

INSPECTION REPORT

GODWIN JUNIOR SCHOOL

Forest Gate, London

LEA area: Newham

Unique reference number: 102721

Headteacher: Mr T Canning

Reporting inspector: Mr J D Eadie
20191

Dates of inspection: 19th to 22nd March 2001

Inspection number: 197695

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Cranmer Road London
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Telephone number:	020 8534 7601
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Scilla Morgan
Date of previous inspection:	29 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20191	Mr J D Eadie	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements.</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
14756	Mr J Lovell	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
30853	Mrs S Betts	Team inspector	<p>English</p> <p>Geography</p> <p>History</p>	
22452	Mrs F Farman	Team inspector	<p>English as an additional language</p> <p>Science</p> <p>Music</p> <p>Religious education</p>	
15015	Mr M Wehrmeyer	Team Inspector	<p>Special educational needs</p> <p>Equal opportunities</p> <p>Information and communication technology</p> <p>Art and design</p> <p>Design and technology</p> <p>Physical education</p>	<p>How good are the curriculum and other opportunities offered to pupils?</p>

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Forest Gate in the London Borough of Newham, and takes pupils from seven to eleven years of age. Most of the housing in the catchment area of the school is private, rented accommodation. The area is one of some deprivation, for example there is a much higher than average number of overcrowded households. There are 359 pupils on roll and the school is larger than average for a school of this type. This number is changing constantly as there is significant mobility in the local population. The school represents the broad ethnic diversity of the area and fewer than a quarter of the pupils are of white British heritage. There are 157 pupils who have English as an additional language, more than half of these being at an early stage of learning English. A wide variety of languages are spoken in the homes of these pupils. Twelve pupils belong to refugee families who are living in the area. There are 135 pupils eligible for free school meals, a proportion that is well above the national average. Eighty-five pupils are on the school's register of special educational needs which is about the number that one would expect in a school of this size. Eleven pupils have statements of special need which is rather more than one would expect. The attainment of the pupils on entry to the school is generally average.

HOW GOOD THE SCHOOL IS

Godwin Junior School is a very good school. Although standards are average in English and science and below average in mathematics, they have been improving steadily. They are now improving quite rapidly. The quality of teaching and learning is very good and has improved significantly since the last inspection. Leadership and management of the school are very good at all levels. The headteacher provides excellent leadership ably supported by all staff who have management responsibilities. The governors provide very good levels of support. The school gives very good value for money.

What the school does well

- Teaching is very good overall and the pupils' learning is consequently very good.
- Leadership and management are very good. The headteacher provides excellent educational direction, very ably supported by all the staff. The governors are very knowledgeable, supportive and involved and provide a very good strategic overview.
- The pupils enjoy a particularly rich range of curriculum opportunities.
- The provision for the pupils' personal development is excellent and relationships are very good at all levels within the school.
- The pupils have very good attitudes to their school and value learning. Their behaviour is also very good.
- The provision for the pupils with special educational needs and for those with English as an additional language is very good.

What could be improved

- Standards in mathematics.
- The format of the school improvement plan and the detail that it contains.
- Assessment in the foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997 and has made very good progress since then. Standards in the national tests in English, mathematics and science have been rising steadily in this time. All the key issues found in the previous report have been addressed, most very well. For example, the full requirements of the National Curriculum are now met in all subjects except for some minor omissions in information and communication technology. The quality of teaching has been raised

very significantly, and the teachers' subject knowledge is now one of the general strengths of the teaching except in mathematics, where further training has already been organised for some teachers. The curriculum is planned to meet the needs of all pupils, and very good provision is made for those with English as an additional language and those pupils who have special educational needs. Subject coordinators now lead their subjects very well and are fully involved in the monitoring programme. Good procedures have recently been developed for assessment, but these are not yet in place in all subjects. The school is improving and there is a sense of common purpose which means it is very well placed to build on this improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	D	D	B
mathematics	D	D	E	C
science	D	D	D	B

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

Although the figures above do not appear to show much improvement in recent years, closer analysis of the statistics indicates that standards are improving. One of the factors affecting the below average standards is the significant number of pupils joining the school after the age of seven. Statistics also show quite clearly that those pupils who took the tests in 2000 came into the school with well below average attainment and made good progress in English and science in this time, and satisfactory progress in mathematics. Standards compared to schools with a similar proportion of pupils eligible for free school meals are above average in English and science and average in mathematics. Challenging targets have been set for improvement and these were exceeded in 2000. The judgement of the inspection is that standards are continuing to rise and are now average in English and science and just below average in mathematics. However, standards are unlikely to be much higher in the national tests in 2001 due to the high proportion of pupils with special educational needs in the current Year 6. Good work was seen during the inspection in art, music and religious education. Standards in information and communication technology, design and technology, geography, history and physical education are satisfactory. The pupils achieve well across the range of subjects and make good progress during their time in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to their school and show enthusiasm for their work when in class.
Behaviour, in and out of classrooms	Behaviour is very good in class and when children are in the playground and dining room. There have been no exclusions in recent years.
Personal development and relationships	Relationships are very good at all levels in the school and the pupils are developing very well into responsible young citizens.
Attendance	Attendance is satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Very good

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

The quality of teaching and learning is very good overall. Four out of five of all lessons observed were good or better, including more than two out of five lessons that were very good or better. Nearly one out of five lessons was excellent. This is a particularly high proportion of very good and better teaching. No unsatisfactory teaching was seen during the inspection. The teaching of English and mathematics is very good and the pupils learn the skills of literacy and numeracy very well. The teachers make every effort to ensure that the needs of all pupils are met, planning carefully for those with special educational needs and for those with English as an additional language. The school has identified a number of pupils who are gifted or talented and the teachers plan appropriate work for these pupils. The teachers have very good classroom organisational skills and create a very good working environment in which the pupils find it easy to learn. The teachers generally have very good subject knowledge and this is particularly beneficial in music where a specialist takes all classes and the pupils are therefore learning very well in this subject. The teachers have high expectations of both the pupils' performance and their behaviour. This encourages the pupils to try hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The pupils benefit from a particularly broad range of curriculum experiences while a proper emphasis is placed on the basic skills of literacy and numeracy. There are some minor omissions from the curriculum for information and communication technology. There is an excellent selection of extra-curricular opportunities and the curriculum is also enhanced by many very worthwhile visits out of school. Visitors into school contribute significantly to this provision.
Provision for pupils with special educational needs	Very good provision is made for the pupils with special educational needs. Their needs are identified early and very precise targets are set for their improvement which result in their very good progress.
Provision for pupils with English as an additional language	Very good provision is made for the pupils who have English as an additional language. Levels of support are good, and the teachers ensure that these pupils can take a full part in all aspects of the curriculum and school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent provision is made for the pupils' personal development. An exceptionally broad range of opportunities is provided for them to learn how to live as valuable members of society.
How well the school cares for its pupils	The school cares for its pupils well. A safe and caring environment is provided for them. Good systems of assessment have been set up to monitor their progress, but although these have recently been developed for the core subjects of English, mathematics and science, they are not yet well developed in other subjects.
How well the school works in partnership with parents	The school has worked very hard to involve the parents in the education of their children and this is effective in supporting the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and very clear educational direction for the school. The senior management team supports him very ably. Subject coordinators have considerable responsibility for raising standards in their subjects and they fulfil their roles very well.
How well the governors fulfil their responsibilities	The governors are very knowledgeable and lend considerable expertise to the school. They have a very good strategic view of the school and fulfil their responsibilities very well.
The school's evaluation of its performance	The school is very good at assessing its strengths and planning for further development.
The strategic use of resources	The school has a good number of staff. Accommodation is satisfactory and learning resources are adequate overall. All these resources are used very well. The school applies the principles of best value excellently and gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is approachable. • The school is well led and managed. • Their children like school. • The school has high expectations of their children. • Teaching is good. • Behaviour is good. • Their children make good progress. 	<ul style="list-style-type: none"> • Levels of homework, some thinking there is too much, others that there is too little. • Some parents consider that they do not get sufficient information about their children's progress.

The above views are based on a good response to the parental questionnaire and those expressed at the well attended parents meeting. The inspection endorses all positive parental views. However the judgement of the inspection is that levels of homework are satisfactory and that it makes a valid contribution to the pupils' learning. The inspection team also judges that parents have very good opportunities to learn about the progress that their children are making.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Evidence from the inspection is that the standards achieved in English and science are average and those in mathematics are below average by the time the pupils leave the school. The pupils' attainment in the 2000 national tests for eleven year olds was below the national average in English and science and well below average in mathematics. When compared with schools with similar proportions of pupils eligible for free school meals, attainment in these tests in English and science was above average and in mathematics was average. Trends over time show that standards are improving and evidence from the inspection shows standards in the school now rising rapidly. However, standards in the national tests this year are unlikely to be any higher due to the high proportion of pupils in the current Year 6 who are on the school's register of special educational needs. A further factor affecting the lower than expected standards being achieved is the above average number of pupils who join the school at times other than the normal starting age. Although in the past girls performed better than boys in the national tests, this situation has been remedied and there is now little difference. Appropriate targets have been set for improvement and these targets were exceeded in the tests in 2000.
- 2 The results of the national tests from the infant school from which most of the pupils come show that the pupils entering the school now have average ability overall. However, the results at the infant school are also improving and the Key Stage 1 results for the group who left Godwin Junior School in 2000 were well below average. The statistics show that almost all those who took the tests in 2000 made good progress during their time in the school, particularly in English and science.
- 3 Inspection findings are that by the age of eleven, standards are average in all other subjects except art and music in which standards are above average, and religious education where standards are above those expected in the local agreed syllabus. Standards in information and communication technology are satisfactory. Overall, the pupils' attainment across the range of subjects by the end of Key Stage 2 is average. The pupils' progress is good. The school has identified some talented pupils and is providing these pupils with work appropriate to their needs, so these pupils are making good progress. The pupils with English as an additional language are also making good progress, both in their acquisition of English and in their learning in other subjects of the curriculum due to the well-planned programme of learning that the school provides for them.
- 4 Standards of attainment in all aspects of English are average for the pupils aged eleven. They listen carefully to each other and adults and speak confidently using correct grammar. The pupils' interest in reading is high and a wide range of fiction and non-fiction is read. In writing, the pupils have opportunities to write for a range of audiences and produce some good poetry and imaginative writing. They are aware of the range of elements of grammar and most present their work neatly and legibly. Overall, the pupils make good progress in English and are developing their skills of literacy well.
- 5 In mathematics at the age of eleven, the pupils' attainment is below average. Their ability to calculate is average; they work out answers both on paper and in their heads quickly and mostly accurately. Their ability to use what they know is average. The teachers are very good at asking the pupils to explain their working and the thinking encouraged ensures that the pupils are well equipped to tackle different problems. The pupils' knowledge and understanding of shape, space and measure is below average at this age. Their knowledge of data handling is also below average, although they are average in their ability to present data. Their work in mathematics, particularly for data handling, is supported by work in information and communication technology but not yet sufficiently for this to have an impact on standards being achieved. The inspection evidence indicates that pupils are making good progress in mathematics.

- 6 Standards in science at the age of eleven are average. The pupils' attainment in experimental and investigative science is above average at the age of eleven. They are able to plan and select equipment for experiments and carry out investigations. The pupils have good knowledge and understanding of scientific language and use it well. Their knowledge of life processes and living things is average as they have a good understanding of the functions of plant and human organs, but are weak in their use of keys in identification. The pupils' knowledge of materials and physical processes is average. They have a sound understanding of the change of state of materials and of forces, and know how to construct a range of electrical circuits. They are making good progress overall in science.
- 7 Standards are above average in art and design. The pupils are good at observational drawing and other work in two dimensions. There are also very good cross-curricular links such as the very effective aboriginal project on display in the school hall. Standards in music are above average. For example, the pupils sing clearly, tunefully and enthusiastically. They produce effective compositions, recording their work appropriately. They are good at listening to music, both recorded and their own and other pupils' compositions, and evaluating it. This then helps to improve performance. Standards in religious education are also above expectations. The pupils have good knowledge of the holy books and artefacts of world religions and relate their similarities. They have good awareness of the impact of religion on people's lives. Their ability to explore feelings about friendship is good and they understand well the meaning of belonging to a society.
- 8 Those pupils with special educational needs make very good progress in relation to their prior attainment as they have very clear and precise targets for improvement in their individual education plans. They also receive good support particularly in literacy and numeracy. Their confidence and self-esteem grows, improving their willingness to tackle tasks. The pupils who speak English as an additional language achieve standards similar to English speaking pupils. They make good progress in all subjects because of the very effective support they receive in class from the class teachers and the specialist support teacher. There is no barrier to progress for the pupils who speak English as an additional language.

Pupils' attitudes, values and personal development

- 9 The pupils have very good attitudes to learning and to their school. Almost all parents state that their children like school. The pupils value school and what it has to offer, with over half of the pupils participating in extra-curricular activities. Members of the school council jointly considered what they would like to change about the school and responded that they would like to see "a secondary school added with the same caring community and quality of teaching where we can all help each other and work for the best for ourselves and, more importantly, for others." The pupils' very good attitudes to work and play, very good behaviour, very good relationships, very good personal responsibility and a very good response to opportunities to display initiative make a very positive contribution to their learning. These attitudes show an improvement since the time of the previous inspection when they were generally found to be good.
- 10 The quality of relationships within the school is very good. The pupils value each other as individuals. They play well with other pupils, and lunchtime is a social occasion in which all pupils mix together at the dining tables very well and talk about their lessons and their interests outside school. They relate very well to their teachers and other adults. They are keen that others should gain a good impression of them and the school to which they belong, and of which they are proud. Many pupils would like to see the introduction of a school uniform to enable them to be identified with the community of Godwin Junior School.
- 11 When the pace and challenge of lessons is good, the pupils sustain their concentration very well, undertaking work with interest and enthusiasm. In the very few lessons where the pace is only satisfactory, concentration is still well maintained. The pupils usually listen very carefully to teachers and to each other, and the very good relationships amongst pupils and between pupils and adults working in the school, provide a constructive learning environment in which all pupils confidently contribute and share ideas to extend their understanding. The pupils display sensitivity and consideration for other people's feelings, values and beliefs and have an excellent

understanding of the impact of their actions and words on others. They work effectively on their own and with others, sharing resources, cooperating and collaborating well with one another. Throughout the school, the pupils take responsibility for tasks within the classroom. As they move through the school, they take increasing responsibility for their own learning, behaviour and actions within classrooms and around the school, as part of a community that cares for and values all of its members and visitors. This makes a very significant contribution to the pupils' personal development and their acquisition of skills.

- 12 The pupils' responses to teaching are very good, and sometimes excellent. The pupils' behaviour is very good in the classroom, in the hall at lunchtime and at play, although, on occasions, a few pupils misbehave. However, on such occasions, the effectiveness of the teachers in managing pupils' behaviour ensures that it does not disrupt the learning of others. The pupils recognise the importance of good behaviour and positive attitudes in creating an environment in which all pupils can learn. The pupils are very orderly in their movement around the school and in waiting for their lunches. They are courteous and polite. They are trustworthy and look after equipment, resources and property. There are no signs of graffiti or litter within the school. The pupils are concerned to maintain and improve their environment through groups such as the gardening club, the members of which have designed and are developing a 'Tranquillity Garden' and through the school council which has sought improvements to the toilets. The pupils are very conscious of others and know that bullying, racism and oppressive behaviour is wrong, that they can ask staff for support if they have any concerns and that any incidents are dealt with effectively. No pupils have been excluded during the school year prior to the inspection and the school has been very successful in integrating a very small number of pupils who had given cause for concern at their previous schools. Overall, the very good standards of behaviour help to create an environment in which all pupils can learn.
- 13 Overall attendance levels are satisfactory, and are broadly similar to those recorded at the time of the previous inspection. There is a relatively high level of recorded unauthorised absence. This results from the absence of a small number of pupils who were removed from school by their parents for extended holidays overseas, even though they were aware that they were not guaranteed a place on their return. The majority of pupils are punctual for school at the start of the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 14 The quality of teaching is very good overall. Four out of five of all lessons observed were good or better, including more than two out of five lessons that were very good or better. Nearly one out of five lessons was excellent. All remaining lessons observed were satisfactory. This very good teaching results in the pupils' very good levels of learning. The pupils have made good progress over time and with the quality of teaching having recently been raised to this high level, their progress will quicken. The overall quality of teaching has improved significantly since the last inspection. The sizeable proportion of unsatisfactory teaching observed at the last inspection has been eliminated and the proportion of very good and better teaching has risen from one out of twenty lessons to over two out of five. The teaching of literacy and numeracy is very good and the pupils learn these basic skills very well.
- 15 A strength of the teaching throughout the school is the way that the teachers manage their classes well and create a good learning environment in which concentration is easy for the pupils. The pupils respect the good working atmosphere and their levels of concentration are very good. The teachers have high expectations of the pupils' behaviour and use the behaviour policy well. Good order is ensured and the pupils are often expected to organise themselves, so encouraging independence. The teachers also have high expectations of what the pupils can achieve. This was evident in a very good mathematics lessons seen where the teacher quickly established that the pupils were able to do the tasks set, so had more challenging work ready for them. The pupils rise to these challenges; for example, in the mathematics lesson mentioned, the pupils were enthusiastic about the more challenging work offered and their efforts were very well sustained.

- 16 A further particular strength of the teaching is the way that most teachers use questioning. This involves the pupils in their own learning. For example, in an excellent science lesson the teacher used questions exceptionally well so that all the pupils understood what is meant by predicting and hypothesising. The learning of these skills by the pupils was consequently very good.
- 17 The teachers are very good at providing a range of activities during their lessons, so keeping the interest and enthusiasm of the pupils. In many lessons there is an excited buzz of happy learning. For example, most lessons start with the teacher setting the scene so that the pupils have a fuller understanding of where the lesson fits with other things they may have learnt. The objectives for lessons are clearly displayed and brought to the pupils' attention both at the start and the finish of lessons. This involves the pupils in their own learning and gives them a clear understanding of what they are to learn and whether the lesson has been successful for them. The teachers' knowledge of the subjects they are teaching is generally good, with only occasional problems in mathematics when the teachers are insufficiently confident and the lesson does not progress at the optimum pace. The school is already addressing this weakness as extra training is planned for the teaching of mathematics.
- 18 In the best lessons, the teachers allow plenty of time for discussion and encourage the pupils to give extended answers, so giving them every opportunity to develop their understanding. Another positive feature of the teaching is the way that classroom support assistants are used. They are given very clear guidance and their support for the pupils with special educational needs and those with English as an additional language is effective in ensuring the progress of these pupils. The teachers are very good at providing work appropriate to the abilities of all the pupils in their classes. The school has identified some pupils with particular talents or gifts and the teachers provide challenging work for these pupils.
- 19 Teaching for the pupils with special educational needs is very good. The needs of these pupils are met very well in literacy and numeracy activities with pupils receiving good support from teachers and support assistants. A major part of the success of this provision is that the targets for learning on these pupils' individual education plans are very precise and give very clear indications on what they need to learn next. The teachers plan work well for the pupils who have particular gifts and talents.
- 20 The pupils who speak English as an additional language receive an effective level of support in class that enables them to develop rapidly their skills of speaking, reading and writing English. The teachers ensure that the pupils are well supported by the use of equipment such as writing frames, relevant and suitable visual aids and, where necessary, the use of their first language. The school ensures that these pupils are fully included in all classroom activities and that they have full access to the National Curriculum. The teachers take care to ensure that they have a suitable understanding of the range of cultures within the school. This enables them to deal sensitively with the pupils' cultural needs.

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

- 21 Driven by the enthusiasm of the headteacher and the determination of the staff, the school has addressed the key issues from the 1997 inspection. It has made very good progress in developing the school's curriculum to the point where it provides a very good educational experience for its pupils. The school has, over the last three years, systematically eradicated the weaknesses, and has taken effective steps to strengthen its long term planning through powerful schemes of work. Guided by these schemes, the teachers have refined their short term planning to meet the needs of all the different groups within the classes, matching work to ability exceptionally well. Full inclusion is the school's primary aim, and the curriculum now achieves it. The introduction of the literacy and numeracy strategies, together with the adoption of the national guidance to underpin the scheme of work for science ensures full and effective coverage for these subjects. The literacy and numeracy strategies are beginning to become effective in raising standards. Schemes of work

based on national guidance are in place for the remaining subjects. These provide a sound framework for planning. They are promoting a secure progression of skills and knowledge, and because of strong links with partner schools, establish a continuity of learning across the key stages and from year to year.

- 22 The staff have created an overall plan which shows the pattern of links between subjects. The impact of this is to ensure that knowledge or skills in one subject are taught ready for when they are needed in another. A strength of the curriculum is the emphasis on the investigation and experimental elements in those subjects where these are a requirement. The school aim is to build up the pupils' ability to learn independently and to use their powers of thinking about what they are doing. The balance of time given to the different subjects has been carefully thought out. The school gives pupils a balanced education across the full range of National Curriculum subjects, with an appropriately strong emphasis on the key language skills. However, the school does not yet integrate subjects such as geography and history fully into the timetable to support learning in English and mathematics.
- 23 The school seeks to provide a very rich breadth of experience. The growth of its programme of extra-curricular activities is exemplary, and the positive impact on every subject is substantial. Parents particularly value the excellent range of extra-curricular activities offered. They are open to all pupils equally. The only problem for pupils is the basis for choice. On a typical afternoon they might select from a range of sports, choir, gardening, embroidery or art club. Boys can consider the sewing class if they want a restful, quiet activity in good company. Visits to centres of educational interest and the contribution of visitors to school to share their expertise with pupils further widen the pupils' experience of the world outside school.
- 24 The school provides the pupils who speak English as an additional language with a rich, varied and relevant curriculum that meets their identified needs. The curriculum planning takes careful account of their needs and ensures that suitable work is planned for them. This has a positive effect on the standards that pupils who speak English as an additional language achieve.
- 25 The provision for the pupils' personal, health and social education is good. The comprehensive programme is appropriate to the ages and needs of the pupils and includes sex and drugs education. Moral and social issues are addressed during personal, health and social education lessons, circle time and in assemblies. The pupils reflect on their emotions, society and relationships. The pupils' awareness of a healthy lifestyle is successfully developed through the personal, health and social education programme and through links with other subjects such as science. The police liaison officer supports the programme through the delivery of elements such as making pupils aware of 'stranger danger.' The personal development of the pupils is also fostered through educational visits linked to the curriculum. The effectiveness of the recently revised scheme of work is being carefully evaluated by assessing its impact on pupils' attitudes, behaviour and understanding which is helping the school to develop specific policies.
- 26 Links with the community make a very good contribution to the pupils' learning opportunities and have improved since the time of the previous inspection. The school's involvement in the wider community also provides good opportunities for pupils' personal and social development. For example, the school benefits from links with an old peoples' centre, Daken House, with which the pupils are involved in art and reminiscence projects which support the pupils' personal development and history work. On an international scale, the school has established an internet project with Davenport School in North Carolina, USA which also has a multicultural school community. This project is providing very good opportunities for pupils to exchange emails and to link web sites. All pupils undertake a wide range of visits within the local community which support their learning very well. Visiting speakers, representing business and the cultural diversity within the local community, come into school and talk to the pupils. Links with the neighbouring infant school are excellent. Almost all of their pupils transfer to Godwin Junior School. The two schools organise joint social fund raising activities, review each other's policies and have developed joint procedures to ensure that expectations are consistent. The schools share a special educational needs committee, involving link governors, which meets every term. Links with the secondary school, to which most pupils transfer at the age of 11, are good and the sharing of artefacts benefits the

availability of resources to support learning at the infant and secondary school as well as Godwin Junior School. Regular meetings are held with the secondary headteacher and links between the three schools make a very positive contribution to transition arrangements for the pupils.

- 27 The school's provision for the pupils' spiritual, moral, social and cultural education is excellent and builds upon the school's vision statement and 'the four C's' of which all the pupils are aware – care, cooperation, consideration and courtesy. This is a good improvement on the previous report in which the school was described as being largely successful in meeting its aims.
- 28 The excellent provision for the pupils' spiritual development is based on the very great value which the school places on the beliefs the children bring from home which permeate the work of the school and collective worship. Collective worship takes place in a calm and peaceful but joyous atmosphere and follows themes linked to religious education and PSHE and citizenship lessons. The pupils are very receptive and listen with excellent attention during assemblies, reflecting on issues such as the needs of others, the talents we have as individuals and how we can share our talents for the benefit of others. In lessons, the teachers provide opportunities for pupils to discuss spiritual and moral matters and for quiet reflection and they also provide excellent opportunities that help pupils explore the values and beliefs of world faiths and those with no faith. The pupils' understanding is further enriched by visits to places of worship for faiths studied within the curriculum. Spiritual awareness is very well promoted within lessons and within displays, such as those celebrating the 'beautiful wonders of the natural world around us'.
- 29 Provision for the pupils' moral development is very good. The teachers, and all adults working within the school, promote a very strong moral code and act as very good role models, valuing and respecting the pupils under all circumstances and at all times. They provide very clear guidelines for acceptable behaviour and for caring attitudes, and the excellent vision of the school is prominently displayed around the building with key words highlighted. The pupils are taught the difference between right and wrong and teachers expect them to behave very well and to respect the rights of others. The teachers promote values such as honesty and fairness and the school places a strong emphasis on self-belief and self-esteem.
- 30 The school makes excellent provision for the pupils' social development. Many opportunities are provided for pupils to take responsibility, to show initiative and to develop an understanding of living within a diverse community. For example, the pupils in Year 3 explored the meaning of the words 'community' and 'diversity' within the school vision and they reflected upon stereotyping. The teachers use assemblies to celebrate and encourage good work and achievements. The pupils gain confidence on the occasions when they are encouraged to share their successes. They accept the rules of the school and have very good relationships with their teachers and with each other. The pupils of all ages are provided with opportunities to undertake duties within the classroom and throughout the school and they may seek election to the school council, which is chaired by a parent to ensure that teachers are not seen to be influencing the agenda or decisions taken. The pupils acquire an increasing sense of responsibility for their own actions and for others. Consideration for others is promoted through the ethos of the school and charitable work such as collecting for Comic Relief and supporting charities suggested by the pupils. Pupils throughout the school make a wide range of visits to museums, art galleries, concerts and heritage buildings, which enhance and enrich the curriculum and contribute significantly to their social and cultural development.
- 31 The school's provision of excellent opportunities for the promotion of pupils' cultural development features strongly in the excellent displays around the school. These celebrate differences and the broad cultural diversity within the school community. Artwork very successfully links cultures, such as the pupils' representation of the local community in the style of aboriginal art. In subjects such as history, geography, art, music, PSHE and citizenship and religious education, teachers plan work about different cultures. For example, pupils learn about the styles of European artists such as Matisse, incorporating this in computer generated pictures. The school celebrates festivals of many different traditions and the support available to pupils who do not speak English as their first language recognises the very wide range of pupils' cultures and languages represented in the school and the community. The use of different scripts on many displays reflects the

respect and value given to all traditions and provided very good support to the development of self-esteem for all pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 32 The school has much improved its arrangements for assessing pupils' attainment and recording progress since they were a key issue in the previous inspection. This area is a developing strength of the school and very good progress has been made since the last inspection. The school has developed a good programme of procedures and record keeping in the core subjects. The school's best practice lies in the detailed records for pupils' developing skills in writing and in the profile of reading skills. This helps teachers in each year to know accurately where pupils are at so that they can plan suitable starting points for lessons. The evaluations that teachers make as a result of their lessons feed into this accurate picture of pupils' attainment. The headteacher monitors these records closely to see if individual pupils are moving ahead fast enough. Where cause for concern appears, action is taken at once. The teachers set quite demanding, precise targets for pupils to work on, as a result of this very close monitoring. The school is determined to have a clear picture of all pupils' progress.
- 33 Teachers in each year mark set pieces of work, including some tests, in English, mathematics and science to find out the levels at which the pupils are working. This gives a good guidance on a year group's progress and enables teachers to predict fairly precisely how they will perform in the Year 6 national tests. The teachers keep samples of pupils' work in the record of achievement file, so that profiles of pupils' strengths and weaknesses are beginning to build up in English, mathematics and science. Staff discussions are held to reach agreement on what a particular level should look like, so that teachers have a consistent picture of standards for Godwin Junior School. The very good systems outlined for English, mathematics and science are not yet fully in use in all other subjects.
- 34 A further improvement since 1997 is the way the school studies the pupils' answers in the national tests. The staff are able to pinpoint exactly where pupils are going wrong, for instance how they misinterpret information from graphs in science. Teachers then plan extra teaching on those points into next year's work.
- 35 There is very careful, thorough and clear monitoring of the achievements and progress of pupils who speak English as an additional language. This enables the school to analyse achievements and plan future work to meet identified needs.
- 36 The school is very successful in creating a happy, caring community, in which each pupil and member of staff is valued for their individuality and for their personal contribution. The school provides a very good and orderly learning environment, in which staff know all pupils well and expect very high standards of them in their work and their attitudes. All adults act as very good role models. They have a very good understanding of pupils' progress, both academic and personal. The strong pastoral support found at the time of the previous inspection has improved still further and is a strength of the school.
- 37 The pupils' personal development and well being is supported very well throughout the school, in lessons and at play. For example, the midday staff are very concerned to ensure that, at dinner time, all pupils have the opportunity to eat something which they like and which meets their dietary and cultural needs. Pupils, who speak highly of the quality of school dinners provided, appreciate this effort. The effectiveness of the overall personal support provided in the school and the very close monitoring have a very positive effect on pupils' achievement and progress. They ensure very good standards of behaviour and very good personal relationships.
- 38 The staff are very successful in promoting very good standards of behaviour in and around the school and during lessons. The school has very good procedures for promoting an atmosphere that is free from bullying, sexism, racism or other oppressive behaviour and in which every person

is valued and differences celebrated. Staff quickly address isolated instances of bullying or breakdowns in relationships and parents are fully involved. The behaviour policy is effective, consistently applied by all staff and well understood by pupils, who value the praise of staff, the award of certificates and the rewards such as stickers or letters of congratulation which are sent home. The pupils recognise that sanctions are applied fairly and the use of a 'sanction room' for detentions during break is a very effective deterrent to unacceptable behaviour.

- 39 The overall management of health and safety is very good. Teachers have a good awareness of safety, and pupils are taught safe practices in lessons. The school has an appropriate policy and the headteacher is responsible for its implementation. Comprehensive risk assessments and regular safety audits are conducted and recorded in detail. First-aid support for pupils is good and pupils are provided with good care in the event of accident or illness. Records of accidents are maintained, although the detail that is recorded is sometimes insufficient to enable potential risks to be identified and any necessary action to be taken.
- 40 Child protection arrangements are good and comply fully with requirements. All teaching and support staff have been given clear guidance on child protection and this is reinforced during inservice training days. All adults working in the school know the procedures to be followed in the case of any concerns. There are very good liaison arrangements with outside agencies and the school exercises its responsibilities with vigilance and care.
- 41 Procedures to monitor and promote attendance and punctuality are good and, during the next term, a number of new initiatives will be introduced to try and raise attendance levels. The recent appointment of a learning mentor has helped to improve the early involvement of parents in the case of any concerns and to improve punctuality. Good attendance is recognised through the award of certificates and the new procedures are intended to increase the pupils' awareness of attendance levels and provide further recognition through the award of a trophy to the class with the best attendance. The school works in close liaison with the educational welfare officer who visits the school weekly and provides effective support for monitoring attendance and punctuality, to ensure regular attendance at school.
- 42 There are well established liaison arrangements with outside agencies, including educational specialists, social services and the health authority, all of whom provide good support and advice for pupils and staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 43 The school's partnership with the parents is very good and has improved since the time of the previous inspection. The school works very hard to involve parents in supporting their children's learning and the work and life of the school. This partnership is reinforced by a home/school agreement which has been signed by all parents with children in Year 3 and the majority of parents with children in Years 4, 5 and 6. The significant majority of parents provide very good support for their children's learning. In conjunction with the nearby infant school, the school has organised English lessons for parents who have English as an additional language, to encourage greater involvement in children's learning. These classes were oversubscribed. The school recognises that traditional methods of communication are sometimes ineffective with those parents who do not communicate well in English and maintains personal contact with these parents in their mother tongue to keep them informed about their children's progress and the life and work of the school.
- 44 The parents are very pleased with the school and the education it provides. Inspectors' judgements support the many positive views expressed by parents. However, a minority of the parents expressed some concern about the information provided about their children's progress and the amount of homework that is provided. The inspection team found that the information provided to parents about pupils' progress is very good and that homework is used satisfactorily to support pupils' learning in the classroom.

- 45 The overall quality of information provided for the parents, particularly about pupils' progress, is very good. Annual reports are very carefully written, and comments show that teachers have a good knowledge of individual pupils and their attitudes to work. Clear targets provide specific areas for improvement and these assist parents to support their children and help them to move to the next stage of their learning. The reports are supplemented by one consultation evening each term, at which language support is available. The support of the parents for these evenings is excellent and almost all meet with teachers at these times. The school listens to parents' views and the headteacher holds 'coffee mornings' during which parents can meet the headteacher to discuss general issues, to seek information and to express views as well as to learn about aspects of the curriculum. A significant strength of the school's communications with parents is the accessibility of staff and the personal contact that is made to overcome language barriers. Every Tuesday evening, after school, parents may visit their child's classroom, look at books and talk to teachers without the need for a prior appointment.
- 46 The school organises workshops which give parents the opportunity to find out more about areas of the curriculum such as numeracy. Specific meetings are held for parents whose children have special educational needs, and these are very successful in involving these parents in their children's learning. A board outside the school is used very well to provide parents with daily news such as the results of charity collections and details of after school activities. Parents are provided with a brief outline of the work pupils will be covering. At present this information is insufficient to help them plan to support their child's learning at home or on family visits and outings. Newsletters provide satisfactory information and include key dates. They are supplemented by the governors' own termly newsletter, called 'Godwin GovNews'. Governors provide very effective information which they provide to parents through their annual report and annual meeting. The annual meeting includes presentations by pupils and very effectively involves parents in discussing, within small groups, the issues that matter to them within the school.
- 47 The parents respond very well to any concerns expressed by the school and provide very good encouragement and support for pupils' learning at school and at home which has a very positive impact on the pupils' progress in areas such as reading.
- 48 The Godwin PTA has very close links with Woodgrange Infant School and holds a number of joint activities and events with them, such as a fire work evening. The PTA also organises events such as a summer sports fun day, a craft fayre, quiz and race nights and a termly disco for the pupils, to raise funds to support the work of the school. Recently, the PTA has bought computers, playground equipment and 'wet play' games which have benefited the pupils' learning and social development.
- 49 About 20 parents help regularly in classrooms, providing very good support, for example with practical work and reading. In addition, parents provide very good support for specific activities such as acting as translators at consultation evenings and other meetings, helping with artwork and the football club as well as helping with the supervision of pupils on visits. In addition, parents provide very good practical support such as making a new trophy cabinet. The very good support of parents is greatly appreciated by pupils and staff and makes a positive contribution to the pupils' learning, to the learning environment and to resources and enhances the school's communication with all of the parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 50 Leadership and management of the school are very good. The headteacher provides excellent educational direction for the school. His vision and direction for the school clearly take account of its aims. He is very well supported by a committed staff and governing body. The headteacher has only been in post for a year, but has continued and built on the strengths previously identified. This is resulting in rising standards and particularly in improving the quality of teaching.

- 51 The school is very good at identifying its own strengths and weaknesses. Where any areas for development have been identified, they form the basis of a very comprehensive school improvement plan. Many of the areas for improvement identified by the inspection team are already in this plan. However, the improvement plan is not put together in a way that makes it an easy document to use in planning developments. There are many pages of factual information which is also held in other documents. It does not include the very good coordinator action plans within its format, and these documents have to be read in conjunction with the improvement plan. There are also no costings or success criteria within the structure of the improvement plan.
- 52 The headteacher and subject coordinators, whose roles have been significantly developed, very rigorously monitor teaching and learning. The school monitors, evaluates and develops teaching and learning very well. The headteacher and subject coordinators have observed lessons and carefully discussed performance with individual teachers. Any overall strengths and weaknesses are shared with the staff. Individual areas for development become part of a teacher's personal development with targets being set. Every opportunity is given to assist teachers to reach these targets through discussion, observation and training. Subject coordinators look at all of the teachers' planning and samples of pupils' work to help ensure the continuing effectiveness of teaching and learning. This is a significant improvement since the last inspection when there was a key issue relating to the management of subject coordinators. Leadership and management are now delegated very well to the subject coordinators, who, along with the support and administrative staff, are fully committed to the school's success and improvement. Coordinators lead and manage their subjects very well. Their own subject reviews and action plans demonstrate their responsibility and accountability.
- 53 The governing body fulfils its statutory duties very well and has a very good understanding of the strengths and weaknesses of the school. The governors' role in shaping the direction of the school is good and they regard long term strategic planning as one of their prime responsibilities. Their knowledge of the needs of strategic planning is excellent. Very good systems are in place for monitoring spending and ensuring that budgets are not being exceeded. This task is helped by the excellent application of the principles of best value, these principles being applied to all decisions made, not just those which have some cost. The school makes very good use of funds available to it, and particularly of specific grants. For example, the planned information and communication technology suite has been made possible through careful allocation of these funds. A number of governors are regular visitors into school and they visit lessons to monitor teaching and learning.
- 54 The school has an adequate number of well qualified teachers who are suitably experienced to deliver the National Curriculum and religious education. This is an improvement since the previous inspection when the teachers' subject knowledge was judged inadequate. The priority placed by the current headteacher on the professional development of staff has had a very beneficial effect. Professional development is closely linked with whole-school priorities and the individual needs of the teachers. Non-teaching members of staff are deployed carefully to provide the maximum support to the pupils. This is particularly effective for pupils who have special educational needs. The literacy support is very good and has a positive effect on the achievement of those pupils who have English as an additional language. The newly qualified teachers benefit from a very carefully structured induction programme. This ensures they have ample opportunities to continue their professional development and increase their teaching skills and techniques. The school carries out an annual performance review for each member of staff. This assists the teachers in their self-evaluation and has a marked impact on the standards of teaching.
- 55 The accommodation is satisfactory for the needs of the pupils. The school has installed a stair lift to give access to the upper floor for physically disabled pupils. Good quality displays of work by the pupils celebrate achievement and enhance the opportunities for learning. The premises are kept very clean and there is no litter in the grounds. This helps to develop a sense of pride in the pupils' surroundings. The hall is not big enough to accommodate all the pupils comfortably during whole-school assemblies. The school has a hard surface play area and a grassed area with trees and seating. It is developing a quiet garden where the pupils can wander and sit quietly to reflect. This all contributes to giving pupils quality surroundings outside. The grassed area is not suitable for games such as football and cricket. This restricts progress in games' skills.

- 56 Learning resources are, overall, satisfactory. The weakness lies in the provision of resources for design and technology. These are insufficient for the effective teaching of basic skills. Strengths are in the provision of resources for English, physical education, religious education and for pupils who have English as an additional language. Most resources are in good condition, suitable for the age range of the pupils and the teachers make effective use of them. All the resources are clearly identified, neatly stored and readily accessible to the teachers and pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 57 In order to continue to raise standards, the governors, headteacher and staff should;
- (1) raise standards in mathematics by:
 - (a) ensuring that all teachers have sufficient training so that they are confident in teaching all aspects of the curriculum;
(paragraphs 17, 83)
 - (b) ensuring by monitoring that the curriculum is delivered as intended throughout the school;
(paragraph 85)
 - (c) ensuring that assessment provides information that the teachers can use to ensure that the pupils' progress is continuous;
(paragraph 84)
 - (2) improve the format of the school improvement plan so that:
 - (a) it is a more manageable document;
(paragraph 51)
 - (b) it contains within its structure detail for all aspects for development; (paragraph 51)
 - (c) it contains clear costings and success criteria;
(paragraph 51)
 - (3) build on the good work started on assessment so that there are systems of assessment for all subjects that the teachers can use to enable them to plan for the next stage in each pupil's learning.
(paragraphs 33, 97, 101, 124)

SPECIAL EDUCATION NEEDS IN A MAINSTREAM SCHOOL

- 58 The number of pupils on the register of special educational needs has increased since the previous inspection, and has now reached the average for a school of this size. The number of pupils with a statement of special needs is above average. The school's assessment procedures for these pupils is rigorous, and is rightly begun as soon as the pupils enter Year 3, using information from the infant school as a starting point. The increased numbers accurately represent the level of need in the school, and the school's much improved capacity to handle this number.
- 59 The inspection findings support the school's view that the pupils with special educational needs make very good progress, because they are particularly well supported during their work in the classrooms, both by class teachers and support teacher and classroom assistants.
- 60 Pupils who have special educational needs maintain a positive self-image as they are enabled to achieve success in their work. Their behaviour is usually very good. Support assistants encourage independence in the pupils to tackle challenging tasks with determination. The pupils enjoy the challenge of new work, such as the drama lesson with the support teacher where the Year 6 group tackled the difficult art of speaking their parts at the right moment.
- 61 The teaching of pupils who have special educational needs is very good. The teaching of basic skills on carefully selected material linked to the pupils' individual education plans is very good. Teachers and support assistants create good learning conditions of trust and encouragement, setting appropriately high expectations. For instance, in an art lesson one girl was able to concentrate longer and achieve more than she had ever before, because of the patient instruction of the support assistant. Close teamwork between class teachers and support assistants ensures that instructions are effectively communicated. The assistants feed back what the pupils have achieved so that teachers can assess progress and plan further work. The teachers are much more aware of the advantages of matching work to pupils' ability than at the time of the previous inspection. They are now particularly skilled at this.
- 62 Provision for special educational needs is very good. This is a significant improvement since the previous inspection when the arrangements were said to be inadequate. All the pupils' individual education plans are in place, and of a consistently good quality. The pupils' targets are clearly defined, and their progress is reviewed at least every six weeks. The pupils share the same provision for spiritual, moral, social and cultural education as the mainstream pupils.
- 63 Pupils are monitored regularly to see if they have made sufficient progress to come off the register, or if they need further help. Modern computer aided tracking methods give the coordinator a clear view of progress. The school draws on the expertise of specialist services for more detailed diagnostic testing. The school has very good relationships with many specialist agencies, and particularly values the help they give. The school uses its knowledge of its special pupils effectively to give guidance on behaviour and academic improvement. The pupils are well prepared for their transfer to secondary school. The school is well able to meet the support terms written into the 11 statements of special need.
- 64 The parents of pupils with special educational needs are fully involved in the procedure, and are kept well informed of their children's progress. They value the explanation and involvement in the writing of individual education plans. They are appreciative of the guidance the special needs team gives on ways to help their children at home. They are distressed at media criticism of Newham's special needs provision, in case this reflects badly on Godwin Junior School, where they rightly believe it to be first rate.
- 65 The coordination of special educational needs is very good, and has established effective and caring provision. This is a much stronger position than at the previous inspection. The coordinator has built a strong team dedicated to a quality support service for teachers and pupils. She has developed in staff a purposeful, determined yet cheerful commitment to secure the progress of pupils with special needs. The expertise of the support staff has fed into the management process

in a particularly valuable way. This aspect of the school's spending represents very good value for money.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	29	38	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	359
Number of full-time pupils known to be eligible for free school meals	135

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	85

English as an additional language	No of pupils
Number of pupils with English as an additional language	157

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	42	48	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	36
	Girls	36	31	41
	Total	65	61	77
Percentage of pupils at NC level 4 or above	School	72 (69)	68 (64)	86 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	32
	Girls	31	29	37
	Total	57	58	69
Percentage of pupils at NC level 4 or above	School	64 (58)	66 (59)	78 (62)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	50
Black – African heritage	30
Black – other	12
Indian	56
Pakistani	32
Bangladeshi	34
Chinese	2
White	113
Any other minority ethnic group	29

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	24.4
Average class size	29.8

Education support staff: Y3 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	233

Financial information

Financial year	1999/2000
	£
Total income	639 505
Total expenditure	645 292
Expenditure per pupil	1 849
Balance brought forward from previous year	33 827
Balance carried forward to next year	28 040

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	359
Number of questionnaires returned	235

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2	1	0
My child is making good progress in school.	48	45	4	0	2
Behaviour in the school is good.	49	44	4	0	3
My child gets the right amount of work to do at home.	39	42	14	3	3
The teaching is good.	52	40	4	0	4
I am kept well informed about how my child is getting on.	43	43	11	2	3
I would feel comfortable about approaching the school with questions or a problem.	64	30	2	0	4
The school expects my child to work hard and achieve his or her best.	65	29	4	0	2
The school works closely with parents.	49	40	6	1	4
The school is well led and managed.	64	27	2	0	7
The school is helping my child become mature and responsible.	50	37	6	0	7
The school provides an interesting range of activities outside lessons.	47	35	7	2	9

Percentages may not sum to 100 due to

rounding

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

ENGLISH

- 66 In the National Curriculum tests for 11 year olds in 2000, standards in English were just below those expected nationally compared with all schools but were above the average for schools in similar circumstances. The reason that standards overall were not average in 2000 was due mainly to the high proportion of pupils attaining below Level 3. The proportions of pupils gaining Level 4 was average compared with national figures, and the number of pupils gaining Level 5 was just below that expected nationally.
- 67 There has been a steady improvement in standards since the time of the last inspection, and current inspection judgements indicate that attainment in reading, writing and speaking and listening are currently satisfactory throughout the school. The target of 75 per cent of pupils to gain Level 4 or above will probably be achieved this year, but when recent developments are felt throughout the school, the pupils are likely to improve further. This is due to the very good quality of teaching overall, to the successful implementation of the National Literacy Strategy, and to the excellent leadership of the recently appointed coordinator for English. Teachers now provide work specifically targeted for the needs of particular groups of pupils. The pupils with a special educational need progress very well. This is a result of work that is matched carefully to the targets in their education plans and to the additional help they get individually and in small groups. Similarly, the pupils for whom English is an additional language, and pupils identified as gifted or talented are very well integrated into lessons so that these pupils progress well. There are no significant differences in the achievements of girls or boys.
- 68 The successful introduction of the literacy hour is having a significant impact on standards throughout the school. The pupils are making very good progress in their literacy lessons, which are well organised with much skilled teaching. The teachers provide pupils with good opportunities to apply their new skills in all areas to other subjects of the curriculum so that they develop the quality of their work. Work in the literacy hour is a contributory factor to the good progress that pupils make in developing the skills of handwriting and punctuation.
- 69 Speaking and listening skills are developed satisfactorily in class discussions, during the introduction to lessons and in the final summing up and revision of progress at the end of literacy lessons. The pupils usually explain clearly what they have learned. They listen carefully and most speak confidently in response to questions. The wide range of vocabulary that teachers use in questioning pupils in oral sessions helps the pupils develop an understanding of the language used in, for example, writing an account of views for and against the wearing of school uniform. There is good encouragement of focused discussion between partners to encourage pupils to develop their ideas and express them clearly. Those pupils for whom English is not their first language respond to questions satisfactorily. The pupils use correctly structured sentences when they are speaking, transferring their knowledge of grammar to their speech. One play reading session was observed during the inspection, where pupils with special educational needs developed their speaking and listening skills well. Some opportunities have been established for the development of speaking and listening, and the assessment of pupils' oral skills has not yet been addressed.
- 70 The introduction of the books associated with the literacy hour is beginning to have a significant impact on the pupils' interest in reading as they experience a wide range of literature in a variety of forms, including poetry. The pupils have an enthusiasm for reading, most pupils reading frequently outside school. Year 3 pupils talk volubly about their impressions of a book. Many pupils relish expression. By Year 6, higher achieving pupils read a wide variety of texts, can talk in detail about stories they are reading, referring to other parts of the text as necessary. They read independently, with expression and understanding. Most pupils have sound basic reading skills and read with expression, following punctuation. They can describe books they have read and some have a preference for an author. The pupils of lower ability are making sound progress. Assessments of reading are made through targets which are set each half term and which are sent home to

parents. The teachers keep a record of books read, and a detailed termly reading record. A weekly reading homework requiring a comment from home ensures that parents or carers are involved in pupils' progress. Many of the pupils visit the local library, choosing a suitable range of books. They can use the library to find both fiction and non-fiction books, and many pupils can use the Internet for research. Since the school library is being renewed, the school has moved most of the current library books into classrooms where they form stimulating book corners with the books attractively displayed. The pupils appreciate books, handling them with care and are happy to use dictionaries, for example in history as well as in English lessons.

- 71 By the age of 11, higher and average attaining pupils' writing is often lively and thoughtful. The pupils write for a variety of purposes, for example in planning a leaflet for 'Seaworld' or writing a commentary on a poem. They use vocabulary increasingly for interest and emphasis as in 'a bull on the rampage', or 'the wind thrashed past my face'. In Year 5, the pupils have written some quite moving poems about 'my magic box' and 'my millennium box' including imaginative use of language to express their feelings. Displays around the school include evidence of different styles of writing by pupils, for example, in an explanation of reproduction in a flower. The introduction of the literacy hour has had an impact on the pupils' knowledge of the elements and structure of language. For example, there is an increasing confidence among pupils from Year 3 onwards in their knowledge of verbs, nouns, pronouns, adjectives and their use in sentences. As pupils move through the school they become more familiar with the past, present and future tenses. A wealth of knowledge including the use of prefixes antonyms and homophones was seen during lessons or in pupils' books.
- 72 By the time they are in Year 6, the handwriting of most pupils is joined and legible. Many examples of fluent handwriting and some well-presented writing using a word processor were seen in school. Most pupils use paragraphs in their writing and their command of tenses and language structure is usually sound. The pupils are familiar with drafting and redrafting their work. By the end of Year 6 most pupils produce writing with clear sentence structure, some good presentation, and satisfactory punctuation and spelling. These features are already more prevalent in the earlier years as the current good practice is taking effect. Written work is regularly assessed with some constructive marking, half-termly and termly records being kept by the teachers. The pupils use information and communication technology to prepare display work. They are given ample opportunity both to improve the quality of their own writing and to appreciate that of others.
- 73 The pupils have very positive attitudes to learning. They enjoy the structure and content of the literacy hour. The pupils are integrated well into lessons. They work with concentration and complete a good amount of work in the time available. Pupils have very good relationships with each other and with adults.
- 74 The quality of teaching in English is very good overall with two excellent lessons seen. The teachers' very good knowledge and understanding and their planning and management of pupils in the literacy hour enables pupils to make very effective gains in their learning in lessons. The pupils are always made aware of their targets in the lesson. The excellent lessons seen had, in addition, a brisk pace, which kept pupils alert, and pupils were carefully monitored by the teacher throughout the lesson. The pupils' progress from Year 3 to Year 6 is currently good and is likely to become very good as the effects of the literacy hour take further hold. The needs of all pupils are taken into account when teachers prepare their work, which leads to step by step improvement. For example, in Year 3, the pupils with special educational needs progressed well in identifying the appropriate words to fit into a picture story. Pupils for whom English is an additional language were observed to be willing to respond to some skilful questioning and to take full part in lessons. Support staff are fully involved in planning and make a significant contribution to pupils' progress. Boys and girls work well together in discussions or in group work. The effective use of the literacy hour is having a positive impact on pupils' progress in writing, reading and speaking and listening. Teachers also provide good opportunities for pupils to apply their learning in other situations. For example the pupils develop an understanding of technical vocabulary and of explanatory text in science, they improve their listening skills in music, engage in research in religious education, and are involved in shared reading of historical accounts. There is a rich use of language used generally both by teachers and pupils in the work of the school.

- 75 Pupils' social development is enhanced by the frequent use of paired and group work in literacy lessons, where pupils cooperate and discuss issues with each other. Plenary sessions at the end of lessons provide good opportunity for reflection.
- 76 The coordination of English is excellent. The recently appointed coordinator oversees the planning of literacy throughout the school, and has put in place strategies which have addressed the key issues in the previous inspection report. She promotes models of good practice through demonstration lessons and disseminates information through in-service training. The coordinator has liaised with literacy consultants to ensure that literacy planning is specific to objectives within the scheme of work. She has set detailed literacy targets based on the results of the national tests in 2000. From these, new initiatives involving planning, target setting and assessment have been developed with a view to raising standards of attainment of all groups of pupils. Parents are kept fully aware of the target setting process. Teaching is monitored successfully by classroom observation and book audits each term.

MATHEMATICS

- 77 Evidence from the inspection shows attainment in mathematics to be below average by the time the pupils leave the school. However, it is improving and standards are rising. The results in the national tests for eleven year olds in 2000 were well below average when compared with all schools nationally. When compared with similar schools they were average. The appropriate targets set for these tests were exceeded. The results in these tests indicate an improvement since the last inspection. Fuller analysis of the statistics shows that these pupils made satisfactory progress when their scores in the tests for seven year olds in 1996 are taken into account. It is unlikely that the test results for 2001 will be much higher, as there is a particularly high proportion of pupils with special educational needs in this year group. Standards lower down the school are much better, with many pupils in Years 3, 4 and 5 working at and above expected levels.
- 78 The pupils now enter the school with average attainment in mathematics. They are making good progress through the school in this subject. The pupils with special educational needs are making very good progress in mathematics relative to their prior attainment due to the well-planned support they receive and the very specific targets they are set for improvement. A few pupils have been identified as having special talents for this subject and the teachers are ensuring that they receive appropriately challenging work, so they make good progress.
- 79 By the time they are eleven the pupils are average for their age in their ability to use mathematics and standards of numeracy are average. The teachers are very good at asking the pupils to explain their working and think about their answers. This results in their increased understanding of the mathematics involved and their rising ability to use knowledge in other circumstances. The pupils do quite complex calculations accurately on paper and in their heads. For example, they have quick recall of their multiplication facts and use these to perform long multiplications. They use their knowledge of decimals to correctly order decimal numbers and multiply and divide numbers by 10, 100 and 1000 in their heads.
- 80 The pupils' knowledge of shapes and measures is below average at age eleven. For example, they have an inadequate understanding of both reflective and rotational symmetry although their knowledge of shapes and angles is average. Their knowledge of data handling is below average. Although it is supported by their work in information and communication technology, their ability to interpret data is unsatisfactory. They have an unsatisfactory knowledge of probability. Their work in other subjects such as geography where they have produced graphs of such data as traffic surveys, and science where they are encouraged to measure accurately, supports their work in numeracy.
- 81 The pupils enjoy their lessons and show very good levels of concentration. They listen very well and are very keen to answer questions in whole class sessions. A good feature of their response is the way that they settle quickly to group work even if they are not being directly supervised. They also cooperate very effectively in their work when required. The pupils treat resources with

respect and relationships are very good in the classrooms. The very good quality of the pupils' attitudes to their work has a positive effect on the progress that they make.

- 82 The quality of teaching in mathematics observed during the inspection was very good overall. The teachers are planning clearly in line with the National Numeracy Strategy. The objective for learning is displayed on the board in all lessons and the teachers almost always refer to it at the beginning and end of every lesson. This involves the pupils in their own learning and gives them a clear understanding of what they have learnt in a lesson. The teachers include within their planning work for the full range of abilities in their classes. This includes work that is targeted to meet the specific needs of those pupils on the school's register of special educational needs. They are also very good at planning challenging work for the more able pupils who have been identified in many classes. For example, in a lesson in Year 5 the teacher had prepared a challenging task for three pupils, which these pupils were really involved with and enjoyed. The provision of work to meet their needs ensures that all pupils make at least good progress in lessons, with many making very good progress, particularly those with special educational needs as they are often well-supported by learning support assistants in lessons. The teachers' planning is frequently adapted if the pupils have mastered a topic faster or slower than expected. For example, in one lesson the teacher had established the previous day that the pupils needed more practice with rapid addition, so the mental session at the start of the lesson concentrated on this.
- 83 The teachers manage their classes very well and create an orderly environment in which the pupils find it easy to learn. In an excellent lesson seen in Year 5, the organisation was such that not a moment was wasted with the pupils preparing themselves and moving around the class with an absolute minimum of fuss. In this lesson, there was a happy buzz of excited learning while the pupils were completing their written work. Lessons are well structured and the teachers use a good balance of instruction and activity to retain the pupils' interest. In a very good lesson in Year 6, the teacher used questioning very well to encourage the pupils to think. The pupils responded to this very well and were very ready with their answers and discussion. The teachers subject knowledge is good overall, but there are occasions where the teacher's lack of confidence in the topic that is being presented slows the pace of the lesson and the consequent learning of the pupils. For example, in a lesson observed, the teacher had planned a specific number of examples, and continued with all of these even though she was aware that the pupils had already understood after the first two. The pupils consequently lost interest and the pace of the lesson slowed. The school is aware of this shortcoming and further training is planned for some teachers.
- 84 Tests are used regularly to assess the pupils' attainments and a good profile of how the pupils are progressing is being built up. At present, however, there are no clear records of how successful each pupil has been in mastering the key objectives for learning. This results in teachers occasionally not knowing where it is best to start each topic. Individual short term targets for improvement are being set for each pupil and this good practice is beginning to have an impact in involving the pupils in their own learning. Some good analysis has been done of the results of the National Curriculum tests and the optional tests carried out in Years 3, 4 and 5. This has revealed some general weaknesses which the teachers are beginning to address.
- 85 The subject is very well led by a knowledgeable coordinator. Monitoring of teaching and learning is well developed and is already having an impact on standards being achieved. However, there are some aspects of the curriculum where the pupils' continuous progress is not yet assured due to topics being presented at a similar level in consecutive years. In order to try to address this issue the school has recently started to use a published text to use alongside the National Numeracy Strategy as the basis of their planning. This new scheme has not been in use for long enough to have had an effect.

SCIENCE

- 86 Most of the pupils, by the age of eleven, achieve standards that meet national expectations. This confirms the findings of the previous inspection. It is also an improvement from the 2000 national tests. This improvement is a direct result of the careful use of thorough analysis of the national test results. The school is placing a greater emphasis on scientific enquiry. There is an

improvement in the pupils' ability to record findings and plan their own investigations. This is an improvement since the previous inspection and the pupils' achievement in this area of science is a strength of the subject curriculum. It is also a result of the improvement in the quality of teaching in science. There is clear evidence of a steady improvement in pupils' performance in science. The school is using the results of assessment to target specific groups of pupils to improve standards. This is proving successful, particularly in the enquiry element of science. The school is working hard to improve the pupils' knowledge and understanding of physical processes such as force.

- 87 By the age of eleven, the majority of the pupils have a good knowledge and understanding of scientific vocabulary and the specific scientific meaning of words such as 'conductor'. All the pupils develop an increasingly wide and secure knowledge base. For example, in Year 6 they use their knowledge of electric circuits to set up a range of investigations to demonstrate how to change circuits. About three-quarters of the pupils know that investigations need to be repeated before drawing conclusions. The younger pupils quickly develop secure understanding of how to choose equipment to filter simple mixtures and to test soil and sand to see how quickly water will filter through. The teachers link work in science very closely with the pupils' work in English. This ensures that the pupils who have English as an additional language develop a good understanding of scientific vocabulary. All the pupils, including those with special educational needs, learn to write clearly as they record their experiments. The teachers use questions skilfully to enable pupils to explain and answer questions about their experiments. This develops the pupils' learning very effectively.
- 88 The analysis of work shows that the teachers ensure the pupils understand the functions of plant and human organs. The school places a suitably strong emphasis on healthy eating and the need to exercise in order to remain healthy. The higher attaining pupils know bacteria can be helpful as well as harmful and that food chains usually begin with a green plant. It shows a similar level of attainment in the pupils' knowledge and understanding of the effects of gravity.
- 89 The pupils with special educational needs make very good progress in developing their scientific skills and understanding. They have suitably challenging tasks and effective support within the classroom. This ensures that they work alongside their classmates, achieve well and grow in self-esteem.
- 90 The pupils use their literacy and mathematical skills very effectively to support their work in science. They understand the specific scientific meaning of words such as 'circuit', 'conductor' and 'insulator'. All the pupils, including those with special educational needs, present their findings clearly and logically. The pupils use measurement increasingly accurately in their scientific investigations for example, when measuring the boiling point of water. They represent findings on charts and graphs. They use their skills in information and communication technology to collect, record and display information. This is an improvement since the previous inspection.
- 91 The quality of teaching is very good and ensures that pupils learn very well and make good progress. All the teaching in lessons is at least good. This very high quality of teaching has a positive impact on pupils' learning and progress. All the teachers are secure and very confident in their teaching. They use their subject knowledge very carefully to develop the pupils' thinking. This leads to mature thought and logical reasoning. An example of this is when the pupils work out why it is necessary to use standard symbols in electricity. The teachers' planning is thorough and consistently places a clear focus on practising and improving key skills. The pupils use these skills to build systematically on what they already know. All the teachers have realistically high expectations of the pupils' achievements. An example of this was seen in a Year 5 lesson. The teacher asked the pupils to be precise when using language to describe what happens when water boils. A very profitable question and answer session enabled the pupils to explain their reasoning logically. It gave the teacher a clear insight into what the pupils knew and provoked much discussion about how molecules move. The teachers use lesson evaluations and assessments to guide them in what to teach next. This ensures good quality progress for all pupils. All the teachers set homework regularly to give support to work done in lessons. The teachers make every effort to support pupils who have English as an additional language. In many cases the

classroom assistants give a very effective level of support. This enables the pupils to participate fully in science lessons.

- 92 The school makes very good use of the information from assessment to plan the science curriculum. The coordinator has a very clear vision for the direction of science and is totally committed to raising standards. In conjunction with colleagues she monitors trends in attainment, planning across the school and the pupils' standards. For instance, the school identified a weakness in scientific enquiry from the national tests. This weakness, along with an increased emphasis on the understanding of force, is being addressed successfully. The pupils' work already shows a marked improvement in this area. The careful and systematic monitoring of teaching and provision by the coordinator ensures there is consistency of provision for all year groups.

ART AND DESIGN

- 93 During the period when National Curriculum requirements were relaxed the school commendably maintained a good breadth of coverage. Therefore, combined with very good teaching, the standards achieved are higher than those expected for pupils aged 11, higher than at the time of the previous inspection. The influence of the coordinator, through a strong scheme of work has established an enthusiasm for the subject and a firm foundation for the teachers' planning.
- 94 The teachers have a clear idea of what they want pupils to achieve in each lesson. They know how best to present the subject, and how to create good learning conditions. Many of the projects are planned as a sequence of lessons. For instance the Year 6 work began as a drawing of what pupils observed outside the classroom windows. To extend the detail the pupils went outside to view the area more closely, making thumbnail sketches and writing quite perceptive notes about texture and colour. Later in quiet classroom conditions the pupils work with rapt concentration using their sketches to build up a larger composition. Their behaviour, interest and care are excellent. They explore meanings as well as the effects of the good quality drawing pencils. One girl likened the urban landscape composition to "creating a little world of your own." Sketch books are now used well throughout the school.
- 95 The pupils also make rapid gains in knowledge. Year 6 pupils can draw on an unusually wide range of famous artists to explain their own work. This is due to the high level of challenge the teachers set and the many opportunities given for discussion. In one excellent lesson the pupils probed the teacher's interpretation; did she not think the style of work they were attempting was nearer to Modigliani or Seurat's pointillism than the Impressionists. This indicates a mature awareness of movements in art, and the way the school extends its more able pupils. Not all pupils possess a sufficiently strong vocabulary of abstract terms to interpret their work in depth.
- 96 The school is fortunate to have an artist in residence whose expertise serves as a valuable model for staff and pupils. With this expert support in and out of the classroom, teachers are able to give their attention to help the slower learners particularly well. Pupils with special educational needs particularly enjoy art lessons, where they can demonstrate hidden talents and make equally good progress. Activities extend in many directions. Information and communication technology is used effectively, sometimes to simulate an artist like Matisse, sometimes as a design tool to reproduce the complex patterns of Egyptian vase decoration. Much of the art work is poetic in quality, such as the 'pink dawn' display or the paintings of the Forest Gate area in aboriginal style. The teachers concentrate on flat media, but the examples of three-dimensional work such as "dreamcatchers" or clay models introduce a further dimension to pupils' imagination.
- 97 Art makes a strong contribution to the pupils' awareness of local and world culture. The care that the teachers take in display indicates the value they place on the pupils' work, and creates a bright, stimulating environment. The teachers ensure that pupils know what they are learning, but pupils do not see this in terms of steps or levels. This is linked to the absence of a formal system for assessment, which also deprives the teachers of a useful tool for tracking pupils' progress.

DESIGN AND TECHNOLOGY

- 98 Standards in design and technology are in line with those expected for the pupils' age at the end of Year 6. Standards and progress are better than found at the time of the 1997 inspection. This is because of the determination of the teachers to eradicate the weaknesses identified, and the enthusiastic leadership offered by the coordinator. She has introduced a strong scheme of work and provides valuable guidance for teachers to guide them in what to teach and how to approach their lessons. The subject plays an important part in the life of the school and right from Year 3 pupils develop a practical approach to solving design and construction problems.
- 99 Relatively few lessons were observed during the inspection, but the evidence from pupils' work, and from their articulate explanations of what technology is about, provides proof of a good understanding of this subject, and suggests that the good teaching seen is consistent through the school. This enables pupils to achieve well. The Year 6 work on shelters included umbrellas, tents and huts and houses of various kinds, showing the range of imagination of the pupils, and the complete absence of the teachers' insistence on one way being best.
- 100 The lessons seen had qualities of good preparation of materials, clear explanations and good opportunities for all pupils to try out their own ideas and to judge how successful they were. Year 4, for instance, compared their own pop-up books with the commercial versions, and thus learned more about the role of illustration in books. Children love this kind of challenge and respond by particularly good behaviour and effort. The teachers give particularly close attention to pupils with special educational needs, bringing their achievements up to the level of their peers, representing very good progress. Some projects are large scale, such as the tower structures which could only fit into the hall. These models are more convincing than small scale and engage the pupils in awe and wonder at the size. The pupils are so eager that they tend to rush their work, and don't give sufficient importance to neatness of finish.
- 101 The coordinator has developed the scheme to provide a broad curriculum not only embracing all four strands of technology, but also useful links with other subjects which strengthen learning in each. For instance the Year 3 work on moving parts in cards enhances their scientific knowledge of forces and levers, and the power of trapped air, and also extends their mathematical awareness of angles and shapes. Some mums received quite snappy crocodiles for their Mother's Day presents! However, numeracy is not used as consistently as it should be in design and technology in activities such as measuring and working out scales. Overall a greater emphasis is placed on the making than design and evaluation, which means the pupils are not utilising their literacy skills to the full. Some good use is made of information and communication technology, and pupils are beginning to see this as a useful tool to support their intentions. The key point for development is the lack of a simple system of tracking pupils' attainment and progress, to give both the teachers and pupils a clear picture of the levels at which they are working.

GEOGRAPHY

- 102 No lessons in geography could be seen during the inspection, but evidence was gained from the scrutiny of pupils' work, discussion with pupils in Year 3 and Year 6 and with the coordinator and from work on display. The indications from these are that standards in geography are satisfactory, similar to those at the time of the last inspection.
- 103 Discussions with pupils in Year 6 showed that they are beginning to understand places in the wider world. They can name the features of significant areas on a globe, such as the equator, and the Polar Regions, suggesting what it might be like to live there and why. They have the idea of time seeming to be ahead towards the east. The pupils are familiar with the names of the main continents and oceans, and many of the major rivers such as the Nile. These pupils are aware of the importance of caring for the environment, recognising that pollutants will damage it. The pupils' geographical skills develop satisfactorily through river studies, for example of the Thames, and through studies of their local environment. All the Year 6 pupils knew that research skills using books or CD-ROM would provide them with geographical information. Pupils in Year 3 could explain adequately the main features of the immediate locality, pointing out the library. One pupil

said she had noticed that the area contained some rubbish which she said was 'bad for the air', indicating that she had some notion of human effects on the environment. Two other pupils could describe the characteristics of a seaside place, (Eastbourne), and a country place (Wales). The pupils' sense of place is reasonably secure, though none were certain that Britain is an island. Pupils knew that a map was needed to find streets in London, a higher achieving pupil explaining that this would need to be 'large'.

- 104 Satisfactory progress is made throughout the school. There is an improvement in mapping skills, for example. In Year 3 scrutiny of work shows that the pupils attempt to draw a very simple map, and explain how to use it. By Year 4 the pupils are familiar with map symbols and in Year 5 pupils are able to draw a map showing the main features of the local area. In Year 6 pupils develop an understanding of geographical processes when they learn about the water cycle, and the shapes of valleys. The pupils' books indicate a positive attitude to work by most pupils.
- 105 Good displays show evidence of local studies, for example of Woodgrange Road, and of a wider study of the journey of the Thames. A relief map of the world accompanied by a wide variety of photographs helps the pupils find out what other more distant places are like. A visit to Fairplay House gives the opportunity for fieldwork in a rural setting, and for the development of the pupils' social skills.
- 106 The coordinator is new to the post and has rewritten the geography policy. Procedures are in place for the monitoring of teaching, and the pupils' work is assessed through weekly evaluations of lessons. Currently considerable development is in process, as it is in history. The coordinator has identified resources that need to be ordered.

HISTORY

- 107 Standards in history are satisfactory, as they were at the time of the last inspection and progress for the pupils is satisfactory. However, standards look set to rise, since the quality of teaching is mainly good. Also, a recently appointed coordinator has re-written the history policy and the scheme of work is now directly related to the national curriculum programme of study. Only five lessons of history could be observed during this inspection. Evidence about pupils' achievements and progress was obtained from scrutiny of pupils' work, discussions with pupils and the coordinator and from display work around the school.
- 108 Currently, pupils build up their historical skills, knowledge and understanding satisfactorily as they move through the school. Pupils in Year 3 improve their skills of observation and deduction by looking at pictures of artefacts and describing how they think the Romans, for example, might have used them in their lives. The pupils show an increasing knowledge of chronology. The pupils in Year 4 studying the Tudors can point out this period on a timeline. They also remember facts about the wives of King Henry VIII. Year 5 pupils are able to describe differences in the clothes and transport of people living in 1950 and those we have today. They are familiar with the dates that the ancient Greeks lived and can successfully describe the differing views of the people of Athens and Sparta. By Year 6, pupils demonstrate their knowledge of past societies by describing the features and characteristics of the lives of the Aztecs and of some of the changes that occurred during those ages.
- 109 The teaching of history is good. A feature of the excellent and very good lessons was the brisk pace, which kept up the interest of the children and gave the opportunity for pupils to engage in a range of activities. One such lesson managed to include a story about a battle between the Persians and the Athenians, the ordering of events leading up to the battle, and a lively battle activity involving actions. All the lessons seen had the feel of history about them. There was a good balance between the acquisition of historical knowledge and the development of the skills of historical enquiry. For example, in one lesson the pupils increased their knowledge of real artefacts by examining them, then compiling an inventory from which they could deduce what people's lives were like in the past. This is an improvement since the last inspection where there was an over-emphasis on the gaining of skills of enquiry. The teachers plan satisfactorily for the needs of all groups so that all pupils play a full part in lessons. There is also a visiting teacher

who helps the pupils with English as an additional language to take a full part in history lessons. Lessons reinforce skills achieved in literacy, sometimes by the use of shared reading, and always with the good use of historical vocabulary. There are timelines of variable quality in some classrooms. There is also a selection of colourful informative displays about the ancient Greeks, ancient Egypt and the lives of the Tudors.

- 110 Pupils enjoy history lessons, and are keen to learn. They behave well, and cooperate very well when they work in groups.
- 111 The curriculum time allowed for history is adequate, though the units of work are erratic in that the units alternate with geography, but not always regularly so that the pupils' learning is not continuous. The pupils' work is assessed by the evaluation of lessons on a weekly basis, and these assessments inform teachers' planning. However, there is no structured overall assessment of the pupils' progress in history. The curriculum is enriched by visits to a variety of museums. These trips give the pupils valuable experiences and contribute well to their learning. A visiting education group also contributed to the pupils' learning by re-enacting a historical period. There have been Victorian and Tudor days involving pupils, parents and teachers. There are many opportunities for improvement of pupils' social and cultural development.
- 112 The new coordinator, who has re-written the history policy and formulated short, medium and long-term plans for development in history, leads the subject satisfactorily. He has identified areas of weakness in resources and has addressed them.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 113 The school has come a long way since the 1997 inspection which described standards in this subject as below average because of insufficient opportunities for pupils to use the outdated computers, and the teachers' limited expertise in the subject. Through the drive of the headteacher, who acts as manager for information and communication technology, and the determination of the staff, resources for and teaching of the subject are now very much improved. Consequently, the standards of pupils at the end of Year 6 are in line with those expected for their age for most aspects. Most pupils are confident in the skills needed for word processing, for manipulation of data, for art explorations and for finding out information using CD-ROM. They have gaps in skills and knowledge about programming to control models known as 'remote devices', in the area of simulation software and in the use of the computer to gather data for science or geography studies. The time remaining for Year 6 pupils is unlikely to be sufficient to cover these gaps before they leave the school.
- 114 Pupils now use computers for a much wider range of purposes than they did during the previous inspection. The teachers plan interesting and relevant links between subjects, so that the learning in one subject strengthens the learning in another. For instance pupils in Year 6 who have English as an additional language used computers effectively to record in graphs the results of a survey about their classmates' involvement in sport and exercise. In this project they increased their understanding of information and communication technology, and of the language of mathematics, and of use of time as an aspect of geography, as well as gaining a particular slant on physical education in Godwin.
- 115 A little teaching to whole classes was observed. It is the school's policy to teach skills to small groups of pupils when they are relevant to the purpose of the lesson, or to let pupils practise skills they have been taught earlier. This teaching is satisfactory or good according to the depth and clarity of the teachers' explanations. A rota is used to allow pupils to go to the computers in turns, so that everyone gets a fair share, and this enables pupils to make sound progress overall. Pupils who have special educational needs are given extra time on language based programs and they tend to make very good progress in relation to their starting point. The school does not have a simple, effective system of recording pupils' developing skills, which could effectively involve the pupils in building up a picture of their own learning. This also means that the staff do not have a

clear picture of the effects of many pupils owning computers at home, to guide a policy decision on classroom practice.

- 116 The success of this strategy depends on the computers being in use for most of the available time. There were many times during the four days of the inspection when the computers lay idle. This builds up over the year, and is just the time needed to ensure the coverage of the gaps in pupils' learning. The scheme of work shows the necessary teaching units, and they can be introduced as soon as the school's computer suite is finalised and staff have completed the current round of training. Recently the school has undertaken exciting flagship projects in which the pupils involved (Years 4 and 5) have significantly extended their awareness of state of the art skills such as emailing, digital photography, display scanning, video conferencing and building and using web sites. In the process they have had free rein to develop their imaginations as they explore their characters as inhabitants of the imaginary planet VOLCO. The school pulled in valuable expertise from the community to support these projects; the school is good at this.
- 117 Spin-offs from the projects include the contacts that the pupils made with children in America, the valuable experience the school has built up in studying pupils' preferred learning styles, and not least in raising the school's profile in the wider world. The headteacher has the vision, and the staff have the resolution, to give the pupils these quality educational experiences consistently. The first of a series of ambitious training projects of parents in information and communication technology, to be able to help their children at home, has already begun.

MUSIC

- 118 By the age of eleven most of the pupils achieve standards that exceed those expected for pupils of similar age. This is a very significant improvement from the below average standards identified at the previous inspection. Throughout the school their singing skills are above average. The teaching ensures that the pupils maintain the correct pitch when they sing in unison and two-part harmony. An example of this is when they sing 'Yellow Bird'. The attention paid to the development of the pupils' composing skills ensures above average standards in this area. Most of the pupils use notation very effectively to compose chords and scores. They perform confidently to each other. All the pupils know they have to practise in order to improve their performance. The pupils enjoy listening to a range of carefully chosen music and produce thoughtful and mature pieces of writing to describe their feelings. For example, one of the pupils wrote '... It made me feel quite scared, as though somebody was following me...' after listening to Mussorgsky's 'Baba Yaga' from 'Pictures at an Exhibition'. The school's relationships with visiting instrumental tutors are very good. Many of the pupils have weekly instrumental tuition. This makes a positive contribution to the standards the pupils achieve. An example of this is when two pupils play the 'cello in a school assembly. The school's standards in instrumental tuition are similar to the previous inspection.
- 119 The school provides very good specialist teaching that motivates and interests the pupils. The teaching ensures that most of the pupils, including those who have English as an additional language, make good progress in developing skills and understanding in music. The full inclusion, in lessons and other musical activities, of pupils with special educational needs enables these pupils to make very good progress in developing their talents in music. The pupils clearly enjoy singing. This is a very marked improvement since the previous inspection when singing was not part of the curriculum. The school gives its pupils many valuable opportunities to listen to and appraise music. This is a significant improvement since the previous inspection that judged the time for pupils to listen to music was inadequate. The scheme of work covers all elements of the National Curriculum and gives teachers clear support and guidance. There is no use of structured assessment to chart the progress of individual pupils. Work in music makes a very positive contribution to the pupils' spiritual, social and cultural development. The school has been successful in rectifying all the weaknesses identified at the previous inspection. This shows a very good level of improvement.
- 120 There is good use of information and communication technology to support work in music. The pupils use the computer to record, listen to and evaluate their compositions. This gives them a

sense of achievement and increases their awareness of the use of information and communication technology. All the pupils have opportunities to use the computer to carry out independent research into musical instruments and the lives of composers. This adds another dimension to their ability to find out information.

PHYSICAL EDUCATION

- 121 The school has significantly improved its arrangements for physical education since the previous inspection. The school has prepared well for Curriculum 2000 by developing long-term plans which are beginning to integrate the new requirements. The planning indicates that the full range of activities is catered for. Photographs on display show that pupils relish the adventurous challenges in their residential trip. The school continues to emphasise the importance of swimming. Most pupils in Year 4 reach the 25 metre target, and the coordinator is looking at ways to raise this to 100 per cent. The criticism concerning the lack of extra-curricular activities has been addressed with determination. The curriculum for physical education has been given breadth and richness by a programme of sporting and athletic activities considerably wider than commonly found in schools. They are valuable not least because they involve the wider community and bring in quality coaching
- 122 Good teaching throughout the school encourages pupils to develop their agility in controlled ways. All the lessons seen related to games skills, and the pupils made good progress and showed standards appropriate to their age. Safety aspects are well thought out. The teachers introduce pupils to links between health and physical exercise. Staff and pupils wear suitable clothing. The teachers give clear instructions and expect a quick response from pupils, so that lessons move at a good pace and the pupils get through a lot of work. The pupils clearly love physical education, and do their best in it.
- 123 The focus of the lessons is shared with pupils, so that they can understand the careful structure of steps by which their skills will grow. By the end of the lessons the pupils know more than they did at the beginning and their skills have extended. The teachers get pupils to think about what they are doing with questions like "can you think of a new strategy to make the game more effective?" They extend their ideas with questions about scoring, such as "do you think a fancy move deserves an extra point?" The pupils who have special educational needs often make better progress than their classmates because of the good help they receive.
- 124 Strong links have been forged with a secondary school, which raise the profile of physical education and further widens the range of activities. The expertise of the secondary teachers strengthens the gymnastics programme, which the school feels is currently weaker than the other strands. The coordinator's plans for the development of the subject include the introduction of a suitable skills based system for efficiently tracking pupils' progress.

RELIGIOUS EDUCATION

- 125 By the age of eleven most of the pupils achieve standards that exceed the requirements of the local agreed syllabus for pupils of similar age. The pupils have an above average knowledge and understanding of different beliefs and the impact that religion has on people's lives. The previous inspection identified the need to improve attainment, knowledge and understanding of different customs and traditions. The school's achievements represent a very high level of improvement since the previous inspection.
- 126 By the age of eleven, most of the pupils have a good knowledge of Christianity and other world religions. They identify similarities and differences between a range of religions such as Christianity, Islam, Judaism and Hinduism. The teachers ensure that all pupils have opportunities to acquire an above average level and depth of understanding of the different beliefs. For example, two groups of Year 6 pupils questioned the school's site manager about how his Hindu beliefs affect the way he lives. These pupils followed this by questioning a classroom assistant about her Christian beliefs and practices. The pupils show a mature level of thought and reasoning when they discuss issues that religion raises for them. All the pupils understand that all religions have a set

of rules by which believers live. They develop this knowledge to devise their own code of conduct. This valuable first hand experience enables the pupils to think, question and reflect on the meaning of life and the need to pray. The school teaches the pupils about the events leading up to Good Friday and encourage the pupils to explore feelings caused by betrayal. The school assemblies reinforce work in religious education very effectively. The contemplative and reflective work in lessons and in assemblies enables pupils to talk about their own developing religious ideas and beliefs. This all makes a very strong contribution to the pupils' spiritual, moral, social and cultural development.

- 127 The support for pupils with special educational needs is very effective. It enables the pupils to make very good progress in their learning about religion. All the pupils take part in religious education lessons. This makes a very valuable contribution to promoting racial and cultural harmony within the school. The teachers ensure that the pupils who have English as an additional language, receive effective support in the classroom. This enables them to make good progress and learn very well. All the pupils respond well to work in religious education. They value and respect the ideas and opinions of others and are confident in sharing their thoughts. The calm and thoughtful teaching makes the pupils enthusiastic and eager to put forward their own ideas. They have good levels of motivation to learn and enjoy the depth of challenge in their work. Throughout the school the pupils use and apply their writing skills very effectively to produce interesting pieces of work about religious events. The presentation of this work is above the expectation of standards from pupils of similar ages.
- 128 The teaching of religious education is very good overall and ensures that the pupils make good progress. A high proportion of the teaching is excellent. This is a very good level of improvement since the previous inspection. The teachers are confident in the subject and prepare their lessons carefully and thoroughly. They provide clear and specific learning objectives and share these with the pupils. In the best lessons the teachers design activities that challenge pupils of all abilities. These teachers give very careful thought to providing a calm and reflective atmosphere in the classroom for the teaching of religious education. This helps pupils to think and contemplate and makes a very positive contribution to their spiritual development. The teachers ask thought-provoking questions. For example, a class of Year 4 pupils was asked to define what a friend is and then to explain how they would feel if a friend betrayed them. Well-trained and enthusiastic classroom assistants give a high level of support to the teachers. This makes a considerable contribution to the pupils' learning. Planning follows the local agreed syllabus for religious education and gives a good level of attention to the defined areas of learning. The school's scheme of work gives teachers clear guidance and suggestions to assist their teaching. The teachers keep records of the areas of work that pupils cover but do not record pupils' attitudes towards religious education. The school is successful in meeting all the issues from the previous inspection. There is a strong element of reflection that underpins the whole life and work of the school.