they have no previous exposure to any reading materials as their home language, Sylhetti, has no written form. Children make good progress in the nursery and reception classes, in most areas of learning, making sound progress in physical development, overall, and by age five, they are well on course to reach the desirable learning outcomes in all areas of learning. Pupils, who are supported by bilingual classroom assistants funded from EMAG, make very good progress. The curriculum for the under-fives is well planned and is effectively supported by schemes such as 'First Steps' and 'Jolly Phonics'.
78. Teaching by teaching staff, the nursery nurse and classroom assistants is good, overall, in both the nursery and reception class, in most areas of learning and planning provides for a range of stimulating activities. Examples of very good and excellent teaching were seen in both classes. For example, an excellent literacy lesson took place in the nursery. In this lesson, the teacher's expectations of the children were of the highest order; this stemmed from her very good understanding of the needs of these children and of her knowledge of their capabilities. In the reception class, a brief but very stimulating *Jolly Phonics* session was seen. The teacher's excellent knowledge and understanding of the subject lead to very good questioning that constantly challenges children, maintaining their interest. Children learn to enjoy learning. In this lesson, the teacher's ongoing assessment of the children's progress is outstanding, but generally this is an area in which, although satisfactory, teachers could improve their skills. The teaching of language and literacy is generally very good and has improved significantly since the last inspection. In personal and social development, good planning ensures that a range of stimulating activities is provided, with an appropriate balance of adult-led and independent activities. In mathematics, teachers plan for a range of interesting activities to be provided and use resources well. For example, weighing scales are used when teaching about balance and these fascinate the children. Good provision is made for pupils with special educational needs who join in with all activities. Teachers work very well with the bi-lingual assistants and other support staff, who in turn work very effectively with these children. The standards of teaching are a crucial factor in the good progress children make, overall. The outdoor aspect of the physical development area of learning is not as well planned as the remainder of the early years curriculum, although the outdoor resources are good. No evidence was seen of information and communication technology being used in lessons, except for the use of video recorders.
87. **Personal and social development**
79. Progress in personal and social development in both the nursery and reception classes is good. Children's attitudes to the activities are excellent. Children learn to form constructive relationships with peers and adults. From the time they enter the nursery they are made to feel that their ideas and contributions are valued. They are respectful of each other and of adults and are given good encouragement to act independently. Behaviour is usually very good and children

learn to distinguish right from wrong and how to share and to take turns. Nursery children show particularly good personal and social skills at lunchtime and story time. Reception children show very good attitudes while working on number and book activities. Teaching of this area of learning, overall, is good and is often very good.

88. **Language and literacy**

80. Children's attainment is well below average on entry to the nursery, but children make good progress. Many children enter school entirely lacking in English, restricting their ability to express their thoughts and feelings clearly in the language. In the nursery, good opportunities are provided for children to listen with understanding and express themselves in their home language with the bilingual classroom assistants. Increasing opportunities are provided to improve their listening skills and extend their vocabulary and encourage good listening and speaking skills. These frequently take place during story time, with adults consistently promoting these skills. Children generally listen well to peers and adults, most children expressing their wants and needs in English, or their home language. They listen to instructions and follow them appropriately; for example, when group work is being organised. In listening well to stories, they point to pictures and words, many telling a story through the pictures or talking about them. Children develop their knowledge of stories and books, becoming familiar with and handling books well. They choose books independently, but few are ready to sit and read without adult support. In the nursery class, they are introduced to phonics for example, through the letter of the week and, in the reception class, through "Jolly Phonics". Children learn to recognise their names and practise handwriting patterns as well as the patterns of letters in their names. In writing, they develop pencil control satisfactorily, children making marks or forming letters, using paint, pencil and crayon. Focused small group work is usually well-planned and children make good progress in these activities.

81. Children take books home regularly and the quality and frequency of their reading experiences outside of school have a direct consequence on the quality of their reading. Children in the nursery handle books well, retelling stories, naming characters and joining in the refrain in books such as 'The Shopping Basket.' Children in reception recall the text of simple books, distinguishing between pictures and print. Higher attaining children read simple captions accurately. Since the last inspection, opportunities for speaking English have improved in the nursery and progress has improved commensurately. This is as a direct result of the teaching, which, for this area of learning, is generally very good and on occasion is excellent.

90. **Mathematics**

82. Children acquire a satisfactory grasp of knowledge and processes and make good progress throughout the nursery and reception classes. Children sort, match, count, sequence and form numbers to 10, developing early mathematical language and using a number line to 20. Nursery children count on and back to 8 and sing action-songs taking 1 away from 5, using their fingers as counting resources. Many children recognise numbers to 6 without counting, learning to understand and use the concepts of 'more' and, 'less'. They name colours, experiencing the properties of shape and space through construction work, jigsaws and games. They learn about the number system through a variety of games and rhymes and about *light* and *heavy* and how to balance items such as plastic bears with a toy. Some children are able to estimate the number of bears and adjust the number accordingly. In the reception class, they become familiar with concepts such as circles and squares. The quality of teaching, overall, is good.

91. **Knowledge and understanding of the world**

83. Children experiment with materials such as water, paper and sand. They learn about places in and beyond their environment, using multicultural stories, displays of simple maps and talking about where they live. Construction bricks and materials are used effectively. The computer is not used, but nursery children watch a number video with interest and enjoyment, joining in the instructions and actions well and enthusiastically. Reception children learn about parts of the body and changes to them in growing, in particular, since they were babies. All children learn simple scientific facts in topics such as *investigating ice or floating and sinking*. They develop role-play in the home corner, playing with games such as *Farm Animals* and *Noah's Ark*. All children make good progress, responding well to the general good teaching.

92. **Physical development**

84. All children make good progress in developing their manipulative skills, using equipment such as pencils, crayons, scissors, paint, brushes, glue spreaders and peg boards. Children join in physical education lessons and have outdoor playtimes, when the weather is suitable, to develop their skills of balancing, running, jumping, and rolling. They make sound progress, overall, in these skills, there being insufficient planned opportunities for developing outdoor physical skills, although the nursery teacher plans an outdoor topic of the week, for example, ball skills. Some lessons in the hall used for games, action songs and dance do not always allow for the development of early physical skills. However, staff ensure that children take advantage of the use of the hall which benefits the children enormously. Reception children are developing independence rapidly in dressing and undressing for hall lessons and nursery children are gaining skills in changing in and out of shoes. There is some good equipment for outdoor activities, although it is generally under-used. Teaching for this area of learning ranges from sound to very good, but, overall, is sound.

93. **Creative development**

85. Children make good progress, overall. They draw, colour, paint, glue and print, developing increasing control in various techniques. Some of the work is very teacher-directed and limits children's creativity and exploration of colour, texture and materials. Children use colour to represent the world around them and learn to apply colours with care, producing recognisable drawings and paintings. Children develop appropriate singing skills and learn to keep time with peers and teachers, keeping in tune. They learn to combine actions with words and some children keep to a beat, using simple percussion instruments. There is a limited range of opportunities for structured and unstructured role-play to develop and stimulate children's imaginative and creative language, but they enjoy playing in role. The children usually play well in the home corner and on the carpeted areas. Most use materials and tools safely, although a few children use equipment, such as scissors, in an unsatisfactory manner. The overall quality of teaching is good.

## **ENGLISH, MATHEMATICS AND SCIENCE**

94. **English**

86. At the last inspection, standards of attainment for both seven and eleven year olds were below national expectations. These findings reflected the results of the National Curriculum Tests of the previous year (1995), which were below the national average. Since the last inspection, there has

been a consistent upward trend in the national test results, with a minor adjustment in Key Stage 1 in 1999. The improvement in results compared to those reported at the last inspection, has been stunning. For example, results, overall, in reading for seven year olds in 1998, were well above average, although well below for pupils achieving the higher level (3). In writing, a staggering 100 per cent of pupils achieved the expected level (2); however, none achieved the higher level. Compared to pupils in similar schools these results are very high.

87. The most recent National Curriculum Test results show that these generally high standards have been maintained. For example, by age seven, reading is well above average, although the proportion achieving the higher level 3 is below average. Compared to pupils in similar schools, these results are very high. Results are above the national average in writing, although not as high as the previous year, with a higher proportion than average achieving the higher level. Again, compared to pupils in similar schools these results are very high. If the performance of *all* pupils in the age group is compared, results would show that reading is above average, and writing is in line with the national average. But compared to the performance of *all* pupils in the age group in similar schools, results in reading are very high and are well above average in writing.
88. By age eleven, the performance of pupils achieving the expected standard is well above the national average and is just above average in achieving higher levels. Compared to the performance of pupils in similar schools, these results are very high. Compared to the performance of *all* pupils in the age group, these results are well above average and compared to the performance of all pupils in similar schools they are very high.
89. A number of school based initiatives contribute to these standards. The first was the headteacher's decision to appoint herself as co-ordinator for English when the vacancy arose after the last inspection. Her enthusiasm and expertise have contributed significantly to the development of the subject, particularly where the majority of children enter the school with no English language experience. This has led to a whole school approach to the teaching of English and to the development of a very good policy and scheme of work based on the *First Steps* resources. This pre-dates the National Literacy Strategy and has more emphasis on oracy, which is considered essential for pupils with little or no pre-school exposure to spoken English. *The Reading is Fundamental Project* is another major initiative which has contributed to raising standards throughout the school. This was introduced to overcome the fact that most parents cannot read English and therefore are unable to help their child with reading at home. The school's solution to this problem was to give the children books with which to start their own library, to provide video/book and audio/book lending libraries and to open a school book shop based on a *save and spend* scheme. Other initiatives include an emphasis on the training and development of all staff; more careful targeting of children to receive support for special educational needs and for English as an additional language; careful preparation for the National Curriculum Tests by identifying underachievers and directing support through rigorous analysis of questions and answers from test papers.
90. Inspection findings show some discrepancies in standards compared to recent test results. At age seven for example, standards in reading are broadly in line with national expectations, although there are some very good readers. (Test results show that taking account of the performance of *all* pupils, reading is above average). There are two main reasons for this. The first is that there are a number of pupils with more significant special educational needs than previously, 11 per cent for example, with statements, three times more than in 1998. Secondly, at the time of the inspection, the careful preparation for the National Curriculum Tests, identifying underachievers and analysing past test papers was to begin in the Spring term. Writing, on the other hand, reflects

recent results if the performance of all pupils is taken into account, being in line with national expectations. At age eleven, standards in English are above average, but not so far above, in terms of writing, as the recent National Curriculum Test results might suggest. This is because the school uses a voluntary English consultant in the Spring and Summer terms to address areas that need additional support to bring them up to a very good standard in the National Tests.

91. There is a very effective program for English and literacy throughout the school. By age seven, standards of pupils' literacy are sound; by age eleven they are good. The use of literacy is well developed in other subjects, for example in history and geography.
92. Throughout the school, pupils benefit from the emphasis placed on speaking and listening, reflecting the significant oral focus in the English syllabus. For example, there are frequent opportunities given in lessons to practise their skills in speaking and listening and pupils respond well to most teachers' good questioning strategies. As a result, most pupils, including those with special educational needs, make good progress in developing these skills. Throughout the school, there has been significant improvement in pupils' use of vocabulary and spoken English since the last inspection. Pupils supported by EMAG staff also make very good progress. At age seven, most pupils have good standards of speaking and listening, which are above the national average. They listen well and speak clearly with increasing confidence. They engage in discussion in pairs and small groups, listening well to each other's ideas and waiting patiently for their turn to speak. For example, in discussing the life and times of Queen Elizabeth I, they adopt roles such as those of manager, recorder, encourager and reporter and engage in lively but intelligent debate about significant facts and people in her life. Throughout Key Stage 2, pupils build upon the good foundations laid in Key Stage 1 and all pupils continue to make good progress. By age eleven, standards in speaking and listening, overall, are very good. Pupils express their ideas very confidently and clearly, communicating very fluently and using Standard English and grammar correctly. They respond enthusiastically to some excellent teaching. For example, when the class teacher reads an extract from the chosen text, *Bud's Luck* by Peter Davidson, the class is totally absorbed, listening in deep concentration; not a sound, except the teacher's voice, being heard. In response to some excellent questioning, pupils explain the meaning of the text very confidently, extracting accurately the essential meaning behind it and identifying and explaining clearly some of the author's use of stylistic devices such as similes and metaphors.
93. At age seven, standards in reading are broadly in line with national expectations. Most pupils read simple texts with reasonable fluency, accuracy, and appropriate understanding and expression. They recall stories accurately, talking confidently about the plot and identify the main characters, saying why they like them. They show confidence when reading to an adult. Pupils benefit from the *Reading is Fundamental Project* through which children take books home and link them with videos, developing their knowledge of English literature. In school they become familiar with a wide range of books, including non-fiction and are developing sound library and research skills. Most pupils make sound progress in reading throughout Key Stage 1. Pupils with special educational needs make good progress towards the reading targets in their individual education plans and pupils receiving targeted support from EMAG staff also make good progress. By the age of eleven, most pupils are fully competent readers and attain standards that are well above average. Pupils read a wide range of fiction and non-fiction, reading very clearly and fluently, with good understanding and expression. Pupils use their reading skills well across other subjects of the curriculum, referring regularly to their dictionary and thesaurus in search of new words or spellings. Pupils enjoy reading and make good use of the excellent library, developing good research skills. All pupils make very good progress.

94. At age seven, attainment in writing is broadly in line with the standard expected for their age. Pupils generally write clearly and handwriting, whilst not consistently neat, improves significantly as pupils progress through the school. The handwriting of higher attaining pupils is very neat and orderly, many pupils using joined handwriting effectively. There is clear evidence of improvement in spelling, with pupils becoming more phonologically aware. Stories contain a sound range of vocabulary and follow a reasonably logical sequence of events. Sentence structure and use of capital letters and full stops are satisfactory. Higher attaining pupils write clear accounts of book reviews, comparing both fiction and non-fiction and identifying accurately the setting, the main characters, the ending and how the characters felt at the end of the story. Most pupils make sound progress; pupils with special educational needs are well supported and make good progress towards the targets in their individual education plans. Pupils who receive targeted support from EMAG staff, well matched to their needs, also make good progress.
95. By the time they leave the school, pupils' attainment in writing, within a broad range, is generally above the national average. Much writing is thoughtful and contains good use of language. For example, a piece describing a night walk on a school journey evoked good imagery and atmosphere in narrative such as *we heard trees rustling* and effective use of alliteration is used to describe *shiny silver stars*. Paragraphing, punctuation and use of speech marks are good. Some extended pieces of writing, such as when comparing Bethnal Green with Blaxhall Village, are very good and show clear evidence of following a clear essay plan. However, some attempts at extended writing are less successful as the quantity of work on occasion is unsatisfactory. Handwriting is generally good, but there is insufficient emphasis on writing with pen. Information and communication technology is insufficiently used in drafting and research, although a computer program, *Successmaker*, is used to support spelling in Years 3 and 6. All pupils make good progress, including pupils with special educational needs, who receive good support. With additional support in the Spring term, pupils are set fair to make further progress still.
96. Throughout the school, pupils' attitudes to their learning are never less than good. In Key Stage 2, pupils respond very positively to the very high standard of teaching; their attitudes are very good and, on occasion, excellent. In this lesson, in Year 6, pupils are totally absorbed in their work, and the outstanding teaching and pupil response combine to create an excellent working environment, contributing positively to pupils' spiritual development. Pupils generally listen very well and are keen to answer questions, maintaining concentration for long periods of time and working well on their own and in groups. Behaviour is very good. Pupils have very good relationships with each other, their teachers and support staff. They enjoy the school's approach to English and literacy.
97. The quality of teaching is good overall. It is good in Key Stage 1 and very good in Key Stage 2 with 62 per cent of lessons in Key Stage 2 being very good or better. This high standard of teaching is comprised of a number of elements. Most teachers have very good subject knowledge. They are very familiar with the school's English policy and scheme of work. Teachers appointed on temporary contracts, to replace others on maternity leave, for example, benefit from the school's strong emphasis on staff training. The generally high quality of teaching, in spite of a number of teachers on temporary contracts, confirms the success of this policy. Most teachers use effective questioning to assess pupils' levels of understanding, and question in such a way as to allow pupils to recall previous learning and to answer at length, developing and practising their oracy skills. Teachers generally have high expectations of their pupils and this is reflected in the challenging work that is set. Classes are managed very well, teachers treating pupils in a consistent manner, contributing to the very good behaviour and generally good progress. Class teachers generally work very well with bilingual classroom assistants funded by EMAG. These use their knowledge of pupils' home languages well to translate for, interpret and support

individual pupils, small groups and whole class groupings. This support has a direct bearing on these pupils' generally good progress. On occasion, work is insufficiently matched to the needs of these pupils. Homework is used effectively and regularly to support pupils' learning, but the school's clear marking policy is not followed consistently by all teachers. In some instances, it is not up to the best practice in the school, failing to identify areas for development and losing opportunities for further progress.

98. The headteacher provides excellent leadership in the subject and has been pivotal in raising standards since the last inspection. Teaching and planning are monitored regularly and the training of all staff is an integral part of the school's philosophy and practice. The school has devised a very good policy and scheme of work and has fashioned its literacy strategy to suit its own circumstances most appropriately. Poetry and drama are well represented in the curriculum. All National Curriculum requirements are met. There is an excellent library which has recently been refurbished and is very well stocked with new books, grant aided by the local education authority. This is managed by a separate co-ordinator and is in the process of being catalogued on a Micro Librarian System. Resources for the subject are very good and include good quality fiction and reference books in classrooms.

107. **Mathematics**

99. The results of the National Curriculum tests for seven year olds in 1999 show that the proportion of pupils attaining the expected standard (Level 2) or above is well above the national average. The proportion of pupils achieving the higher Level 3 is close to the national average. Pupils' performance is well above the average compared to schools with pupils from similar circumstances. Evidence from the inspection, indicates that attainment for most pupils by the age of seven is above the national average, overall. This discrepancy compared to the test results is explained by the strong emphasis the school places on careful preparation for the statutory tests. This has led to standards rising significantly at ages seven and eleven over the past few years and indicates outstanding progress since the last inspection.
100. The results of the National Curriculum tests for eleven year old pupils in 1999 show that attainment is in line with the national average if the percentage of all pupils in the school reaching and exceeding the expected level is taken into account. The good standards of the previous year (1998), have been maintained, but the national average increased significantly in 1999. However, if the percentage of pupils achieving higher levels is solely taken into account, the 1999 results are above the national average. A similar picture emerges if the performance of all pupils in this age group is compared with that of all other schools, showing it to be above average. Inspection evidence confirms this picture of good attainment at age eleven, pupils benefiting from the skills of a teacher new to the class since September.
101. By the age of seven, the majority of pupils' understanding of numeracy is above the expected standard. Most pupils know addition and subtraction facts, including doubling numbers to 20; they are familiar with odd and even numbers and know the value of tens and units in two-digit numbers. They learn to double single digit numbers mentally with the aid of a number fan. Higher attaining pupils calculate accurately, using three digit numbers. Pupils count and order numbers to 100 orally, many counting on and back in tens to and from 100 confidently. Pupils are familiar with recording addition and subtraction calculations to 10 and beyond, learning to recognise and record numbers in money. They have appropriate understanding of two-dimensional shapes and appropriate aspects of weight and time. Standards of numeracy are good.



102. By the age of eleven, pupils' attainment is above average, overall. Pupils have a good grasp of numeracy and are secure in multiplication calculations, fractions, the introduction of decimals and concepts such as probability. Pupils can count back in eevens using a number line, being introduced to division through repeated subtraction and confidently learning about the properties of shapes, for example, diagonal, angles and lengths of lines. Most know their multiplication tables and can work out effectively calculations based on days, months and years. Standards of numeracy are good, pupils' benefiting from the school's clear focus on the teaching of mental mathematics and the learning of tables.
103. Most pupils throughout the school make good progress. Pupils with special educational needs make good progress towards their targets and are well supported. Pupils, supported by bilingual classroom assistants, frequently make very good progress, the assistants translating the teachers' guidance and introductions to help pupils' understanding of the concepts. In one lesson, progress was unsatisfactory because the work was not matched to the pupils' needs, the activities being too challenging, and pupils not making sufficient headway, with most of the tasks being unfinished.
104. Pupils have good attitudes to their work, overall. In some lessons they are very good and, in one lesson, excellent. In the best lessons, pupils are very enthusiastic, sharing ideas purposefully, working very enthusiastically in groups, with a very high level of commitment to their work. Some older pupils show very good powers of concentration and good levels of independent working. Most pupils listen attentively and are confident and eager to answer questions.
105. The quality of teaching is good in both key stages, and is good, overall. It is very good in a minority of lessons with teachers giving very clear presentations, based on very secure subject knowledge. They liaise very well with bilingual classroom assistants and give very positive reinforcement to pupils. In good lessons, teachers use pupils well to demonstrate a learning point, giving clear guidance and instruction and monitoring pupils' progress well. A strength of all the teaching throughout the school is the emphasis placed on encouraging pupils to explain how they work out their calculations and the ensuing discussion of the different methods. Teachers organise their classes well and have good management of pupils. On occasions, planning is not well matched to the range of attainment in the class; in one lesson, the work set is too challenging, and pupils are not able to make satisfactory progress. Teachers' marking is up-to-date, but does not consistently follow the marking policy, not always identifying how pupils can improve their work. Oral assessments are usually helpful, with a number of teachers circulating well to support pupils' learning during lessons. Good use is made of support staff for pupils with special educational needs and very good use of bilingual classroom assistants who contribute very well to the learning of all pupils. On a few occasions, work is not well matched to the groups these bilingual classroom assistants have been asked to support. Homework is used well to reinforce work introduced at school, particularly for pupils aged seven to eleven. The use of information and communication technology in mathematics is under-developed, with many teachers insecure in their subject knowledge. However, the teaching of mathematics has improved since the last inspection.
106. The co-ordinator has only recently been appointed and has not had sufficient time to fully develop her role, but is aware of what needs to be done. The policy and scheme of work give guidance to teachers to plan work and are being developed to include the National Numeracy Strategy where it will extend the scheme. All National Curriculum requirements are met. Half-termly planning is monitored by the coordinator through the general monitoring of planning by the senior management team. Short term planning does not follow a common format, with some staff planning daily and some weekly, producing different levels of detail and guidance, for example,

for classroom assistants. There is a termly assessment activity using national criteria and considerable use is made of standardised tests to assess pupils. Resources are generally good and are used well, all classrooms being equipped with apparatus to support work in mathematics and numeracy. Numeracy is used effectively in other subjects, such as science and geography.

## 115. Science

107. The results of the National Curriculum assessments made by teachers in 1998 showed that at age seven, pupils' attainments were very high when compared with the national averages. Teachers' assessments of pupils achieving standards above national expectations were well below the national average. Pupils' attainments were very high when compared with the attainment of pupils in similar schools. By age eleven, the results of the National Curriculum test in 1998 showed that pupils' attainments were above the national average and well above that of similar schools. The results of the statutory test show that standards have risen dramatically since 1995. In 1999 teacher assessments at age seven, show pupils' attainment to be broadly in line with the national average, but is above for those achieving the higher level. Compared to similar schools these results are well above average. At age eleven, test results are also in line with the national average for those achieving expected levels, although there is more than an average proportion achieving beyond expectations. Taking the performance of *all* pupils aged eleven, the results indicate that the school is achieving higher than the national average and well above those of similar schools. Inspection findings show that standards are broadly in line with those expected for pupils aged seven and eleven, reflecting the 1999 assessment and test results for the proportion of pupils achieving the expected standard. All pupils, including those with special educational needs and those supported by staff through EMAG, make satisfactory progress. The results in science have not risen at the same rate as those for English and mathematics. This is because there have been a large number of staff changes over the past 18 months. This led to some disruption and the need to train new, often temporary staff, the focus of the training being on English and mathematics.
108. At Key Stage 1, pupils' skills in planning and carrying out investigations are satisfactory. Most pupils are familiar with handling equipment, demonstrating natural curiosity by asking questions and confidently offering suggestions about what might happen next when preparing an experiment. Most pupils have reasonable understanding about how to modify an experiment by changing an element of a test, such as altering the size, shape or number of batteries required by an object. They have some understanding of the features of a fair test, drawing conclusions effectively by interpreting test results. Higher attaining pupils begin to make simple predictions about which household items need mains electricity. However, their ability to record their own work is under-developed. Throughout the key stage, they acquire satisfactory knowledge and understanding of life processes and living things, including their body, through their topic work, drawing and labeling parts of their face. By the age of seven, pupils classify animals according to where they live, including woodlands and parks and whether they are active in the day or at night. They have satisfactory knowledge and understanding of materials and their properties, knowing that some materials are magnetic whilst others are not and that not all metals are attracted by magnets. They are familiar with associated vocabulary, such as *repel* and *attract* and are aware that magnets have different strengths, depending on their use. They know that materials can be grouped according to their similarities or differences and can sort materials according to properties, such as transparency and texture.
109. In Key Stage 2, younger pupils become familiar with electricity and the appliances in and around school which use it, knowing that some items can be classified according to whether electricity enables them to produce heat, light or sound. They discover that several can be classified in more

than one way, such as a lamp providing light, but also producing heat. By the age of eleven, pupils develop their knowledge and understanding of electricity, by constructing simple and complex circuits, making predictions and testing the effectiveness of different circuit constructions. They build upon their prior knowledge and understanding of dissolving substances to decide whether they are soluble or insoluble and whether the temperature of the water affects their solubility. Pupils are confident in performing experiments and conducting investigative work. They demonstrate a clear understanding of physical processes and are able to describe theoretical ideas. Pupils' acquisition and use of scientific vocabulary is satisfactory, but the recording of their work is underdeveloped, worksheets being generally over-used.

110. The attitudes of the majority of pupils are very good. They clearly enjoy very positive relationships with their teachers and show them high levels of respect. They are generally highly motivated, listen attentively and show pleasure in achieving success. When pupils are given opportunities to perform investigations and experiments themselves, they demonstrate very high levels of enjoyment and satisfaction, learning through discovery.
111. The quality of teaching is good in both key stages and is good, overall. Some very good lessons were seen in both key stages. In the best lessons, teachers have a good knowledge and understanding of the subject. They are confident with the subject, explanations being effective in enabling pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. A minority of lessons are less effective, with the teachers' knowledge and understanding of the subject being less secure and their expectations of pupils not being high enough. In these few lessons, the tasks provided by teachers do not adequately challenge the pupils, relying too heavily upon worksheets and not relating the subject to everyday life. Insufficient opportunities are given for pupils to perform their own experiments, thus enabling them to extend their knowledge and understanding of the work.
112. The policy document and scheme of work have a satisfactory impact upon raising standards and ensure that there is satisfactory breadth and balance within the curriculum and that all National Curriculum requirements are met. Adequate emphasis is given to planning for continuity and progression of pupils' learning. There is a lack of consistency in the assessment of pupils' work, especially in marking. The co-ordinator for the subject monitors teaching appropriately and evaluates how effective the science curriculum is in promoting pupils' learning. Resources for science are satisfactory, but the use made of information and communication technology to support investigative work, particularly for higher attaining pupils, is not developed sufficiently, although is used. The subject makes an effective contribution to the development of pupils' numeracy.

## **OTHER SUBJECTS OR COURSES**

### **121. Information and communication technology**

113. No lessons were seen in Key Stage 1; judgements for this age group are, therefore, based on an examination of pupils' work, teachers' planning and talking to pupils and teachers. At ages seven and eleven, attainment is broadly in line with national expectations. These standards are similar to those at the last inspection. However, some of the weaknesses identified then remain, notably inconsistencies in teaching and the need for a staff training programme in the subject.

114. In the lessons seen, all pupils make sound progress, but it is not consistent throughout the school. Young pupils use simple word processing successfully, developing increasing confidence with the mouse and keyboard and beginning to assemble text. For example, at age seven, in studying a poem entered into the computer, pupils learn to use the *enter* and *return* keys to insert line breaks appropriately, revealing the rhymes clearly at the end of each line. In the same class, some pupils use a computer program competently in their science lesson, using data and recording the results of their food survey. As they progress through the school, pupils become more familiar with the computer and keyboard. In Year 3, for example, their confidence and understanding of computers increase as they move on to more sophisticated applications. In Year 4, pupils have a secure knowledge of every day technological vocabulary, learning to present ideas in their science lesson on the human body and to retrieve stored information. At age eleven, pupils are confident enough to use spreadsheets, entering mathematical data to test various structures they have devised for the construction of a Greek Temple and using a history explorer CD ROM effectively in exploring a Greek time-line in their research on the Ancient Greeks. During the inspection, no examples were seen of controlling, modelling or monitoring. From talking to pupils, it is clear that statutory requirements are met, but these aspects of the subject are less well developed than those of communication and data handling.
115. Pupils enjoy their lessons and the opportunity to use computers. They listen attentively and are patient and co-operative when waiting their turn and help each other. They are polite and confidently talk to visitors about the projects they are working on. They have appropriate regard to caring about resources and are very well behaved.
116. In the few lessons seen, teaching is satisfactory, overall. In these lessons, the teachers' knowledge and understanding is satisfactory and planning is clear. All teachers manage their classes well, having good relationships with pupils. However, it is clear, from the inconsistent standard of work throughout the school, that most teachers are not very secure in their knowledge and understanding of the subject. This affects their approach to information and communication technology, it not being sufficiently emphasised in some classes as teachers lack confidence. Because their expertise is weak, teachers' expectations are not always as high as they should be and, as a consequence, pupils' attainment is well short of what the pupils are capable of. This reflects the lack of good practice in consistently assessing the attainment and progress of pupils.
117. Information and communication technology is beginning to be used effectively to support the development of pupils' literacy skills, but there are few instances of information and communication technology being used to support numeracy. Generally, there are insufficient cross-curricular links with other subjects, although there are early signs that these are being developed. There is an acting co-ordinator for the subject. She is aware that the policy needs updating, the scheme of work from the Qualifications and Curriculum Authority being introduced gradually. This is because the level of expertise of the teaching staff needs to be improved significantly, benefiting from sustained professional development. Resources for information and communication technology are good, but under-used. Two of the computers in Year 6 have recently been linked up to the Internet.

126. **Religious education**

126.

118. Standards of attainment are broadly in line with the expectations of the locally agreed syllabus at ages seven and eleven. This is similar to the findings at the last inspection. All pupils, including those with special educational needs and those supported by EMAG, make satisfactory progress. At age seven, pupils talk about their feelings, families and friendship. They are beginning to think about themselves, the experiences and people that are special to them and the things they do well. They develop an understanding about helping others, such as being kind and helpful and looking after books and toys which are not their own, learning about the importance of rules at school and at home. Through listening to stories, such as the Muslim story about the Famine in Medina, they become familiar with people, places and events important to the Islamic community. They know that Medina is the second most important city and contains the tomb of Muhammad. Pupils begin to develop their knowledge and understanding of other world faiths, finding out the similarities in the ways different people worship their God and how some symbols such as light are common to many religions, not being linked solely to the festival of Duwali.

119. Older pupils extend their knowledge and understanding of world faiths. Pupils in Year 4, for example, have a very good level of knowledge about Judaism, confidently talking about artefacts, ceremonies, beliefs and symbols which are important to the people of that faith. They know that the Torah is equivalent to their Qur'an, know that it is kept in the Ark in the synagogue and that it is written as a scroll, reading right to left and is in the Hebrew language. They are familiar with Kosher dietary laws, the celebration of the Sabbath, Jewish wedding customs and the special Barmitzvah celebrations for boys. Other pupils share their experiences of Muslim weddings, both in this country and in Bangladesh. They share their views about arranged marriages and confidently discuss their merits and drawbacks. By age eleven, pupils have a clear understanding of the development of their faith since Muhammad received the words and the laws of the Qur'an from Allah. Pupils readily absorb information about Christianity when staff share their personal beliefs and customs on occasions, such as assembly.

120. Pupils' response to religious education is good, showing enthusiasm for the subject. They are respectful of views other than their own and absorb information quickly. In assemblies, pupils respond very well during prayerful moments. Their capacity to reflect on what is taught is good. Pupils' behaviour is good, even on occasions when the pace of lessons is rather slow and unchallenging. Pupils are particularly responsive when they are given opportunities to undertake research and find information about the subject to share with their classmates.

121. The quality of teaching is satisfactory. Teachers have an adequate knowledge and understanding of the subject. They plan and organise their lessons, making satisfactory use of time and resources. Where teachers are most secure in their knowledge and understanding of the subject, lessons are lively and enhanced by imaginative use of artefacts to stimulate learning. The management of pupils is good throughout the school. There is insufficient emphasis on meaningful written tasks, too much reliance being placed upon the use of worksheets. The school has yet to develop tangible links between religious education and the collective act of worship in order to promote pupils' spiritual development more effectively, through regular opportunities to share formal and informal prayer. Resources are satisfactory and support staff are used well.

130. **Art**

122. Very few lessons were observed during the inspection. Judgements are, therefore, based on

evaluation of pupils' work displayed in the school, as well as discussions with staff and pupils. There is insufficient evidence to make a judgement about teaching.

123. The standard of all pupils' work is generally in line with that expected for their age and they make satisfactory progress. Cross-curricular links with other subjects provide pupils with opportunities to observe objects and record their observations using a variety of media, including pencil, crayons, felt pens, chalk and charcoal.
124. In Key Stage 1, pupils explore the medium of paint, mixing colours to investigate the effects of tone. Some pupils talk about the colours they have created, explaining how they modify shades to match samples of paper and fabric. They illustrate well-known stories, such as *The Three Little Pigs*, making their houses, wallpaper and furniture. Pupils paint pictures of their own families' homes and talk about why they look different. Pupils use collage to illustrate 'city scapes' and polystyrene printing blocks to create prints of flowers, people and faces.
125. In Key Stage 2, pupils continue to develop their skills in colour-mixing, re-creating skin tone, using double primary system colours. As part of their topic about the Victorians, they use the work of William Morris as inspiration for textile work, producing cross-stitch samplers. Older pupils study art from other cultures, using clay to design and make Benin clay tiles and Islamic mosaic patterns. By age eleven, pupils study and replicate work in the style of Surrealist artists, including Max Earnst and Salvador Dali and explore the medium of photography.
126. Pupils demonstrate very positive attitudes in their lessons, enjoying practical activities and concentrating well. They talk enthusiastically with each other whilst working, showing pride in having their work praised and admired.
127. There is a policy and scheme of work to guide and support the teaching of art. However, at the time of the inspection, there was no co-ordinator for the subject, although the headteacher regularly monitors classroom practice across the whole curriculum. Pupils are not asked to make regular planned use of sketch books in drafting and redrafting their work and in exploring techniques. Large three dimensional work is under-emphasized. Since the last inspection, the school has maintained satisfactory standards in this subject.

### **Design and technology**

128. During the inspection, there were only limited opportunities to observe the teaching of design and technology. In addition to these lessons, therefore, judgements are based on an examination of pupils' work, discussions with staff and pupils, scrutiny of documentation provided by the school and an evaluation of a range of photographic evidence. The standard of work throughout the school, broadly matches that expected for their age.
129. The youngest pupils discuss various methods they would use to fix cellophane windows to their cut out houses. These include the use of glue, sticky-tape or staples. They can select random and regular patterns appropriately to make wallpaper designs. In Key Stage 2, pupils combine their activities in design and technology with work in other subjects. In Year 3, they examine the intricacies of Victorian stitchcraft, selecting their favourite cross-stitch pattern to make decorated samplers of their own names. Older pupils design and make bridges using paper and lollipop sticks effectively. At age eleven, pupils continue to develop their skills in designing and

constructing, working in small groups to plan and build parts of a Greek temple, including decorated pillars and lintels, using only paper and adhesive.

130. All pupils, including those with special educational needs, make satisfactory progress, combining design and making skills with their knowledge and understanding about how to design and make products using a range of materials, components, ingredients and techniques. They understand and use electrical systems and make satisfactory progress in using appropriate vocabulary to discuss and evaluate their work linked to their science lessons.
131. Pupils have very positive attitudes, enjoying their lessons and sustaining very high levels of interest and concentration in their work. They are well motivated and contribute meaningfully to an atmosphere of purposeful learning, showing respect for their own work and that of their classmates. They are clearly thrilled when their efforts are praised and encouraged by the class teacher. They use resources sensibly and responsibly, readily clearing away any litter created, before the end of the lesson.
132. Teaching is satisfactory, overall. Teachers have a secure knowledge and understanding of the subject, having appropriate expectations of their pupils and planning soundly. They use time and resources satisfactorily, managing pupils well during lessons. Resources for the subject are satisfactory. Since the last inspection, the school has been successful in maintaining standards in this subject, in spite of there being no co-ordinator at the time of the inspection.

## 141. **Geography**

133. One geography lesson was observed during the period of the inspection. In addition, therefore, judgements are based upon a scrutiny of pupils' earlier work, review of documentation and discussions with staff and pupils. Pupils attain standards that are broadly in line with what is expected for pupils' ages and all pupils, including those with special educational needs and those in the early stages of acquiring English, all of whom are well supported, make satisfactory progress. Pupils make satisfactory progress in developing their knowledge and understanding of themes, features, places and the environment, and older pupils develop particular competence in using fieldwork to investigate geographical features.
134. Younger pupils study the local environment, comparing different types of housing and features such as the number of windows in each dwelling. By visiting places such as Westmill in Hertfordshire, pupils develop their observational skills effectively, classifying items seen according to whether particular features are found in the city, the village, or both. Pupils in Key Stage 2 study other world locations, including the African kingdom of Benin. In studying the relationship of rivers, lakes, seas and oceans of the world and the effects of pollution, they know the features that create desert areas and study the different countries forming Europe.
135. The school makes good use of the immediate and wider surroundings to provide a variety of learning opportunities for pupils. Assessment procedures and the use made of them by teachers to inform their planning are satisfactory. Pupils throughout the school are provided with a wide range of good opportunities to study geography from first hand experiences on residential and day field trips. Pupils have benefited from visits to Rendlesham Forest to build a natural shelter, beaches at Aldburgh and Dunwich to compare coastal locations, Hollesley Bay Farm and Blaxhall Youth Hostel. There are examples of literacy being used well in the subject. Since the time of the last inspection, satisfactory standards in the subject have been maintained.

## **History**

136. The work that pupils produce is of a standard reflecting what is appropriate for their ages. All pupils make satisfactory progress in the range and depth of their historical knowledge and understanding. At age seven, pupils develop an understanding of chronology, by placing famous historical characters into their generic settings, for example, Florence Nightingale and the Crimean War. They use pictures and artefacts, comparing houses of long ago, knowing that if they had lived 100 years ago there would be no radiators or central heating, but only open coal fires to keep them warm. They visit the National Army Museum, examining Victorian artefacts, including some used by Florence Nightingale. Younger pupils in this key stage discover school life in Victorian times, talking confidently about similarities and differences and expressing their unreserved opinion that school is better now than then.
137. Older pupils study other civilisations, including the Aztecs, Romans, Ancient Greeks and Ancient Egyptians. They develop their knowledge and understanding of British history, studying the Tudors and Victorians. By age eleven, they gain some knowledge and understanding of other races who have invaded and settled throughout the British Isles, including the Vikings and Anglo-Saxons. They discuss some legacies of the Ancient Greeks, comparing and contrasting systems of government and people's rights to vote, both then and now. They demonstrate a high level of knowledge and understanding about today's politics in the United Kingdom.



138. Pupils have very good attitudes in history lessons and enjoy studying the subject. They have very good relationships with each other and with all members of staff and remain focused on their work. Their behaviour is very good. They are very keen to answer questions and are very confident to talk about their work. They work very well co-operatively, offering and receiving help from each other willingly and enthusiastically.
139. The quality of teaching is good, teachers having good knowledge and understanding of the subject. Lessons are adequately planned using time and resources, including visits and trips to places of interest, to best effect. Classes are well managed, pupils being provided with clear guidance about standards expected of them. Some teachers place too much reliance upon worksheet based activities, although, generally, good progress is being made in encouraging pupils to write personal accounts of their work, literacy being used well to support history. Procedures for assessment are satisfactory. The use of information and communication technology is under-developed. Very good use is made of visits and visitors to enrich the curriculum.
140. Since the last inspection, pupils' attainment in history Key Stage 1 has improved and the introduction of the planning document from the Qualifications and Curriculum Authority has improved teachers' planning, ensuring that pupils make sound progress.

149. **Music**

141. Standards of attainment are broadly in line with those expected for their ages. Singing is generally good; in some assemblies, it is very good. This represents an improvement since the last inspection, when it was satisfactory. Singing plays a significant part in the musical life of the school, benefiting from the services of a peripatetic music tutor employed for a day a week who accompanies singing in lessons and in assembly when available. Although the accompanist, she often takes the lead, giving much direction in lessons.
142. Pupils sing well, both when accompanied and unaccompanied. They sing rhythmically, remembering well from memory the words of songs learned in previous lessons. Pupils in Years 1 and 2 sing *Christmas is a time* in the round, hesitatingly at first as they come to terms with holding their part, but eventually succeeding, all singing their parts in tune, with each section well balanced. Pupils in Years 5 and 6 sing enthusiastically, unaccompanied and in tune. They project their voices well, interpreting the music effectively through their hand movements. In Year 3, pupils are taught by a visiting music tutor and play un-tuned percussion instruments effectively, such as drums, woodblocks, shakers and tambourines. They learn to play different beats to the same rhythm in counterpoint with increasing confidence and effectiveness. They clap rhythmically and in time, singing African tribal songs with gusto. In Year 3, all pupils learn the descant recorder and can progress to the treble and tenor as they move through the school. Playing is generally good.
143. In singing and playing the recorder, the progress of all pupils is good. In other aspects of music, such as generally performing and composing, progress is satisfactory and is satisfactory overall.
144. Pupils are very positive about music, have excellent attitudes and listen and concentrate well. Pupils are confident and appreciate the efforts of others. They are all polite and well behaved.
145. The school does well to employ the two visiting music tutors, who complement each other,

broadening the curriculum beyond just singing and supporting class teachers, many of whom are not confident in teaching the subject. Because of the quality of these tutors, the standard of teaching is good, overall.

146. The head teacher is the acting co-ordinator, due to the number of staff changes and lack of expertise on the staff. She and the governors have used resources well to invest in outside expertise, effectively supporting class teachers. A music scheme of work needs to be worked up from the numerous examples in the school. Resources for the subject are very good. The school pays for recorders and sheet music for pupils, demonstrating positively its commitment to the subject.

155. **Physical education**

147. Gymnastics in both key stages and swimming in Years 4 and 5 were observed during the inspection. Attainment in gymnastics meets the standard expected for pupils' ages. Overall progress of all pupils throughout the school, including those with special educational needs and those supported by bilingual classroom assistants, is sound. There was good progress in the two observed lessons in Key Stage 1, pupils responding well to the teachers' good planning, their high expectations of performance and their very good knowledge and understanding of how to develop pupils' skills.

148. At age seven, pupils stretch, curl and travel satisfactorily using various body parts. They use apparatus confidently, producing a range of body shapes and different ways of moving. At age eleven, pupils have begun to develop a range of movements, learning to sequence movements successfully and landing appropriately when jumping from the apparatus, showing good flexibility. They are developing the ability to describe and evaluate their movements. Throughout the school, satisfactory spatial awareness is under-developed, on occasions too many pupils being on one piece of apparatus and not spacing accordingly.

149. Overall, pupils' attitudes are good, being very good in Key Stage 1, where pupils change quickly and independently, enjoying the activities and being very responsive to instructions, showing perseverance and good concentration. In Key Stage 2, pupils' attitudes are usually good, most remaining on task and taking an active part in lessons, handling and moving equipment well and dressing appropriately. However, a few pupils do not always respond well to the teachers' instructions.

150. The quality of teaching is good, overall. It is very good in Key Stage 1, teachers having very good subject knowledge and using pupils well to demonstrate movements and skills. They give very clear guidance and instructions to improve skills, having high standards of discipline and using a good range of apparatus. In Key Stage 2, it is generally good, some being sound. Teachers plan appropriately, being well organised and using praise well to stimulate further improvement. Pupils with little English benefit from the good use of bilingual classroom assistants who interpret instructions effectively.

151. In spite of a very detailed scheme of work giving sample lessons, there is evidence of some repetition in the curriculum. Resources are good, the safe equipment being easily accessible.

160. *Swimming*

152. The inspection of this school included a focused view of swimming which is reported below. Pupils in Year 5 and a few in Year 4 attend weekly swimming lessons at a local swimming pool. Pupils, accompanied by the classteacher and a classroom assistant, walk approximately 1 mile to the pool, in an orderly fashion. The pupils are split into two groups, those not yet able to swim 10 metres and those who can swim 10 metres or further. Swimming instruction is given by very well-qualified pool staff in 30 minute sessions, the former group in the small pool and the advanced group in a 33 metre-long pool.
153. Standards for the pupils in Year 5 are in line to meet the national expectation of pupils being able to swim 25 metres by the end of Key Stage 2. However, the school keeps unsatisfactory records of pupils' attainments in swimming, there being very little recorded evidence of standards. There is no back-up provision for those who do not meet national expectation at the end of Year 5. Pupils' oral evidence indicates that the majority of pupils in Year 6 can swim 25 metres.
154. Progress in the lessons observed is good, the beginners gaining confidence and coordination and learning to take the important step of letting the water take the body's weight. The advanced group are improving stamina and fitness to swim longer lengths, refining the skills of front 'crawl'/freestyle and developing skills and confidence to enter deep water. Pupils' attitudes to swimming are very good, enjoying the lessons, responding well to the instructors and trying hard.
155. The quality of instruction is very good and contributes significantly to progress and enjoyment. The local education authority provides a carefully structured curriculum, based on the National Curriculum, which the instructors use in their planning. The classteacher and assistant make some assessment notes of individual children's progress and instructors decide when pupils are able to move to the advanced group. The instructors record which aspects of the curriculum they cover to inform future lesson planning, providing good development of skills and experiences for the pupils.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

156. The inspection was carried out by a team of four inspectors, including a lay inspector, who spent a total of 16 days in the school. The inspection took place over four days. The evidence in the report is based on the direct observation of 64 lessons or part- lessons in all subjects of the National Curriculum, including swimming and religious education. Each class teacher was observed working with pupils several times throughout the week by different inspectors. Most other teachers who support groups, or who work part-time, were also observed.

157. In addition, evidence was derived from the following sources:

- interviews with governors, teaching, educational and administrative support staff;
- scrutiny of a representative sample of pupils' work selected by teachers to represent the range of ages and attainment;
- discussions with pupils about their work;
- listening to a sample of pupils read;
- examination of pupils' records;
- evaluation of resources for learning;
- observations of registration periods;
- observations of assemblies;
- observations of pupils at lunchtime and playtime;
- meeting and discussion with parents via an interpreter;
- attendance at the book club and toy library;
- observation of 2 swimming lessons;
- scrutiny of parents' questionnaires of which there was a 32 per cent return;
- scrutiny of school documentation, including the school development plan, policies, plans, financial records and school information for parents; and
- inspection of the school site and building.

## 167.DATA AND INDICATORS

### 167. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	172	5	67	117
Nursery Unit/School	25	1	5	9

### 167. Teachers and classes

#### 167. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	8.4
Number of pupils per qualified teacher:	20

#### 167. Education support staff (YR – Y6)

Total number of education support staff:	12
Total aggregate hours worked each week:	220

#### 167. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	1.1
Number of pupils per qualified teacher:	22.7

#### 167. Education support staff (Nursery school, classes or unit)

Total number of education support staff:	3
Total aggregate hours worked each week:	67.5

Average class size:	24.5
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167. **Financial data**

Financial year:	1998/99
	£
Total Income	523,311
Total Expenditure	500,111
Expenditure per pupil	2,206
Balance brought forward from previous year	38,491
Balance carried forward to next year	53,607

## 167. PARENTAL SURVEY

Number of questionnaires sent out: 125

Number of questionnaires returned: 40

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45	48	5	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	55	0	3	0
The school handles complaints from parents well	30	63	5	3	0
The school gives me a clear understanding of what is taught	43	53	5	0	0
The school keeps me well informed about my child(ren)'s progress	50	50	0	0	0
The school enables my child(ren) to achieve a good standard of work	53	40	3	3	3
The school encourages children to get involved in more than just their daily lessons	45	45	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	53	3	0	0
The school's values and attitudes have a positive effect on my child(ren)	25	68	5	0	3
The school achieves high standards of good behaviour	53	48	0	0	0
My child(ren) like(s) school	60	35	3	3	0

### 167. Other issues raised by parents

The parents' meeting was poorly attended, but those present were very positive and supportive of the school, no negative comments of significance being made.