

# INSPECTION REPORT

## **RANELAGH PRIMARY SCHOOL**

Stratford, London

LEA area: Newham

Unique reference number: 102732

Headteacher: Angela Tapscott

Reporting inspector: David Tytler  
8990

Dates of inspection: 11 – 15 2001

Inspection number: 214513

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Corporation Street Stratford London
Postcode:	E15 3DL
Telephone number:	020 8534 4364
Fax number:	020 8555 3246
E-mail address:	admin.ranelagh@pop3.newham.gov.uk
Appropriate authority:	The governing body
Name of chair of governors:	Oliver Inverary
Date of previous inspection:	June 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8990	David Tytler	<i>Registered inspector</i>		What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9092	Ron Elam	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and resources.
7813	Kevin Wood	<i>Team inspector</i>	Equal opportunities; Art; Design technology Geography; History.	
11901	Pat Lowe	<i>Team inspector</i>	Foundation Stage; Science; Information and communication technology.	
10214	Brian Milton	<i>Team inspector</i>	Special educational needs; Mathematics; Music; Religious education.	Personal development, including spiritual, moral, social and cultural development.
23658	Stephen Parker	<i>Team inspector</i>	English; Physical education.	How good are the learning opportunities? Assessment.
1049	Brian Evans	<i>Team inspector</i>	English as an additional language.	

The inspection contractor was:

*Westminster Education Consultants  
Old Garden House  
The Lanterns  
Bridge Lane*

*London*  
*E15 3DL*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>6</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Ranelagh is a large primary school, which is continuing to grow. There are 479 pupils taught in 19 classes of no more than 30 pupils. Twenty boys and 32 girls attend the nursery on a part-time basis in the morning or afternoon. There are more boys than girls in Years 4, 5 and 6. The percentage of pupils known to be eligible for free school meals is above the national average, as is the percentage speaking English as an additional language. Forty-one different languages are spoken by the children, many of whom communicate on behalf of their parents. The percentage of pupils having special educational needs, including statements, is above the national average. The percentage having statements is broadly in line. Around 44 per cent of pupils join or leave the school at other than the usual times. There is also a high turnover of staff, although this has begun to stabilise. The local education action zone provides valuable support in a number of ways. Pupils join the school with a wide range of attainment, but overall it is well below that expected nationally for children of their age.

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

The school is well led and managed and now provides a sound education for all its pupils whatever their needs and has many good features. Standards have risen over the last four years, pupils make good progress in their personal development, and there is a high proportion of good teaching throughout the school. When account is taken of all these factors, the school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- There is high quality teaching in all year groups and all subjects, which enables pupils to learn well. The many new teachers are given very good support.
- The headteacher provides powerful leadership to focus the school on raising standards.
- All adults provide a high level of care for pupils. Very good relationships and strong procedures underpin the pupils' good behaviour and positive attitudes.
- Good provision is made for pupils with special educational needs and those having English as an additional language. As a result, they learn well.
- All pupils are able to take advantage of the learning opportunities offered and their moral and social development is good.
- Parents are kept well informed of school events and how their children are getting on. They are appreciative of the school's work.

## WHAT COULD BE IMPROVED

- Standards, particularly in English and mathematics throughout the school, and in science in Key Stage 1.
- The recruitment and retention of a high quality permanent teaching staff.
- The recording and monitoring of pupils' progress.
- Governors' strategic planning.
- Attendance and punctuality.

*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 June 1999 when it was found to have serious weaknesses. All the key issues of the last report have been addressed. As a result, the school no longer has serious weaknesses. Despite difficulties in recruiting and retaining a high quality permanent staff the quality of teaching has improved significantly throughout the school as a result of the very good arrangements for supporting staff and monitoring teaching. Staff changes and shortages mean that some subjects do not have co-ordinators or that such appointments are recent. The roles of co-ordinators are still in need of development. Improvements to the curriculum support pupils' personal development. More work remains to be done on recording and monitoring pupils' progress. Provision for pupils with special educational needs and those having English as an additional language are good. All statutory requirements are met.

## STANDARDS

The table below 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	E*	E*	D	B
Mathematics	E	E	D	B
Science	E	E	C	B

**Key**

*Well above average* A

*Above average* B

*Average* C

*Below average* D

*Well below average* E

*Very Low*

Pupils aged 11 achieve well in English, mathematics and science in comparison with others having a similar intake. In comparison with the results of their tests and teacher assessments when they were seven, pupils make very good progress. In the Year 2000 tests for 11-year-olds, girls performed better than boys did. Over the



last four years standards in English have risen steadily, with a significant rise last year, although they remain below the national average for children of this age. Standards have risen steadily in mathematics and science,

remaining. Below the national average in mathematics but broadly in line with it in science. The school has been given the Department of Education's Achievement Award for the improvement since 1997. Inspection evidence indicates that the attainment of the current Year 6 pupils is similar to that in last year's tests.

The school's results in the Year 2000 tests for seven year olds in reading, writing and mathematics were well below the national expectations. When compared with those of similar schools, the results were lower in reading and mathematics, but broadly in line with them in writing. On the basis of teacher assessment in science, attainment was well below the national average for children of their age. Boys did a little better in reading than girls, but otherwise there was little difference in the performance of boys and girls. Whilst standards in English, mathematics and science for seven year olds have risen over the last four years in parallel with the national trend, they still remain well below what is expected nationally. Inspection evidence indicates that the attainment of the current Year 2 pupils is similar to that indicated by last year's tests and teacher assessments.

Attainment in information and communication technology and religious education throughout the school is in line with what is expected nationally. Pupils in Key Stage 2 produce high quality art work and their attainment is above that expected nationally. Pupils with special educational needs and those having English as an additional language make good gains in their learning. Standards are also adversely affected by the large number of pupils who join and leave the school other than at the normal times.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are keen to do well and work hard.
Behaviour in and out of classrooms	The good behaviour of most pupils in most lessons, assemblies and around the school establish a positive learning environment.
Personal development and relationships	Pupils and all adults have a high regard for each other, and the uniformly strong relationships throughout the school support their good personal development.
Attendance	The school works hard to improve attendance, but it is still well below the national average.

The positive attitudes and good behaviour, a direct result of the teachers' behaviour management skills, make an important contribution to the standards achieved. The poor behaviour and attitudes seen in one Year 5 class were compounded by inadequacies in the teaching.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen: 98	Good	Satisfactory	Good

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

Teaching for the under-fives and in Key Stage 2 is a strength of the school. Of the lessons seen during the inspection, five per cent were excellent, 20 per cent very good, 44 per cent good and 30 per cent satisfactory. The one unsatisfactory lesson seen was in the upper part of the school. Nearly all of the teaching for the under-fives was good or very good, with one outstanding lesson. Teaching for five to seven year olds was good or better in 55 per cent of lessons and satisfactory in 46 per cent. Teaching for pupils aged seven to eleven was outstanding in nine per cent of lessons, very good in 23 per cent, good in 40 per cent and satisfactory in 26 per cent. English and mathematics are taught well throughout the school, and as a result pupils make good gains in their learning. The quality of teaching throughout the school enables all pupils to make good progress and is a key factor in the steadily improving standards. Learning over time, however, has been impeded by inconsistencies in teaching and learning caused by the large turnover of staff.

## ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a suitable focus on literacy and numeracy. The curriculum is broad, balanced and relevant.
Provision for pupils with special educational needs	Good. Pupils make good gains in their learning in line with their individual education plans.
Provision for pupils with English as an additional language	Good. Pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral and social development is good, spiritual and cultural development satisfactory.
How well the school cares for its pupils	All adults provide a high level of care for pupils. Arrangements for gathering information on what pupils know and can do are sound, but the information is not recorded systematically to enable the monitoring of pupils' progress.

The school sets a high priority in developing a strong partnership with parents, and as a result the majority support the school and value what it does for their children.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by the senior management team and all staff, provides powerful leadership and spearheads the drive for improvement.
How well the governors fulfil their responsibilities	All statutory requirements are now met. Not all governors have a clear understanding of the school's strengths and weaknesses, and the governing body does not play a major role in strategic planning.
School's evaluation of its performance	Good arrangements for monitoring and supporting teachers have improved the quality of teaching. Senior managers review the school's performance and adjust plans accordingly.
The strategic use of resources	Good use is made of all available resources, including the well trained teaching assistants.

The school's continuing difficulties in recruiting and retaining high quality staff remain a concern. However, good arrangements are made for the induction of new staff and they are given strong support through a rigorous monitoring programme. The spacious accommodation provides satisfactorily for the teaching of the National Curriculum and religious education. There is no library, and this reduces the opportunities for independent research. The well-equipped computer suite makes an important contribution to attainment in information and communication technology. The school is beginning to apply the principles of best value in all aspects of its work.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• Their children are making good progress.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• Parents feel comfortable in approaching the school with concerns and problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The partnership with parents.</li> <li>• The amount of homework.</li> <li>• The number of extra-curricular activities.</li> <li>• Information on how their children are getting on.</li> <li>• Behaviour.</li> </ul>

Inspectors agreed with the positive attitudes of the majority of parents. They also concluded that there was an effective partnership with parents; that the amount of homework set was appropriate; that there was a satisfactory range of extra

curricular activities; and that behaviour was nearly always satisfactory and often good.

## **PART B: COMMENTARY**

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

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

1. The attainment of children on entry to the Foundation Stage is well below what is expected nationally for children of their age, particularly in communication, language and literacy, and social skills. Good teaching and a growing stability in staffing enables pupils to achieve well in the nursery and in the reception classes. Approximately 45 per cent of children are expected to achieve the Early Learning Goals and a small minority are working within Level 1 of the National Curriculum. Children attend the nursery part-time, either from September or January in the year in which they are four. They enter the reception classes in September or January in the year in which they are five.

2. By the end of the Foundation Stage, the attainment of children remains well below what is expected nationally for their age in all aspects of the curriculum. More than a third of the children in the reception classes have not had the benefit of attending the school nursery. They attend the Reception Classes from other parts of the borough until a place can be found for them nearer home. This leads to a high level of mobility, which militates against progress. The recent improvements that have been put in place have not yet had time to make a significant impact on standards.

3. Whilst standards are beginning to rise in English, they have been well below the national average since 1996. The results in last year's national tests for seven year olds were well below the national average for children of their age, and below the average of similar schools. They were, however an improvement on the previous year, when they were very low. Results in writing were also well below the national average, but close to the average for similar schools. Evidence gathered during the inspection shows that the attainment of current Year 2 pupils is average in listening, below in reading, and well below in speaking and writing. The attainment of girls has improved and there is no significant difference in the standards achieved by boys and girls.

4. Results in last year's national tests for 11 year olds improved significantly. The percentage gaining the expected Level 4 or above was below the national average, but above the average for similar schools. Compared with their results at seven, these pupils made very good progress. The school was particularly successful in raising the attainment of the lowest attaining pupils, with fewer achieving very low scores than is the case nationally. Inspection evidence shows that attainment in the current Year 6 is average in listening, below in speaking and reading, and well below in writing. Very few pupils achieve the higher levels in reading or writing. There is no significant difference in the attainment of boys and girls in Year 6.

5. Listening skills are satisfactory in both key stages but few pupils speak standard English. By the age of seven, pupils are generally confident in answering

questions in class but many lack confidence in more formal situations. Pupils make good progress in Key Stage 2, and by the age of 11 most listen carefully to others, take a full part in class discussions, and explain their ideas. They use technical terms correctly in other subjects, but few are confident in using standard English.

6. Pupils in all years show a strong interest in reading. Some younger pupils have difficulty in accurately identifying sounds, which slows their progress. However, teachers give intensive coaching in saying difficult sounds and, by the age of seven, pupils read aloud accurately. By the age of 11 pupils read longer texts silently with good concentration. Higher attaining pupils read aloud expressively and understand what they are reading. The understanding of pupils of average or below attainment lags behind their ability to read aloud accurately.

7. Standards of handwriting are low throughout the school, and this reflects disruption to teaching and learning in the past. By the age of seven, most pupils use punctuation correctly, but many make mistakes in spelling common words. Many pupils have a very limited range of vocabulary and range of sentence structures.

8. In Key Stage 2, standards of accuracy in spelling and punctuation are inconsistent but low overall. By the age of 11 pupils express strong personal responses in their poetry though they have a limited vocabulary. They are less confident in writing to inform or persuade, a weakness which extends to their writing in other subjects.

9. In last year's national tests in mathematics for seven year olds, the percentage of pupils reaching Level 2 or above was well below the national average and below the average of similar schools. Standards rose last year but are still well below the national average. Inspection findings indicate that standards in the current Year 2 match last year's test results.

10. In the tests for 11 year olds, the percentage of pupils reaching Level 4 or above was below the national average. Compared with those of similar schools the results were better than average. In comparison with the results of their tests and teacher assessments when they were seven, pupils make very good progress. Standards have improved since the last inspection and have been rising faster than the national trend, although they are still below national averages. Evidence gathered during the inspection matched the test results. There is no significant difference between the attainment of boys and girls.

11. By the age of seven, many pupils develop a sound understanding of numbers to 100 and the place value of each digit in two-digit numbers. They are able to use their number squares and number lines to work out number bonds to 20, or beyond. They can use money in practical situations and can solve simple problems involving addition and subtraction. They are beginning to understand the concept of doubling numbers and can count in twos and tens. Some higher attaining pupils in Year 2 have developed a sound understanding of place value to three digit numbers and have a good understanding of the 10 and 5 times tables.



12. By the age of 11, many pupils learn to solve problems using a variety of mental computations, including the recall of multiplication facts to 10x10. They learn to use conventional measuring units and are able to select the correct unit for the correct task. Overall, pupils in Key Stage 2 are developing sound knowledge and understanding of the four rules and are able to apply this in their day-to-day contexts through simple problem-solving activities.

13. The attainment of pupils in last year's teacher assessments of seven year olds was well below the national average and below the average for similar schools. There was no significant difference between the attainment of boys and girls. Inspection findings confirm these results. Results in last year's national science tests for 11 year olds were close to the national average, a very good improvement since the last inspection. When compared with those of similar schools, standards were above average. Girls performed better than boys. Inspection findings confirm these results. When compared to their attainment when they were seven these pupils have made very good progress. Standards have improved steadily over the last four years.

14. By the age of seven, most pupils have a basic understanding of the growth and reproduction of living things and the conditions needed for their survival. They are able to name the main external parts of the body. They investigate changes in materials and gain an understanding of electricity through investigation. There are many opportunities for pupils to carry out their investigations and experiments, which they enjoy.

15. By the age of 11, pupils confidently describe the main organs of the body and of plants. They gain an understanding of photosynthesis, seed dispersal, germination and micro-organisms through investigation. Through investigation and experimentation, they develop their understanding of the properties of materials, electricity, and forces.

16. Attainment in information and communication technology and religious education throughout the school is in line with what is expected nationally. Pupils in Key Stage 2 produce high quality art work and their attainment is above that expected nationally. Overall standards are affected by the large number of pupils who join and leave the school other than at the normal times.

17. Pupils with special educational needs make good progress. They have individual educational programmes, established by the new deputy head teacher acting as special educational needs co-ordinator. Realistic targets have been set and are now being regularly reviewed by the class teacher and the SENCO. The development of phonics has been identified by the SENCO as a priority, and pupils with special educational needs are given additional support during the word session in the literacy hour. The provision for pupils having English as an additional language is good and as a result they make good progress. (A fuller review of teaching and learning for these pupils is given at the end of the report.)

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

18. Pupils' attitudes, behaviour and personal development are strengths of the school and make a good contribution towards promoting their attainment and progress. The relationships pupils have with each other and with adults are very good. This is an improvement since the last inspection. The attendance of a significant minority of pupils is poor and limits their progress.

19. In the lessons seen during the inspection, attitudes and behaviour were very good or better in 22 per cent, good in 46 per cent and satisfactory in 31 per cent. The poor behaviour seen in one Key Stage 2 class was directly linked to inadequacies in the teaching. Pupils often concentrate well and show interest in what they are doing, as, for example, in a Year 6 science lesson when the pupils were investigating light and how to see in the dark. Younger pupils also try hard to do what is asked of them, as in a Year 1 music lesson when they were beating out a rhythm on a drum. Pupils are able to work independently, as was seen in a Year 2 science lesson when pupils were learning how to use electrical equipment safely. Reception class pupils listened with interest to the contributions of classmates re-enacting familiar stories. Pupils generally settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. Parents confirm that their children enjoy school and that the school is helping their children to become mature and responsible.

20. Pupils generally behave well in the classroom, and at play and lunch times. They are open, well mannered, polite to adults and to each other, and courteous and welcoming to visitors. They move around the school in an orderly way even when not supervised, though they do occasionally run in the corridors. In particular they take especial care when using the stairs and wait patiently for other classes when going to and from their rooms at the beginning and end of the day and for assemblies. They show respect for property, for example when using the computers, and take care collecting and putting away instruments during music lessons. Nevertheless, teachers in some classes have to work particularly hard to support a few pupils who do not always behave well. They may not listen to the teacher and other pupils, or they may call out, preventing others with their hands up from contributing. Teachers and support staff adopt a consistent approach in encouraging pupils to behave well. No bullying was seen during the inspection and the school has appropriate procedures to deal with any aggressive behaviour that may take place. One pupil was excluded for three days in this academic year for extremely poor behaviour.

21. Pupils' personal development is also good. During circle time in Year 3 some pupils found it difficult to say something good about themselves, but others were eager to make positive comments to help them. Pupils in the nursery are beginning to show maturity. As they walked round the school to look for the gingerbread man, the pupils listened to the teacher's questions and answered them sensibly. During lessons the pupils show initiative. In a Year 3 information technology lesson to complete a worksheet from the internet, pupils were willing to take responsibility for entering information on the computer. Nevertheless, opportunities for research are limited as school lacks a library. Pupils respond well to the responsibilities they are given, and take on many tasks within and outside the classroom. Older pupils, for example, help at lunchtime and contribute to meetings of the school council.

22. Relationships between pupils and with adults are very good and make an important contribution to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom the youngest respect each other's space when sitting close together on the carpet. Good co-operation was seen in a Year 4 history lesson when pupils willingly shared pictures

and information while discussing the rituals of ancient Egyptians. Some, however, are still learning that they must put up their hands to answer questions. Pupils in the nursery and reception class often play co-operatively and share toys. Year 5 pupils listened respectfully to the contributions of others during a lesson on the five pillars of Islam. Boys and girls and pupils from different ethnic and cultural backgrounds work together very well when doing group work in the classroom and when playing at break and lunch times.

23. Attendance is poor. Last year the level of attendance, at 90.6 per cent, showed no improvement since the previous inspection. In part, the figure is distorted by the high numbers of pupils who leave during the year without informing the school, and stay on the roll. The effort put in by the school in recent months has shown an improvement to more than 92% but the figure is still well below the national average. These high levels of absence affect all pupils as the teacher has to repeat work to help absentees catch up. Absences are mainly due to the usual childhood illnesses, although a number of parents take their children on holiday during term time. Many of these holidays are longer than two weeks. The level of unauthorised absences is very high, in part reflecting the difficulty the school has in obtaining explanations from some parents. Most pupils are keen to come to school but a third are late several times a year. Late arrivals delay the start of the day resulting in a loss of teaching time for all pupils.

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

24. Teaching for the under-fives and in Key Stage 2 is a strength of the school. The good quality teaching seen in classes throughout the school enables pupils to make good progress. As a result, standards are improving, but learning over time has been slowed by inconsistencies in teaching and learning caused by the large turnover of staff. Of the lessons seen during the inspection, five per cent were outstanding, 20 per cent very good, 44 per cent good and 30 per cent satisfactory. The one unsatisfactory lesson seen was in the upper part of the school.

25. Nearly all of the teaching for the under-fives was good or very good, with one outstanding lesson. Teaching for five to seven year olds was good or better in 55 per cent of lessons and satisfactory in 46 per cent. Teaching for pupils aged seven to eleven was outstanding in nine per cent of lessons, very good in 23 per cent, good in 40 per cent and satisfactory in 26 per cent. English and mathematics are taught well throughout the school, and as a result pupils make good gains in their learning.

26. The quality of teaching and learning in the Foundation Stage is good. Teaching was good in the four lessons seen the nursery. In the reception classes it was satisfactory in one lesson, good in four, very good in six and excellent in one. Teachers have a good knowledge and understanding of the curriculum and of the needs of young children. They teach the basic skills well to enable children to acquire knowledge, skills and understanding systematically. Planning is effective and engages the children's interest in a range of activities. Children respond well to the teachers' high expectations of behaviour and work. As a result, they work hard

and try their best. The good use of continuous assessment to check the children's learning is used well to adapt lesson planning to meet identified needs. Teachers encourage children to practice their reading at home.

27. Teachers' knowledge and understanding is good throughout the school. In an outstanding Year 5 English lesson on writing fiction, the teacher's excellent subject knowledge was used to very good effect, drawing on what pupils' already knew and enabling them to make very fast progress. The National Literacy and Numeracy Strategies have been introduced effectively, and as a result the basic skills are well taught in both key stages. Whilst teachers themselves are good role models, they could pay more attention to the use of standard English amongst pupils.

28. Teachers plan effectively in Key Stage 2 but, whilst satisfactory, planning is less good in Key Stage 1. A very well planned English lesson in Year 5 provided a rich variety of activities to catch and hold the pupils' attention. They responded well to the challenge and made good progress. In an otherwise satisfactory Key Stage 1 lesson, the planning was not put into practice and the introductory session was too brief to establish clearly what pupils had learnt in the previous lesson or to prepare them up for the tasks that were to follow.

29. Teachers make their expectations of good behaviour clear throughout the school, but expectations of what pupils can do are not high enough in Key Stage 1. They are good in Key Stage 2. In a Key Stage 1 English lesson, the tasks were often too easy and the lack of challenge led to inattentiveness. In a good Year 4 English lesson the teacher made her expectations crystal clear and as a result pupils grew in confidence as the lesson progressed.

30. A good range of interesting teaching methods is used throughout the school. In a good Year 2 science lesson the teacher built on the previous lesson and encouraged pupils to discuss their own ideas and experiences. The variety of activities and the teacher's obvious interest in what the pupils were doing engaged and maintained their attention. In an excellent Year 4 lesson in information and communication technology the teacher nominated 'pupil experts' to help those less familiar with using the program.

31. Teachers make good use of time and resources in both key stages. Some particularly good examples were seen of teaching assistants complementing the work of teachers and giving valuable support to pupils. In a Year 2 mathematics lesson very good use was made of all the available resources, including the teaching assistant, who was fully involved in the session and showed a good understanding of pupils' needs.

32. The good use of continuous assessment enables teachers in Key Stage 2 to re-plan their lessons to plug any gaps in learning revealed during the final review sessions and in marking. In an outstanding Year 5 lesson in information and communication technology, the teacher assessed pupils' work thoroughly and constructively and planned accordingly. Pupils were able to develop a good understanding of their own learning by evaluating the work of others and discussing their ideas. The use of ongoing assessment for dealing with gaps in learning is

satisfactory in Key Stage 1. In otherwise satisfactory Key Stage 1 lessons, teachers did not always use final review sessions to establish what pupils had learnt. The use of homework to support the work in class is satisfactory but more opportunities could be found for homework to be used to encourage independent research.

33. The one unsatisfactory lesson illustrates the difficulties caused when some classes have been taught by a number of different teachers. New temporary teachers from overseas do not always have a good understanding of the National Curriculum or the National Literacy and Numeracy Strategies. Whilst the school has good procedures for supporting new teachers, the process does require time. The effects of long term disruption can be seen in one Year 5 class where there are low academic standards and some misbehaviour. In the unsatisfactory literacy lesson, the teacher's lack of understanding led to an inappropriate match of reading and writing material to the abilities of the class. As a result, pupils' interest was never engaged, their attitudes and behaviour became unacceptable as the lesson progressed, and they made no gains in their learning.

34. The learning of pupils with special educational needs is good. In all lessons the work is suitable and challenging. Tasks are planned to meet the needs of all pupils with special educational needs. New arrangements for support, introduced recently, are having an impact on learning, and the short-term gains provided by this organised support are good. This improvement on the situation found at the last inspection has not yet had time to affect overall standards. Good provision is made for pupils with English as an additional language and they make good progress. (A review of the teaching and learning of these pupils is given at the end of the report).

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

35. There has been a good improvement in the curriculum since the last inspection, and it is now satisfactory. Pupils are taught all required subjects of the National Curriculum, together with religious education. Appropriate time is given to each subject, with an emphasis on English that reflects pupils' high levels of need. The school has made good provision for the National Strategies for Literacy and Numeracy and they are securely in place. The targets set out in the official frameworks guide planning throughout the school. Standards are beginning to rise in both subjects as a result of more precisely planned teaching. Nevertheless, schemes of work in other subjects need to set out in more detail how pupils' writing and numeracy skills can be applied and extended.

36. Sound policies and schemes of work have been developed in all other subjects. They are based on official guidelines and take account of recent changes to the National Curriculum. As a result, planning is based on the content and standards expected for each year group, and an outline of the whole school curriculum allows teachers to relate their teaching to work in other years. The scheme of work for religious education follows the locally agreed syllabus and now meets requirements. A good scheme of work for information and communications technology has secured a recent rise in standards, and the subject now meets

requirements. The opportunity to borrow a computer under the school's loan scheme is proving of great benefit to pupils who take part. There is a good scheme of work for art in Key Stage 2, ensuring that pupils learn a wide range of techniques and styles.

37. Provision for pupils' personal, social and health education is satisfactory. Sex education and drugs awareness are included in science, with additional talks to older pupils by the school nurse. Issues of concern are talked through in the security of class 'circle time' discussions.

38. The school has adopted a morning timetable of three separate lessons of one hour with short playtimes after the second and third lesson to ensure that pupils are refreshed. This arrangement fits the daily literacy and numeracy hours well, but an hour is too long in some cases for other subjects such as music. Registration times are used well for regular tasks in basic skills.

39. The school complies with relevant equal opportunities legislation. Its aims and expectations include a clear commitment to equality of opportunity, which is confirmed in most curriculum policies. The good ethos and relationships in the school indicate a caring community. The school's use of its baseline assessment is valid for most children joining the school, although the headteacher is not confident that it is completely relevant for those pupils with English as an additional language.

40. No discrimination in terms of gender, ethnicity or background was found during the inspection. Unacceptable language and behaviour are challenged effectively and pupils with special educational needs or of lower ability are well supported in lessons to enable their full participation. The support of pupils with English as an additional language is satisfactory, with work in some subjects, such as English and mathematics, set at an appropriate level. The staff profile includes speakers of Bengali, Punjabi and Afrikaans.

41. The school's equal opportunities policy is comprehensive and applies both to pupils and to staff. Good role models are provided in relation to gender, ethnicity and in the distribution of responsibilities. The range of curriculum materials is currently being examined to ensure it is wide enough to cover all backgrounds. Opportunities extended to pupils are underpinned by the principles of equal opportunities. All pupils are included in outings and school journeys. Financial contributions are sensitively sought but not demanded. Discretion is always exercised. Extra-curricular activities are open to all pupils irrespective of gender, ability or background.

42. The effectiveness of the equal opportunities policy is now being evaluated. The headteacher has started tracking individual attainments as pupils move from Key Stage 1 to Key Stage 2. These are monitored to highlight similarities and differences in progress by gender, and of pupils with special educational needs. Team building has been difficult due to turbulence in staffing over the last two years, but the headteacher is now focusing on the senior management team. It is clear that it provides a steadying influence on the provision for pupils through, for example, the close monitoring and support offered to new and temporary staff. As a result, pupils are supported irrespective of gender, ethnicity, ability and background.

43. The provision for pupils with special educational needs is good, and this represents a very good improvement on the findings of the last report. Pupils' special needs are recognised at an early stage in their schooling. Those identified as having mild learning difficulties are catered for within the classroom. The newly appointed learning assistants and the learning support teacher enable them to make good progress. Those with statements of special educational needs receive additional support from outside agencies.

44. The range of out-of-class clubs and activities is satisfactory. They are well attended and cover a broad range of interests. To help pupils with academic work, there is a homework club, and clubs for cooking, computing and drama. There are sports clubs for basketball, netball and occasionally football, although there is no tradition of inter-school competitions. There is no club for music, though pupils sing at an old people's home and dance in the local carnival. Pupils in Year 5 go on a



residential visit for a programme of outdoor adventurous activities. Links with the local community are satisfactory. The local police and fire brigade

make presentations and sports clubs offer workshops. Visits into the local community support work in geography, for instance when pupils in reception walked 'The Green Way'. There is a programme of educational visits for all classes to widen their range of experiences, and these are of high quality, including visits to museums and to plays, opera and ballet.

45. Pupils move on to a number of secondary schools at the age of 11, which makes it difficult to make precise transfer arrangements. There are, however, satisfactory contacts with the main receiving schools, and a closer relationship is developing well with one in particular. Contacts include visits by liaison staff, and pupils in Year 6 complete a booklet about themselves as a personal profile for their receiving school. Subject co-ordinators regularly attend professional development meetings with those carrying out the same role in other schools in the education action zone.

### **Personal development**

46. The provision for pupils' personal development, including spiritual, moral, social and cultural development, is good. Good provision is made for their social and moral development. Provision for spiritual and cultural development is satisfactory. At the last inspection the provision for spiritual development was described as very poor. Since the appointment of the new headteacher there has been a vast improvement in this area. Assemblies and acts of collective worship, together with regular religious education lessons, now provide a sound basis on which to support pupils' development. Periods of reflection are a feature of each act of worship.

47. During circle time, pupils are actively encouraged to think about and reflect on their own lives and the impact they have on others. Pupils in Year 1 gave a genuine gasp of astonishment on seeing a William Morris print. Music is used at the beginning and end of assemblies to create a calm feeling. Particularly impressive during the inspection was the way in which the pupils in Year 1 and Year 2 sang to the accompaniment of the visiting musician and the manner in which pupils in Key Stage 2 made their exit from assembly quietly singing 'Shalom'.

48. The good relationships that exist, and the good example set by adults, support the pupils' moral development, which is underpinned by the school's aims. All those who work in the school receive training in pupil management to help ensure a consistent approach to the behaviour policy. Pupils' sense of citizenship is developed through opportunities during circle time to discuss and reflect upon issues. The recently elected school council is playing its part in allowing the views of all the pupils to be expressed in a wider forum. It has already been instrumental in developing playground markings and influencing the conduct of people in the dining hall during lunch. All adults taking school lunches sit with the pupils and have to take their place in the queue. Rules for behaviour in classroom and around school are prominently displayed and are written to accentuate the positive.

49. The school actively encourages the development of good social skills. Assemblies are used well to promote a feeling of community. Classes take assemblies on a regular basis and this gives them a good opportunity to share their work with others. Despite the size of the school, pupils all come together on Friday to share an assembly when the school celebrates

the successes of the week. Older pupils are given duties around the school. They act as helpers on the staircases and support younger classes during wet playtimes and dinner times. The sports area of the playground is shared each day between two age groups and this arrangement works well.

50. Pupils are given suitable opportunities to appreciate and to contribute to the community in which they live. The local environment is well used in geography and history and children visit an old people's home to sing carols. Older pupils are preparing to play a part in the local carnival. This has created good opportunities to work together to perform as a team as well as support a community initiative.

51. The cultural development of pupils was described as very poor at the last inspection. The newly established, broad and balanced curriculum gives pupils the opportunity to learn about British and Western European culture. Art and music play a big part in this. Pupils experience the styles of artists such as Picasso, Van Gogh and Seurat, and listen to western music in music lessons and before and after assemblies. Through the Education Action Zone the school is involved in projects with the Royal Ballet and the Royal Opera House. Pupils are also able to visit local landmarks. Pupils have chosen old patterns, such as hopscotch, as a playground marking, and the history of the school stretching back to the Victorians is celebrated through a study of the building and education in the past.

52. The diversity and richness of other cultures is well represented. All are valued and the school is sensitive to the needs of its pupils. Signs around the school are in the main community languages, and welcome signs in the room used to teach English as an additional language are written in all the languages represented in the school. Main religious festivals from all the major faiths are celebrated and sensitive issues such as fasting during Ramadan are treated with respect. In art pupils learn about textile making in the Indus Valley. All pupils have the opportunity to study another country in geography, and ancient civilisations, such as Egypt, are part of the history curriculum. Pupils are willing to share ideas on their own culture, happily talking about 'special places' in a religious education lesson.

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

53. Staff show great concern for the needs of the pupils and are keen for them to do well. Parents are pleased with the level of support in the school, seeing it as a caring community where the staff are approachable if there are any problems. The school has good procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. The staff generally have received guidance on how to deal with any situations that may arise and know who to report to in the school if necessary.

54. The provision for first aid is good, with several trained staff; records are kept of any treatment and letters or messages sent home to parents. The local education authority carried out a risk assessment two years ago and ensures the headteacher reviews health and safety each year. Other checks are made each term. The

teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and

technology. The school reminds parents to exercise care when bringing and collecting their children. Most parents were seen to drive their cars sensibly, but a few create a risk by waiting on the marked no parking areas outside the school. The pupils' toilets are a potential health hazard.

55. The procedures for monitoring pupils' academic progress and personal development make a satisfactory contribution to raising pupils' achievement. Satisfactory use is made of the assessment information to guide the planning of the curriculum. The monitoring of progress of pupils' personal development is less structured. Though any recording system used in the classroom is informal, the teachers and teaching assistants have a good understanding of the needs of the pupils. The school encourages pupils to recognise the value of good work with the awards of stickers in the classroom, and the headteacher presents certificates during Friday assemblies.

56. Pupils' personal development is supported by the various tasks they have around the school. Each class has monitors, and the older pupils, for example, help with assemblies and have duties at lunchtime supporting the younger ones. Circle time helps pupils to learn to listen to others and to be tolerant of other points of view. The school council enables pupils in Key Stage 2 to contribute to the organisation and facilities in the school. A trained counsellor gives effective support to pupils with particular emotional or other problems. The staff throughout the school provide very good role models. This is evident especially at lunchtimes. Adults and pupils receive equal service. They all line up together, taking their turn to collect their food and sitting down together to make lunch a pleasant social occasion.

57. The school methodically assesses pupils with special educational needs. They are placed on appropriate levels on the special needs register, and the necessary support is clearly explained in the individual education plans.

58. The procedures for monitoring and improving behaviour are good. All the staff have received training in assertive discipline, concentrating on rewarding the good behaviour of pupils and using these good examples to show other pupils how they are expected to behave. Each classroom has the rules on display and teachers discuss them with the pupils as necessary. This approach provides a good balance of rewards and consequences, and is well understood by the pupils.

59. Good behaviour is rewarded with praise and certificates. There were good examples in lessons and around the school of teachers and other staff using a consistent approach to ensure that the pupils understood how to behave. The adults in the playground at break and lunch times provide particularly good support. They use their training well to encourage the pupils to play games and to help isolated pupils to become involved. Instances of bullying or racism are rare and the school takes prompt action if any occurs. Pupils showing sustained unacceptable behaviour are monitored well through the school's special needs system and, where appropriate, have individual behaviour plans, identifying targets and ways in which the pupils can be supported.

60. Procedures for monitoring and promoting attendance and punctuality are good. The school uses its newsletter to remind parents of the need for regular attendance and the importance of arriving on time. The teachers keep good records of absence and talk to

parents to obtain reasons for absence. A member of staff will telephone home on the first day of any unexplained absence by pupils for whom there may be a concern. Because of the poor command of English of some parents the school has produced a simplified note to enable parents to give reasons for their child's absence.

61. The administrative staff compile detailed statistics to highlight the classes and pupils who need support. The deputy headteacher monitors the registers each week and contacts parents as necessary. Pupils with excellent attendance receive certificates. The education welfare officer checks the registers every week and, where necessary, visits the home of some families or takes action through the courts. Nevertheless the school cannot, by itself, support the large numbers of pupils with poor attendance. The targets for improvement set by the local education authority are appropriate for the longer term but difficult to achieve in the short term.

62. The school has improved its assessment procedures since the last inspection and they are now satisfactory. Pupils' attainment is assessed on entry and their progress is monitored to identify their needs so that they make a smooth transition to the National Curriculum. Thereafter, pupils are entered for the statutory national tests and tasks in English, mathematics and science at ages seven and eleven, and optional tests are used in other years. The results of formal tests are analysed, and targets are set for each year group.

63. The scheme of work for each subject sets out in detail the key skills, knowledge and understanding that pupils are expected to achieve year by year. This focuses teachers' planning directly on specific strengths and weaknesses in the performance of individuals and groups. It also guides teachers' judgements of standards, because the work set is consistently based on the expected levels of performance described in the National Curriculum for each subject. Lesson targets are explained to the class at the start of each lesson so that they understand what is expected of them. Co-ordinators in some subjects have collected examples of work at each level to guide teachers' judgements.

64. The use made of assessment information is satisfactory. Pupils are grouped in each class according to their level of attainment and the permanent staff generally set appropriate tasks for each group. As a result, most pupils make sound progress. In most lessons, teachers give helpful advice to individuals and groups as they work. At the end of lessons, teachers review the progress made by different groups and note this on their plan, so that teaching can be adjusted for the next lesson. There has been good progress in developing a marking policy to standardise teachers' approaches across the school. There are examples of good practice where strengths are praised, weaknesses are identified, and new targets are set. Generally, though, much of the effect of marking is lost because pupils do not routinely correct and improve their work when it is handed back. Assessment information is used to guide the individual education plans of pupils with special needs.

65. Procedures for recording pupils' academic progress are unsatisfactory. A good procedure is being trialled in mathematics, where well defined targets from the



numeracy framework are checked in three stages to show pupils' progress from partial understanding to full competence. Such close monitoring ensures that pupils are given well focused help when needed, and the completed records provide clear information for end-of-year reports to

parents and to teachers. There are elements of sound practice in other subjects, with records of results of reading tests in English and end-of-unit tests in science. Otherwise, class teachers keep their own records, but there is no consistent format or coverage that allows pupils' progress in each subject to be monitored from year to year or from teacher to teacher.

66. The large number of staff changes in the school recently has resulted in some classes being taught by a succession of teachers. The lack of precise information makes it very difficult for new teachers to match work exactly to pupils' individual needs. As a result, the progress of some classes is seriously disrupted, and the effect of this is evident at present, for example, in the misbehaviour and low academic standards of one Year 5 class. There are no records to show what this class has learned in the past and what it can do well. The most pressing need, however, is to build consistently on success through small well planned steps.

67. The monitoring of special educational needs is satisfactory. The new arrangement established in January 2001 provides the SENCO with adequate time to monitor the progress of pupils. Individual educational plans (IEPs) are reviewed every term and new targets are set. Parents or carers are invited to the termly review of pupils on Stage 3 and above and are expected to play their part in supporting the pupils in the delivery of targets. Specialist agencies keep good records of visits and record the progress of individual pupils. Pupils with statements of special educational needs receive the type of daily or weekly provision set out on their statements. This includes working closely with a range of agencies.

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

68. In their responses to the questionnaire and at the pre-inspection meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. Their views are similar to those at the time of the previous inspection. Evidence gathered during the current inspection supports their positive comments. Parents say that the school is well led and the teaching is good. Their children like coming to school and make progress as a result of the level of support they receive. The school expects them to work hard and helps them to become mature and responsible.

69. Some parents are concerned about the range of activities outside lessons, but inspectors considered that the number of clubs, complemented by the range of visits during school time, is satisfactory. Some doubts were also expressed about the amount of homework, but inspectors concluded that the homework set is appropriate. A few parents also feel they are not well informed about the progress of their children or that the school did not work closely with them. The inspectors generally support the view of the great majority of parents who are satisfied with the amount of information and also that the school provides good opportunities for parents to meet teachers. A few parents are also dissatisfied with the level of behaviour in the school. The inspection team found that the great majority of pupils behave well and that the school provides good support to the few pupils whose behaviour is inappropriate.

70. The school has established good links with the parents and these contacts are effective. The headteacher sends home attractive weekly newsletters supplying general information and highlighting the pupils who have received certificates for good work and behaviour. At the beginning of each term class teachers send details of what they will be teaching their pupils

and suggesting how parents can help. Other letters refer to more specific matters. Parents have a very good opportunity to talk to teachers, who are in the playground when parents collect their children. Inspectors saw many conversations taking place and it is apparent that, as they said in their responses to the questionnaire, parents feel very welcome to talk to the teachers.

71. Almost all parents come to the formal meetings with teachers in the autumn and spring terms to discuss their children's progress. The annual report on progress is sent home in the summer term. This report generally provides a good summary of what the pupils know and can do in each subject area and identifies targets for improvement. Nevertheless, the reports give little indication of the extent to which the pupils are achieving at the level expected for their age. This results in the parents with a limited understanding of English not knowing easily how well their children are doing. Parents of pupils with special educational needs are appropriately involved in the setting and review of individual education plans.

72. Parents' involvement with the school makes a satisfactory contribution to its work and to the attainment of the pupils. The great majority of pupils do their homework on time and arrive promptly for school in the morning. These attitudes reflect the extent to which parents support their children and encourage them to respect the school and the education process. Written material sent home by the school includes government publications, and termly letters provide ideas on helping at home.

73. In addition, the school's homework guide provides a good summary on how they can help. Several months ago the school sent a questionnaire seeking the views of parents about the school. Their comments have contributed to decisions upon priorities in the school development plan. Since the last inspection the parents' association has folded, but the school is planning to restart it. Few parents help in the classroom on a regular basis, though many more are willing to help on trips.

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

74. The headteacher, well supported by the staff, provides clear educational direction. She has a good understanding of what needs to be done to improve the quality of teaching and learning in order to raise standards. She has introduced a number of much needed changes and has set the school on a path of improvement.

75. The school has specific aims to support the personal and academic development of pupils. It is well on its way to meeting the aims for personal development but has still to meet those for academic development. Whilst recently introduced strategies have had a positive impact, they are too recent to have become fully embedded or applied consistently.

76. Difficulties in recruiting and retaining staff has meant that not all subjects have co-ordinators or that they are relative newcomers to the posts. The co-ordinators for English, mathematics, information and communication technology and special needs

have had a positive impact on raising standards and improving the quality of teaching. Not all co-

ordinators, however, have the opportunity to monitor teaching and learning in their subjects. The senior management team regularly reviews the school's progress against its action plan and makes changes where required. The role of the recently appointed deputy headteacher is being developed.

77. All statutory requirements are now fully met, which was not the case at the last inspection. The governors have taken an important decision in shaping the direction of the school in the appointment of the headteacher, but they are not yet fully effective in planning the future of the school. They do not all have a good understanding of the strengths and weaknesses of the school, and they rely heavily on the headteacher to prepare the school development plan. Whilst a few key governors have specific roles, which they carry out effectively, there is no committee structure and therefore no coherence to the work of the governing body.

78. Lessons are monitored by members of the senior management team and as a result teachers are given targets for improvement. There is also a planned programme for the scrutiny of work. The school's advanced skills teacher also plays an important role in supporting staff. As a result the school meets its aim of spreading good practice, an essential element of its work given the large number of temporary staff, many from overseas. The quality of teaching seen during the inspection indicates that the monitoring of teaching has had a significant impact.

79. There is a sufficient number of experienced teachers and support staff to meet the demands of the curriculum. Many of the teachers are classified as unqualified, although they are suitably qualified in their own countries. Staff are deployed appropriately and the match of staff to co-ordinating roles makes the best use of their experience and expertise. Nevertheless, the high turnover of teaching staff in recent years has meant that there are no co-ordinators for science, physical education, music, religious education and design technology. The high turnover has also affected the consistency of learning, with some classes having several teachers in the past year. New staff are given good support and as a result nearly all teaching is at least satisfactory, with some good and excellent teaching.

80. The school has a sufficient number of well trained and experienced teaching assistants attached to particular classes to ensure consistency of support to the pupils. The special needs co-ordinator and non-teaching assistants give good support to those pupils with special educational needs. Pupils with English as an additional language are given good support by the specialist staff. The office staff provides very good financial and administrative support. The provision of technical support for the computer work enhances the delivery of information technology.

81. The school has identified priorities for improvement to raise standards of teaching and learning and to raise standards of achievement in all classes and in all subjects. They are all included in the school development plan and provide the basis for further improvement in all aspects of the school's work. Whilst the plan is costed and contains time-scales and responsibilities, the success criteria do not focus clearly enough on raising standards and are insufficiently precise to enable governors to monitor the progress the school is making.

82. The headteacher and senior staff regularly review the development plan and as a result make adjustments to ensure that targets are met. The school exceeded its targets for the percentage of pupils reaching the national expectations in the Year 2000 tests in English and mathematics for 11 year olds. The staff, including those on temporary contracts, are keen that the school provides a good quality education to its pupils, and they co-operate with the head and senior staff in seeking higher standards and improved teaching. The capacity to achieve these shared aims depends to a large extent on the school's success in recruiting and retaining staff.

83. Recently appointed teachers have received appropriate support, with good induction arrangements. Staff development is linked to the school development plan but also takes account of the individual's needs. It is effective in improving both teaching and learning. Training for putting into practice the National Literacy and Numeracy Strategies successfully created a structured and effective programme of learning, and this has made a positive impact on both the quality of teaching and learning.

84. The headteacher, working closely with the finance governor, prepares the budget and ensures that it meets clear educational priorities. Good use is made of all grants and the school is beginning to introduce the principles of best value to judge the effectiveness of its work. The school makes good use of new technology.

85. The accommodation is satisfactory and enhances the delivery of the curriculum and the learning of the pupils. The classrooms are of a sufficient size and the staff work hard to provide very attractive displays of pupils' work and general information. The displays show a considerable improvement since the last inspection. The suite for information and communications technology makes a significant contribution to teaching and learning. Various other rooms are well used for withdrawal of small groups of pupils, cookery facilities, storage, and providing facilities for staff. The playgrounds have a variety of games painted on the surface and are well used during play and lunch times. Pupils in the reception classes do not have access to a dedicated outside play area, although they do have appropriate facilities indoors in the hall.

86. Pupils and staff make efficient and effective use of the facilities available and there is generally good support from the premises staff in providing an attractive and well-maintained environment. Nevertheless, the condition of the toilets is unacceptable; many toilet seats are missing and door locks do not work. The boys' toilets smell and have no toilet paper in the cubicles; in the girls' toilets the partitions are too low and, as parents mentioned, the floor becomes covered in water.

87. As at the time of the last inspection there are enough resources to teach the National Curriculum and religious education. Resources for information technology are good. In music, there is a good range of unpitched percussion instruments but more pitched instruments are required. The resources for the nursery and reception classes are satisfactory, though the lack of an outside play area for pupils in the reception classes results in their not having access to large wheeled toys. Whilst

the provision for English is satisfactory, the lack of a library limits the ability of pupils to acquire research skills.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. In order to improve the school's performance, the headteacher, governors and staff should:

- Raise standards,\*\* particularly in English and mathematics throughout the school and in science in Key Stage 1, by:
  - \* providing teachers with more guidance on how different kinds of extended writing are to be taught through the school, in English and other subjects;
  - \* raising teachers' expectations for the standards of pupils' handwriting and presentation;
  - \* ensuring that teachers' marking identifies pupils' needs and that these are addressed in work that follows;
  - \* setting challenging targets for all pupils and encouraging them to take more responsibility for the quality and accuracy of their work.
  
- Seek advice and support from the local education authority and other outside agencies to recruit and retain a stable and high quality teaching staff\*\*, so that:
  - \* there is consistent teaching and learning for all pupils;
  - \* co-ordinators are appointed for all subjects and given time to monitor the quality of teaching and learning.
  
- Improve arrangements for recording and monitoring pupils' progress in all subjects, and use that information to match work precisely to pupils' prior attainment and to plan for their individual needs\*\*.
  
- Introduce clear strategies and structures to ensure that governors have a good understanding of the school's strengths and weaknesses, so that they can plan effectively for future development\*\*.
  
- Take further measures to improve attendance and punctuality\*\*, so that pupils' progress and attainment are no longer undermined by poor attendance and punctuality: In particular the school should:
  - \* set specific, measurable, achievable goals and deadlines for improvement of attendance and punctuality in each class;
  - \* ensure that outside agencies are fully involved with all those families whose children show poor attendance and punctuality.

89. The governors should also ensure that success criteria in the school development plan focus on the raising of standards and are precise enough for them to monitor the progress being made by the school.

*\*\*These have already been identified by the school as priorities for development.*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	98
Number of discussions with staff, governors, other adults and pupils	73

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	20	44	30	1	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*

<b>Pupils on the school's roll</b>	<b>Nursery</b>	<b>YR – Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	26	453
Number of full-time pupils known to be eligible for free school meals	0	226

*FTE means full-time equivalent.*

<b>Special educational needs</b>	<b>Nursery</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	131

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	234

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	155
Pupils who left the school other than at the usual time of leaving	119

### *Attendance*

<b>Authorised absence</b>	<b>Unauthorised absence</b>
%	%

School data	6.6
National comparative data	5.2

School data	2.9
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	28	29	57

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	24	23	22
	Girls	21	23	22
	Total	45	46	44
Percentage of pupils at NC Level 2 or above	School	79 (64)	81 (64)	77 (67)
	National	83 (82)	84 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	21	23	22
	Girls	21	22	20
	Total	42	45	42
Percentage of pupils at NC Level 2 or above	School	74 (62)	79 (62)	74 (64)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	28	30	58

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	13	17	21
	Girls	18	20	27
	Total	31	37	48
Percentage of pupils at NC Level 4 or above	School	53 (45)	64 (50)	83 (58)
	National	70 (68)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	12	18	17
	Girls	20	20	23
	Total	32	38	40
Percentage of pupils	School	53 (61)	66 (53)	69 (63)

at NC Level 4 or above	National	70 (68)	72 (69)	79 (75)
------------------------	----------	---------	---------	---------

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

### ***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	26
Black – African heritage	69
Black – other	30
Indian	15
Pakistani	12
Bangladeshi	21
Chinese	1
White	225
Any other minority ethnic group	80

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

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

	<b>Fixed period</b>	<b>Permanent</b>
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	1	0

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

### **Teachers and classes**

#### **Qualified teachers and classes:**

##### **YR – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	49.2
Average class size	26.6

#### **Education support staff:**

##### **YN – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	473

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

##### **Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	7
--------------------------------	---

*FTE means full-time equivalent.*

### **Financial information**

Financial year	<b>2000/2001</b>
----------------	------------------

	<b>£</b>
Total income	1044353.0 0
Total expenditure	1035848.0 0
Expenditure per pupil	2267.00
Balance brought forward from previous year	18987.00
Balance carried forward to next year	1806.00



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	479
Number of questionnaires returned	178

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	1	1	1
My child is making good progress in school.	63	29	8	0	0
Behaviour in the school is good.	54	31	10	3	3
My child gets the right amount of work to do at home.	50	29	12	6	2
The teaching is good.	67	25	3	1	5
I am kept well informed about how my child is getting on.	53	26	11	6	3
I would feel comfortable about approaching the school with questions or a problem.	56	32	5	3	4
The school expects my child to work hard and achieve his or her best.	63	33	2	0	1
The school works closely with parents.	41	36	13	5	5
The school is well led and managed.	47	39	2	2	10
The school is helping my child become mature and responsible.	49	42	5	1	3
The school provides an interesting range of activities outside lessons.	34	31	11	7	17

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

90. There has been a significant improvement in the provision for pupils in the Foundation Stage since the appointment of a new co-ordinator three months ago. At the time of the last inspection, provision for the Foundation Stage was a strength of the school. Subsequently, due to the turnover of staff, it declined and by May 2000 activities lacked structure. Children's progress in acquiring language and social skills was slow, and standards were much lower than those expected nationally for children of their age.

91. The appropriate statutory curriculum is now in place. It is broad, balanced and relevant. The Early Learning Goals have been introduced into planning, and the literacy and numeracy strategies are now well established. An advisory teacher has worked closely with the staff in the Foundation Stage. As a result, standards are beginning to rise. Provision for pupils with special education needs and those having English as an additional language has improved and is now good.

92. By the end of their time in the Foundation stage, the attainment of children remains well below what is expected nationally for children of their age in all aspects of the curriculum. Over a third of the children in the reception classes have not had the benefit of attending the school nursery. The reception classes cater for children from other parts of the borough until a place can be found for them nearer home. This leads to a high level of mobility which militates against progress. In addition, two-thirds of the children who enter Year 1 have had two terms only in the Reception Classes. The improvements that have been put in place have not yet had time to make a significant impact on standards.

93. The attainment of children on entry to the Foundation Stage is well below what is expected nationally for children of their age, particularly in communication, language and literacy, and social skills. Pupils achieve well in the nursery and in the reception classes, due to good teaching and more stability in staffing. Approximately 45 per cent of children are expected to achieve the Early Learning Goals, and a small minority are working within Level 1 of the National Curriculum. Pupils are assessed on entry to the Reception Classes and their progress is monitored throughout the year. Areas for further improvement are noted and addressed. All pupils, including those with special educational needs and those with English as an additional language, make good progress, compared with the satisfactory progress recorded at the last inspection.

94. Children attend the nursery part-time, either from September or January in the year in which they are four. They enter the reception classes in September or January in the year in which they are five. Consultations between parents and teachers take place before the children join the school. Parents are advised on how they can help to prepare their children for school and support them during their time there. Children visit before they join the school. The school regards the support of

parents as crucial to children's personal and academic development and provides opportunities at the end of each day for staff to talk to parents.

95. Under the new co-ordinator, an action plan has been drawn up and partially implemented. A comprehensive policy and long-term plan are to be drawn up and the local authority's record-keeping system introduced. There are plans for a more formal assessment of children's attainment on entry to the nursery and to extend the links with parents. The lack of an outdoor play area for the Reception Classes is to be addressed.

96. Children make a very positive start to their education in all areas of learning. The quality of teaching and learning is good, thus maintaining the position at the last inspection. Teaching was good in the four lessons observed in the nursery. In the reception classes it was satisfactory in one lesson, good in four lessons, very good in six lessons and excellent in one lesson. Teachers' knowledge and understanding of the curriculum and the needs of young children is good and they teach the basic skills well, enabling children to acquire knowledge, skills and understanding systematically. Teachers plan effectively, expect good standards of work and behaviour and use time and resources well. Class management is good and children's interest and concentration are maintained. Most children apply intellectual and creative effort to their work. The quality and use of continuous assessment is good. Children take books home regularly to practise their reading.

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

97. The attainment of children in personal, social and emotional development is well below expectations for their age by the end of their time in the Foundation Stage. Nevertheless, children's achievement has improved significantly in recent months and most children, including those who have had only a short period of full-time schooling, are beginning to make good progress. All children settle very quickly into the routines of the nursery and the reception classes. They enjoy coming to school and their attitudes are good. The calm, welcoming ethos helps them to feel confident and secure.

98. Language development and communication skills are given a high priority. Children are encouraged to listen attentively, to speak clearly and to extend their vocabulary. They contribute ideas to group stories and learn to respect the ideas and contributions of others. In role play, for example, they take orders, serve meals and accept payment in the café, or deal with clients in the estate agency, and express and communicate their ideas and feelings. Adults encourage them to select and use resources independently, including the computer. Their behaviour is good and they have a good understanding of the impact of their actions on others. Relationships with one another and with adults are good. Children are encouraged to be independent. They dress and undress independently and manage their own personal hygiene. It is expected of them that they will take on an increasing number of responsibilities and they are keen to do so. Their personal development is closely monitored.

## **Communication, language and literacy**

99. The attainment of pupils in communication, language and literacy is well below expectations for their age by the end of their time in the Foundation Stage, as it was at the last inspection. The majority of children converse well in familiar situations, but they are more reticent in formal communication, particularly those for whom English is an additional language. There are many opportunities for children to develop their speaking and listening skills. For example, they listen to and join in the story of 'The Gingerbread Man' and make and cook gingerbread men in the nursery. In the reception classes, children re-tell traditional tales such as 'The Three Little Pigs'. They begin to recognise the difference between written and spoken forms of language when traditional stories are retold. All adults are effectively involved in helping children to develop their speaking and listening skills, as they interact with them in indoor and outdoor activities.

100. The National Literacy Strategy is proving effective and is gradually extended to prepare children for the full hour in Year 1. Children enjoy listening to stories and join in with enthusiasm. They know how a book is organised and identify the title and author. Successful strategies are used to extend their vocabulary and understanding of grammatical structure. Children's reading is generally well below the standard expected for their age, but the more recent emphasis on phonics is helping to increase their rate of progress. Daily practice in writing sentences is leading to improvement in writing. Children gradually develop their ability to structure stories. Most children in the reception classes write simple sentences confidently. The majority of children feel confident to talk about their own feelings and experiences.

## **Mathematical development**

101. The attainment of children in mathematical development is well below expectations for their age by the end of their time in the Foundation Stage. Recently, however, they have begun to make good progress, particularly in number work. At the time of the last inspection, attainment was just below expectations for their age. The majority of children in the nursery are able to recognise and use numbers 1 to 6 and many can count beyond six. Children say and use number names in order in familiar contexts. There are many opportunities for them to develop mathematical language, such as more, less, greater, smaller, heavier and lighter. They talk about and create simple patterns. Pupils in the reception classes recognise numbers 1 to 9 and find one more or one less than a number from 0 to 10; many children are able to count to at least 39 and some count to 100. They count forwards and backwards to 20. The National Numeracy Strategy is proving effective in raising children's attainment and has been gradually extended to prepare children for the full hour in Year 1.

102. Children in the reception classes are beginning to relate addition to combining two groups of objects, and subtraction to taking away, and they use the language associated with adding and subtracting. They practise counting on in ones and twos

to 10. Numerous activities support mathematical development. The emphasis is on understanding and using numbers in practical contexts, for example counting the number of children who have school lunches or go home for lunch, each day. Children use words such as *tiny*, *small*, *little*, *big* and *large*, as they sort objects according to size. They are encouraged to estimate and then check for accuracy. Children are familiar with books, games, puzzles, weighing activities and computer programs relating to number. They use developing mathematical ideas to solve simple practical problems.

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

103. The attainment of children in knowledge and understanding of the world is well below expectations for their age by the end of their time in the Foundation Stage, as it was at the last inspection. They are beginning to make good progress through the stepping stones of the Early Learning Goals. Children learn about the layout of the school and the people who work in it. Their knowledge of the locality is extended through visits to the church, the mosque and the gudwara. They learn about the seasons, harvest fruits, spring growth, water, sand, insects, animals and birds during local walks at different times of the year. Children's knowledge and understanding of buildings, old and new, is extended through visits. A recent visit to a toy museum extended their knowledge of the past and their understanding of the world beyond their immediate environment. Children look at their own growth from babyhood and learn the parts of the body. In talking about their families, children begin to develop a sense of time and relationships. An understanding of different cultures and beliefs is developed through stories and visits to places of worship.

104. Children are introduced to scientific ideas through studying materials and learning about light, colour and growth. They develop their knowledge of irreversible change as they make gingerbread men, learning to roll, squeeze, squash, and twist as they follow a recipe to make dough. Children learn to identify living and non-living things, and observe and grow beans and sunflowers. Links with literacy are made as they keep diaries of the plants' growth. Information technology is used to support their work. Their ability to build and construct with an increasing range of objects develops as they progress through the Foundation Stage.

## **Physical development**

105. The attainment of children in physical development is well below expectations for their age by the end of their time in the Foundation Stage. At the time of the last inspection, it was below expectations. Children now make good progress in the nursery compared with sound progress at the last inspection. They develop their skills in a large, well-equipped outdoor area and progressively develop their ability to move in safety with confidence, imagination, control and co-ordination. Teachers in the reception classes do their best to compensate for the lack of an outdoor play area by creating an area for physical development in a section of one of the school halls adjacent to their rooms. Children are encouraged to become increasingly aware of space, and of themselves and others, as they travel in different directions on various parts of their bodies, and around, under, over and through balancing and climbing equipment. Movement to music shows developing confidence, imagination and control. Children are beginning to recognise the importance of keeping healthy and the things that contribute to a healthy lifestyle. They handle tools, objects, construction and malleable materials safely and with increasing control.

## **Creative development**

106. The attainment of children in creative development is well below expectations for their age by the end of their time in the Foundation Stage, as at the last inspection. In the Nursery, children explore and experiment with ideas, materials and activities and make progress in cutting, tearing and gluing different materials. They explore colour and texture through a range of resources and sensory experiences, talk about their observations, and draw and paint pictures of themselves, animals and insects. Using different shapes and materials, children in the nursery and the reception classes make very effective collages. They talk confidently about similarities, differences and patterns, and investigate what happens when they mix colours and use paints of different consistencies.

107. Children explore form and shape in two and three dimensions, as they create models of houses for the estate agency they have established, and extend their knowledge of joining techniques. They begin to recognise and name musical instruments and investigate how sounds can be changed. They recognise repeated sounds and sound patterns and communicate their ideas through music. All children listen carefully to short extracts of music and speak about them simply in musical terms. They sing a repertoire of songs with enjoyment and developing control and use percussion instruments to create their own music.

108. The Foundation Stage is well led by an experienced co-ordinator, who is sensitive to the needs of the children and introduces them to a wide range of experiences. The classroom assistants assigned to the Foundation Stage work hard for the benefit of the children. Amongst all staff in the Foundation Stage there is a shared commitment to improvement, and the capacity to succeed in raising standards.

## **ENGLISH**

109. Standards have been well below the national average since 1996, though they are beginning to rise because of recent determined efforts by staff to improve the quality of teaching and the curriculum. In the National Curriculum tests in 2000 for seven year olds, the number reaching the expected Level 2 or higher in reading was well below the national average, and below the average of similar schools. These results were, however, an improvement on those of the previous year, when they were very low. Results in writing were also well below the national average, but close to the average for similar schools. Compared with their age group nationally, boys performed better than girls in writing between 1996 and 2000, but boys and girls alike were similarly well below average in reading. Inspection evidence indicates that the attainment of pupils presently in Year 2 is average in listening, below average in reading, and well below average in speaking and writing. The attainment of girls has improved and there is no significant difference in the standards achieved by boys and girls.

110. Results in the national tests for 11 year olds improved significantly in 2000 compared with previous years. The number reaching the expected Level 4 or above was below the national average but above the average for similar schools. Compared with their results at seven, these pupils made very good progress in Key

Stage 2. The school was particularly successful in raising the attainment of the lowest attaining pupils, with fewer achieving very low scores than is found nationally. Inspection evidence indicates that the attainment of pupils in the present Year 6 is average in listening, below average in speaking and reading, but well below average in writing. Very few pupils achieve the higher levels in reading or writing. There is a wide range of attainment, with a significant gap between the few with the highest attainment and those below. There is no significant difference between standards reached by boys and girls in Year 6, but a number of boys in one Year 5 class are making little progress because of their misbehaviour.

111. English is an additional language for many pupils. They make sound progress overall, but there is a wide range of attainment in all year groups, not least because of the numbers of pupils of all ages who join the school with poor language skills. Many pupils have limited opportunities to practise their language skills outside school, and the vocabulary and sentence structures they use in speaking and writing are much more limited than generally found. Listening skills are satisfactory overall in both key stages because teachers have high expectations for attentiveness and pupils generally behave well.

112. Few pupils speak standard English. The strong local dialect, or the influence of a different language as their mother tongue, affects the grammar and pronunciation of most pupils. By the age of seven, pupils are generally confident in answering questions in class and a few give longer answers when encouraged. Many lack confidence in more formal situations and do not project well. Teachers give good encouragement to increase confidence and as a result pupils make good progress in Key Stage 2. By the age of 11, most pupils listen carefully to others, take a full part in class discussions, and explain their thinking clearly. They use technical terms correctly in other subjects, but few are confident in speaking at length in formal situations, using standard English.

113. Pupils in all years show strong interest in reading, which is a strong feature of provision. Progress in the early stages is secured by a reading scheme, widening to include books from other sources as confidence develops. Some pupils have difficulty in accurately identifying sounds, which slows their progress in reading. However, the skill of sounding out new words to find their meaning is well taught. In the best lessons, teachers give intensive coaching in saying difficult sounds, which helps pupils' speech as well as their reading. By the age of seven, pupils read aloud accurately from books matching their level of attainment, though few read with expression. Teaching assistants give pupils with special needs good support, and the well structured reading programme ensures that they make good progress through the school.

114. By 11, pupils read longer texts silently with good concentration. Those with higher attainment read aloud expressively and have sound understanding of the subject matter. Those with average attainment or below have good skills in sounding out words to find their meaning, though this is deceptive because the understanding of many lags behind their ability to read aloud accurately. To counteract this, group discussions are used to develop pupils' understanding of the wider meaning of what they read. Most pupils have favourite books and discuss



their reading interests, though few pupils choose to read classics or books with language and concepts at the higher level for their age. The school has no library, and though some pupils visit local libraries with their parents, most are unsure of how to find non-fiction books. They have sound skills in using non-fiction books to find information, which helps them to learn in all subjects.

115. Standards of handwriting are low throughout the school, reflecting a lack of a consistent policy in the past. Pupils in all years now have regular practice and many seven year olds are beginning to write in a joined style. Much of the writing by younger pupils is in the form of brief exercises, but there are good examples of writing for real purposes by higher attaining pupils, such as the 'Who am I?' riddles by Year 1 and the confident personal accounts in

diary form by Year 2. By the age of seven, most pupils use punctuation correctly, but many make mistakes in spelling common words in their free writing, and this is not corrected firmly enough in marking throughout the school. Many pupils have a very limited range of vocabulary and range of sentence structures.

116. Pupils in Key Stage 2 engage in a wide range of writing, including stories, poetry, letters and book reviews. Standards of accuracy in spelling and punctuation are inconsistent but low overall. Ungrammatical speech habits are reflected in writing, and vocabulary and the range of sentence structures continue to be well below average. In general, pupils are most successful in writing narrative and personal accounts, such as the stories by Year 4 using sense impressions to create atmosphere. Some stories are word-processed, illustrated and bound as class readers, and the preparation that goes into such work raises the standard of writing considerably. Pupils in Year 6 express strong personal responses in their poetry on Spring, although poetry reveals their limited vocabulary.

117. Pupils aged 11 are less confident in writing to inform or persuade, and classes in all years were observed having great difficulty in structuring their ideas in such forms as a book blurb and a letter of complaint. This weakness also extends to their writing in other subjects. Word lists, dictionaries and thesauruses are available in all classes to extend pupils' vocabulary range and increase spelling accuracy, but they are not used often enough to develop independent study skills. As a result, pupils do not learn to take responsibility for the standard of presentation and accuracy of their work. Such standards are low in exercise books in all years, but the much higher standards of work presently on display and in class anthologies indicate what pupils are capable of when coached and given time to take care.

118. Teaching is good in both key stages. In Key Stage 1, teaching was very good in a quarter of lessons seen, good in a third, and satisfactory in the remainder. There was a wider range seen in Key Stage 2. One lesson was excellent and one unsatisfactory. Half were good or very good and all others were satisfactory. Planning through the school is guided by the targets of the National Literacy Strategy. Targets are shared with pupils at the start of lessons, so that they have a clear sense of purpose. In nearly all lessons, there is a good working atmosphere and pupils show interest in their work. Books and poetry are well chosen to catch pupils' interest and demonstrate important features of language.

119. Teachers offer good models in their own speech and handwriting, although they need higher expectations for their pupils' performance in these aspects. The most successful part of lessons overall is the detailed instruction on language features. In a very good lesson in Key Stage 1, the large number of examples of rhyming patterns strengthened pupils' understanding. An imaginative variety of repetitions and an energetic delivery ensured that all were fully involved and had many opportunities to practise what they had learned. Similarly, in an excellent lesson in Year 5 on story writing, intensive questioning was used very effectively to explore pupils' knowledge of familiar speech. Their examples were used as the starting point for extending their vocabulary and sentence structures, and their interest was expertly caught and directed.

120. In most lessons, the practical tasks that follow instruction are generally well organised and pupils know the routines, so they move to their groups quickly. However, the tasks are not always related closely enough to what has gone before. For instance, pupils in a Year 5 class made little progress in the unsatisfactory lesson because the study of slang words in the first part of the lesson did not develop pupils' own ideas for the story they were to write including those words. Several boys misbehaved because they were not fully involved, disrupting the concentration of others. In general, pupils need more time and guidance in planning their ideas for extended writing, and more encouragement to improve the clarity of their thought and its expression through drafting. In several lessons observed, pupils were expected to write a finished piece of work within the lesson. Under such pressure, standards of presentation and accuracy are poor, ideas are expressed in simple sentences with a limited vocabulary, and the structure is confused, particularly when it is not in narrative form.

121. It is a significant weakness that pupils are not routinely given time to check the accuracy of their work before they hand it in, or to correct work after marking. Results were more successful in a Year 4 lesson, where pupils made good progress in drafting a letter asserting a point of view, because they had been well prepared in previous lessons. They had practised writing a letter, planned out their ideas for and against the issue of banning football in the playground, and studied examples of the kind of letter expected. As a result, they had a positive and confident approach to the task and made very good progress. The final review stage of most lessons is used well to reinforce the language targets and check that pupils have learned correctly.

122. There is a good marking policy that gives teachers clear guidance, but much of the impact is lost because pupils are not routinely required to do corrections or other follow-up work. Teachers' marking in other subjects generally ignores literacy errors, and expectations for presentation are too low.

123. Management of the subject is good. The literacy strategy is securely in place and staff have a strong commitment to raising standards. Test results have been analysed and targets set for each class as a result. New resources for the teaching of phonics are showing good results in raising standards. The co-ordinator and senior management team continue to work hard to train new staff and share good practice. Nevertheless, teachers need more detailed guidance on how writing is to be taught so that pupils' competence in different forms is developed consistently through the school. Writing opportunities in other subjects need to be planned more carefully to complement the work of the literacy hour.

124. Assessment procedures are satisfactory, but those for writing need to be more detailed so that pupils' weaknesses can be monitored more closely and work planned to help them improve. The voluntary reading of pupils is not monitored closely enough once they leave the reading scheme, to ensure that they choose suitably challenging books. Not enough use is made of assessment information to develop pupils' speaking skills, though school productions and assemblies offer a high level challenge at intervals through the school. Resources for reading are satisfactory, but lack of a library limits pupils' research skills. Interest in the subject

is stimulated effectively through a good range of visits and visitors. Teachers show considerable skill and commitment in creating attractive displays to celebrate pupils' best work.

## MATHEMATICS

125. In last year's national tests for seven year olds, the percentage of pupils reaching Level 2 or above was well below the national average, as was the percentage reaching Level 3. When results are compared with those of similar schools, attainment is below average. Taking the last four years into account, standards rose in 1997 and 1998. They dipped in 1999 and rose again in 2000, although the standards are still well below the national average. Inspection findings indicate that standards in the current Year 2 match last year's test results. There is some improvement in the proportion of pupils reaching the higher Level 3, although the proportion of pupils working at Level 2C and below is still very high.

126. In the tests for 11 year olds, the percentage of pupils reaching Level 4 or above was below the national average, as was the number reaching Level 5. When compared with those of similar schools the results were better than average. When compared with their results at seven, these pupils have made very good progress. Standards have improved since the last inspection and have been rising faster than the national trend, although they are still below national averages. Evidence gathered during the inspection matched the test results.

127. The numeracy strategy has been effectively re-introduced this school year and is beginning to have an impact on pupils' achievement. For example a small number of Year 6 pupils have tackled the Level 6 paper. There is no significant difference between the attainment of boys and girls in mathematics or in the achievement of different ethnic minorities in school.

128. By 11, many pupils learn to solve problems using a variety of mental computations, including the recall of multiplication facts to  $10 \times 10$ . They learn to use conventional measuring units and are able to select the correct unit for the correct task. Overall, pupils in Key Stage 2 are developing sound knowledge and understanding of the four rules and are able to apply this in their day-to-day contexts through simple problem-solving activities.

129. By seven, many of the pupils develop a sound understanding of numbers to 100 and the place value of each digit in two-digit numbers. They are able to use their number squares and number lines to work out number bonds to 20 or beyond. They can use money in practical situations and can solve simple problems involving addition and subtraction. They are beginning to understand the concept of doubling numbers and can count in twos and tens. Some higher attaining pupils in Year 2 have developed a sound understanding of place value to three digit numbers and have a good understanding of the 10 and 5 times tables.

130. Pupils make satisfactory progress at Key Stage 1 and good progress in Key Stage 2. Pupils with special educational needs and those having English as an additional language make good progress across the school. Pupils' attitudes to learning are good. They behave well and are keen to learn. They are well motivated during lessons, particularly during the introductory mental and oral activities, which give them good opportunities to solve simple mathematical

problems in a range of situations. They work well with others during group work, discussing what they are doing and sharing resources.

131. Teaching is good. During the inspection, 43 per cent of the lessons were judged to be satisfactory, 43 per cent good and 14 per cent very good. Teaching is better in Key Stage 2 than in Key Stage 1 and this is reflected in the levels of pupil attainment. Teachers have secure knowledge and understanding of the subject, and this underpins their clear explanations and demonstrations. They explain the correct use of mathematical vocabulary and the interpretation of symbols.

132. The introductory activities give due regard to developing pupils' mental calculation strategies and an instant recall of number facts. Pupils are well involved through good questioning techniques and are encouraged to check the accuracy of their answers. They are encouraged to establish good understanding of links between operations, such as addition and subtraction or multiplication and division. Teachers showed good awareness of the needs of all pupils and involved them in the mental work through the use of a wide range of resources, including good use of support staff.

133. Teachers use continuous assessment well to provide differentiated tasks, although more care is necessary to ensure that individual targets are set to meet specific needs. The use of the key learning objectives in the numeracy framework supports the long-term planning. Some teachers record useful comments about the quality and presentation of work in the pupils' books, but there is not enough guidance on how they might improve.

134. Numeracy supports the development of skills in literacy. In the good and very good lessons teachers provided opportunities for pupils to explain how they had arrived at their answers. Teachers' supplementary questions often demanded that pupils had to express themselves in greater detail. There were examples of mathematics being integrated well with other subjects, such as art, science, information and communication technology and design technology.

135. The co-ordinator provides very effective leadership in the development of the subject and has a clear view of its strengths and the areas that need developing. The co-ordinator has attended relevant courses and is providing guidance and training for staff. All new staff receive appropriate training and the co-ordinator has been able to monitor the work of teachers through observing lessons. The mathematics development programme shows that there is a need to improve assessment and data analysis to set whole school targets for pupils and to support the raising of achievement in line with national expectations.

## **SCIENCE**

136. The attainment of pupils in the Year 2000 National Curriculum teacher assessments at the age of seven was well below the national average as it was at the last inspection. When compared with those of similar schools, standards were below average. There was no significant difference between the attainment of boys and girls. Inspection findings confirm these results.

137. The attainment of pupils in the Year 2000 National Curriculum tests for 11 year olds was close to the national average, a very good improvement since the last inspection, when standards were well below average. When compared with similar schools, standards were



above average. Girls performed better than boys. Inspection findings confirm these results. In relation to their prior attainment at the age of seven, when standards were well below the national average, these pupils have made very good progress. Until 2000, standards were well below average, but improved gradually each year from 1996.

138. In recent years, the progress made by pupils, particularly in Key Stage 1, has been hampered by the high rate of staff turnover and the significantly high number of pupils who enter and leave the school other than at the normal times. Standards are beginning to rise under the leadership of the present headteacher, with the greater stability in staffing and improved teaching. The improvements have not yet had time to make a significant impact on standards.

139. By the time they are seven, most pupils have a basic understanding of the growth and reproduction of living things and the conditions basic to their survival. Living things are classified according to observable similarities and differences, and pupils understand that there are differences between local environments affecting which animals and plants are found there. Pupils are able to name the main external parts of the body. Teachers stress the importance of healthy eating and exercise and the role of drugs as medicines.

140. Pupils are aware of the properties of common materials and identify similarities and differences. They investigate changes in materials by processes such as heating and cooling and bending and stretching. Through practical activities, they gain an understanding of electric circuits and how bulbs work in various circuits. There is an emphasis on experimental and investigative science, and pupils carry out investigations on the loudness and pitch of sound, the brightness and colour of light and the speed and direction of moving objects. Pupils in Year 2 showed a good knowledge of which everyday appliances are connected to the electric mains, and an understanding of the ways in which they should be used safely.

141. By the time they are 11, pupils confidently describe the main organs of the body and of plants. They use grids based on observable features to identify living things and have an understanding of the feeding relationships between plants and animals in a habitat. Through investigation, they gain an understanding of photosynthesis, seed dispersal, germination and micro-organisms. Their understanding of the properties of materials is developed as they classify materials into solids, liquids and gases, and investigate the properties of metallic and non-metallic solids and changes such as evaporation, condensation and separation of materials. Their understanding of electricity is further developed as they investigate ways of changing the current in a circuit. Through experimentation, they develop their knowledge of forces, the attraction and repulsion between magnets and magnetic materials, gravitational attraction, light sources, vibration, sound, and friction, including air resistance. Pupils are developing a good understanding of basic scientific concepts. They enjoy investigating how the height from which a parachute is dropped affects the time that it takes to fall.

142. The standard of teaching is satisfactory at Key Stage 1. It was satisfactory in one lesson and good in two, an improvement since the last inspection, when

teaching was unsatisfactory. Teaching is good in Key Stage 2. It was satisfactory in one lesson, good in two and very good in two, a significant improvement since the last inspection when teaching was unsatisfactory. Where teaching is good or better, teachers demonstrate good subject knowledge and understanding and the ability to teach scientific skills well. This results in the good acquisition of knowledge, skills and understanding on the part of pupils. Teachers' planning is thorough and leads to outcomes that can be measured against clear objectives. Pupils respond well to the high expectations of most teachers and apply intellectual effort to their work.

143. The teaching methods used enable pupils to learn effectively, including pupils with special educational needs and pupils for whom English is an additional language. Questioning is used well to promote and consolidate pupils' learning. The emphasis on scientific investigation encourages independence and develops pupils' knowledge of their own learning. Well-established class routines and good class management establish a positive climate for learning, and encourage pupils to show initiative and to pursue different lines of enquiry to achieve a result. Teachers explain scientific terms well and this develops pupils' vocabulary.

144. The insistence on a common format for writing up investigations broadens pupils' understanding of different forms of writing. Effective use is made of time and resources. Classroom assistants help to ensure purposeful learning. Ongoing assessment is used to promote learning and to address misconceptions. Homework is used effectively to reinforce and extend learning. Pupils apply their mathematical skills as they present data in graphical form as, for example, when pupils in Year 2 produce graphs to show the number of legs of a variety of animals and insects. A computer program is used to present scientific data in graphical form.

145. The science co-ordinator has recently left the school and has not yet been replaced. The curriculum is broad, balanced and relevant, representing a good improvement since the last inspection when it lacked depth. A new scheme of work, based on national guidance, provides a good basis for teachers' planning and helps to ensure continuity and progression. It is having a positive impact on learning. Resources are adequate and are of good quality. Time is not provided for monitoring the quality of teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

146. The attainment of pupils at the age of seven and eleven is similar to that found nationally. This represents a good improvement since the last inspection, when standards were below national expectations at both key stages and the curriculum did not meet statutory requirements. This issue has been fully addressed.

147. Pupils make good progress at both key stages, and this represents very good improvement since the last inspection, when progress was unsatisfactory at both key stages. Improvements have been effected by:

- \* the development of a well-equipped computer suite;
- \* the appointment of an experienced co-ordinator;

- \* regular use of the computer suite by all pupils;
- \* the use of the borough scheme of work;
- \* support from the Education Action Zone;
- \* a detailed and ambitious action plan;

- \* appropriate training for staff;
- \* pupils' enthusiasm and motivation;
- \* the promotion of pupils' work through very good displays.

148. By the time pupils are seven, they are confident in entering text, spell checking their work, inserting pictures for presentation, creating pictures based on the work of great artists, creating and making changes to compositions in music, and sending simple messages and replies to their peers by e-mail. They are proficient in collecting, entering and searching data and creating bar graphs and pie charts. Pupils are able to navigate a CD Rom to find information. They can browse appropriate sites on the Internet as a focused task, move objects on the screen to create a picture, and instruct a programmable toy to make whole and half turns. During the inspection, pupils in Year 1 learnt to assemble text and form sentences, confidently using appropriate vocabulary, such as mouse, keyboard, electronic white board and return key. Pupils in Year 2 used a music program to create simple tunes.

149. By the time pupils are 11, they write for specific purposes, using a range of formats. They draw and paint pictures and create multimedia presentations. E-mail is used to send file attachments with messages. Pupils are proficient in designing data collection sheets, entering and searching data. Their knowledge of spreadsheet models and function machines increases, and they develop their skills of finding, selecting, copying and pasting text to edit. They look at sites on the Internet for examples of style and create their own page. Their skills in recording data from two sensors, over an extended period of time, are developed. They sequence instructions for more than one output and write procedures using 'if' and 'repeat'. During the inspection, pupils in Year 3 used the Internet confidently to find information on the Vikings. Pupils in Year 4 used Logo commands to instruct the turtle to make letters involving 90 degree and 45 degree turns. Year 5 pupils created a stack made up of at least four cards, composed of text and links to other pages. They used buttons and sounds to create a multimedia presentation and evaluated each others' presentations, using appropriate vocabulary. In Year 6, the emphasis was on developing pupils' understanding of how information can be organised and structured in a variety of ways to suit the intended audience. Pupils gained experience of combining different forms of information, using graphic images to complement text.

150. Teaching is good at both key stages, representing very good improvement since the last inspection, when teaching was unsatisfactory. Teaching was satisfactory in one lesson observed at Key Stage 1 and good in the other. It was good in three lessons in Key Stage 2, very good in one, and excellent in two. Where teaching is good or better, teachers have sufficient knowledge and understanding of the subject to develop pupils' capabilities in information technology. They plan a balanced programme to ensure that pupils learn to use IT for communication, data-handling, investigation and control; they relate learning objectives to the availability of information technology (IT) resources and access to them, and to the grouping of pupils.

151. Teachers' expectations are high and they set challenging problems within the context of familiar applications, for example to complete the movement of a robot with the fewest commands, as in Year 4. They require presentations by pupils to be addressed to wider

audiences, through describing, illustrating and explaining results, as in Year 5. Their methods and organisation include the grouping of pupils to allow pupils who are more competent in their use of IT to help those who are less familiar with it.

152. Where good teaching prevails, teachers encourage pupils to become independent users of IT; they organise the use of resources and the work of the technician and classroom assistants in such a way as to maximise pupils learning. Most teachers combine explanation, demonstration, practical activity and investigative work to good effect. Continuous assessment is used constructively. Where teaching is good, pupils develop increasing confidence and independence in using IT. Their understanding, their competence in using increasingly demanding applications, and their ability to interpret and handle data are increased.

153. Leadership by the co-ordinator is very good; within a short period of time, he has developed the local authority's scheme of work throughout the school, increased the use of the computer suite, improved hardware and software resources and encouraged the increased use of the Internet. He has organised staff training and formed good links with colleagues in the Education Action Zone. The curriculum is now broad, balanced and relevant. At the last inspection, planning was poor.

154. The curriculum is enriched by a computer club, which is open to pupils in Key Stage 2 and is attended by about 20 pupils each week. There are plans to extend the club to parents. Fifteen pupils at a time together with their families, benefit from the loan of computers for a period of two terms, a facility which is helping to improve their skills. Future plans include the purchase of more computers to increase the ratio of computers to pupils, additional software, a rolling programme of staff training and the introduction of an Internet policy. Information technology is used across the curriculum. Year 2 pupils, for example, produce graphs in science; word processing is used to support literacy, as for example in the production of the front page of a newspaper by pupils in Year 6; sentence building is promoted in Year 1. Year 2 pupils create pictures in history, for example the Great Fire of London. Pupils in Year 4 use their computer skills in art to study the techniques of Pointillism and to reproduce the pictures of Georges Seurat and Paul Signac.

## **RELIGIOUS EDUCATION**

155. Standards in religious education at the end of both key stages match the level expected by the locally agreed syllabus. This is an improvement on the last inspection when statutory requirements were not met. Throughout the school, pupils are increasing their knowledge and understanding of Christianity and other faiths.

156. By the end of Key Stage 1, pupils display a basic knowledge of some features of Christianity and other faiths. They understand, for example, the importance of special places, such as churches and mosques. Pupils know that a major element in many faiths is that of caring for one another. They learn about the Good Samaritan, and of the importance of the individual through the story of the Lost Sheep. They have a growing understanding of human relationships and this is reflected in their behaviour towards each other.

157. By the end of Key Stage 2, pupils can relate some of the concepts of different faiths to their own experiences and go beyond this to discover more about religious beliefs, ideas and structures. They know facts about the main faiths in Britain, such as Christianity, Judaism, Sikhism and Islam, and that each has key leaders. Pupils also know that each faith has a holy text and that each gives rules and examples for living. Pupils learn about the main elements of a faith and develop a sound understanding that religions share some common features. Pupils understand the importance of giving as well as receiving, and consider basic religious concepts as they have been expressed in sacred books, daily living and rites of passage.

158. The quality of learning is supported by good teaching and by the positive attitudes shown by most pupils. The quality of teaching seen was good in 75 per cent of lessons, and satisfactory in 25 per cent. Teachers motivate the pupils through interesting discussion. Pupils in a Year 2 lesson prepared questions for a visit to a Gurdwara and these were discussed in depth with the teacher in order to prepare a list of class questions. Another good feature of the teaching was the way in which teachers used the pupils' own knowledge. In a Year 5 lesson on The Five Pillars of Islam, pupils were able to explain to their friends many of the elements of the Islamic faith.

159. The good quality support for pupils with special educational needs gives them full and equal access in lessons and allows them to achieve appropriately. Pupils who speak English as an additional language play a full part in lessons and make progress in their learning that is comparable to that of other pupils of similar ability.

160. Teaching is used well to reinforce moral values and to provide recognition of pupils' own value as individuals. This is further developed during circle time. The school considers this aspect of personal social and health education so important that it is often linked to the religious education programme. Learning is also well supported by the good behaviour and attitudes to learning which pupils display. Pupils in both key stages listen attentively to teachers and to each other. They work well together, and are keen to answer questions and to take part in discussions.

161. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. In lessons, there is appropriate emphasis on the importance of equality of opportunity and the need to respect and understand other faiths and cultures. Staff turnover has meant that there is no co-ordinator for the subject. Resources for each faith are limited.

## **ART AND DESIGN**

162. Pupils' standards of attainment are in line with national expectations in Key Stage 1, and above them in Key Stage 2. This represents substantial improvement since the last inspection, when progress in Key Stage 2 was judged to be unsatisfactory. Present findings indicate that pupils satisfactorily develop their skills, knowledge and understanding as they move through Key Stage 1. They make good progress in Key Stage 2. By the end of Key Stage 1, pupils have experimented with line, pattern, shape and colour whilst studying the designs of William Morris. They practise the blending of colours to change the tone in their pictures from dark to light, discovering that simply adding white to their base colour will

lighten it. By 11, pupils use their knowledge of paints to very good effect to imitate the work of Picasso. Their own versions of '*Femme au Chapeau*' or '*Die Tauben*' are carefully drawn and painted thickly to create the effect. Similarly, their pastel drawings, '*Sunsets over Africa*', are very evocative in tone and colour. By 11, pupils are familiar with the work of a range of well-known artists.

163. Two art lessons were observed in Key Stage 1, but time-tabling arrangements precluded any observations in Key Stage 2. The quality of teaching in art, on the evidence of these lessons and of the scrutiny of work on display, was satisfactory in Key Stage 1 and good in Key Stage 2. Of the two Key Stage 1 lessons, one was good and one was satisfactory.

164. Through their secure knowledge of the subject and appropriate activities, teachers create positive learning environments in which pupils develop their creativity. For example, pupils in a Year 1 lesson confidently apply gold and silver straws to a mosaic and successfully communicate their ideas in the design of a London Street scene. Pupils in Year 5 examined tone in painting. The outcome was that they created to good effect a collage to show the contrasts that can be achieved, and a pastel and crayon treatment of geometric designs in the style of Mondrian. Drawing effectively on the development of these skills, teachers in Year 6 introduce pupils to the work of Murat, and pupils show great concentration in shading three dimensional shapes with pencils and inks in work of good quality.

165. Co-ordination of the subject has promoted art in the curriculum and has raised teachers' expectations and pupils' standards of attainment. Clear targets for the development of the subject have been identified in the co-ordinator's action planning. Knowledgeable and enthusiastic advice and encouragement are available to staff and good use is made of outside specialists from the Education Action Zone. Assessment procedures are not yet in place but are planned. There is no portfolio of annotated work which would help teachers' awareness of different levels within the National Curriculum for art. There are no sketchbooks in use. If used consistently throughout the school these would promote good attitudes to art and improve standards further.

## **DESIGN AND TECHNOLOGY**

166. At the time of the last inspection, attainment and progress in design and technology were good in Key Stage 1 and satisfactory in Key Stage 2. Progress overall was also judged to be satisfactory. Inspection evidence shows that attainment and progress in design and technology are in line with national expectations at each key stage. Most pupils make satisfactory progress in the development of their skills, knowledge and understanding; few make good progress. By the end of Key Stage 1, pupils convey ideas in their workbooks and show knowledge and understanding of the different purposes of vehicles when designing a battery-driven model. By the end of Key Stage 2, pupils design and make waxed-card story book covers showing some precision in cutting out and sewing all the constituent elements of card and paper. Pupils in Year 5 make evaluations of a



variety of bread products from a variety of cultures. In Year 6, pupils design and make biscuits and enjoy the evaluations – especially the tasting.

167. One design and technology lesson was observed in Key Stage 1, and two in Key Stage 2. The quality of teaching and learning in all these lessons was good. Teachers give clear explanations which pupils understand. They give praise and encouragement. Pupils in Year 5, for example, offer a wide variety of explanations for the range of ethnic breads available in modern Britain. Teachers organise activities well, for example the assembly line of procedures to make books for the pupils' extended stories. There is effective recall of earlier work as pupils discuss the vocabulary and ingredients of their biscuit making. Pupils are engaged and motivated by design and technology. They work co-operatively and collaboratively, for example in history when they construct houses in a comparison between the 1920s and the 1990s; or when younger juniors design and make equipment and jewellery in their study of Ancient Egypt.

168. Co-ordination of the subject is unsatisfactory as there is currently no co-ordinator. Nevertheless staff follow the guidance of the policy and scheme of work. The curriculum is largely based on national guidelines and is appropriately planned. There is a satisfactory range of learning resources, including books, tools and materials.

## **THE HUMANITIES (GEOGRAPHY AND HISTORY)**

169. Attainment in history and geography is in line with national expectations at both key stages, a much-improved picture since the last inspection when attainment and progress in geography and history were judged to be unsatisfactory. Inspection evidence show that most pupils make satisfactory progress in the development of their skills, knowledge and understanding. A few make good progress. By the end of Key Stage 1, pupils have a sense of chronology derived from their placing aspects of Victorian Britain on a time line. They recognise the differences between seaside holidays in 1900 and today. Similarly, they place important people, such as Samuel Pepys and Florence Nightingale, into the correct century when studying their lives. By the age of 11, pupils use their research skills to produce detailed notes on the Olympic Games of Ancient Greece. In geography throughout the school, pupils appreciate that West Ham is an inner-city environment and contrast it with the seaside, with Kenya, or with a fictional Scottish island. Pupils in Year 2 are well aware of more distant places as a result of 'Barnaby Bear's' visits to Wales and London. At the end of Key Stage 2, pupils have sound understanding of how rivers develop. Their local knowledge is deepened by a study of the social effects of traffic. Pupils use maps with increasing complexity as they progress through the school.

170. In geography the two Key Stage 1 lessons seen were satisfactory. The Key Stage 2 lesson was very good. In history, one of the Key Stage 1 lessons was good, the other satisfactory. The two Key Stage 2 lessons seen were good. When account is taken of all the evidence gained during the inspection, including a scrutiny of work, teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In

a Year 1 geography lesson the teacher's good use of geographical language and very good relationship with the pupils promoted their learning about Wales and the shape of the map of Britain. In a good history lesson in Year 2, pupils reinforced their knowledge and understanding of historical enquiry, based on the original features and structures of they're own school dating from 1904. In Year 4, a well-planned and well- resourced lesson drew on pupils' previous work and experiences and as a result they increased their knowledge and understanding of Ancient Egyptian death rituals.

171. Teachers generally use appropriate historical vocabulary to develop pupils' understanding of chronology. In Year 6, the teacher's enthusiastic use of artefacts leads to a good review of changing fashions from 1948 to 1970. A very good geography lesson in Year 5, takes full advantage of technology in the use of the interactive white board. This aided pupils' concentration in devising a traffic census and questionnaire to seek views on the effects of busy roads on peoples' lives. The use of technology in the humanities is growing. Year 3 pupils use ICT to research the origins of the Viking raiders on the Internet, and to find out why they came to Britain.

172. The co-ordinator is given too little time to develop and monitor the subjects. Nevertheless, geography and history are promoted effectively, as was evident in the quality of the displays around the school. The curriculum of these two subjects is appropriately planned. Assessment, however, is unsatisfactory. There is no portfolio of moderated work that would help teachers' awareness of different levels within the National Curriculum for these two subjects. Both subjects are enhanced by local fieldwork in and around West Ham and Stratford, by museum visits, and by the residential school journey for older pupils. Cross-curricular links, however, are insufficiently precise.

## **MUSIC**

173. The school continues to provide satisfactory coverage of the music curriculum and pupils attain satisfactory standards. All teachers follow a scheme that enables pupil to make steady progress as they move through the school. Good use of a music specialist supports the curriculum well, especially the development of singing at both key stages.

174. By the end of Key Stage 1, pupils are able to sing songs from memory with good control of pitch. They listen carefully to music and appreciate that it can be used to create mood. Pupils listen to songs from a wide range of cultures and learn to sing in different languages. They make use of percussion instruments, creating sounds to illustrate their understanding of dynamics.

175. By the end of Key Stage 2, pupils sing with growing confidence. They sing rounds with an awareness of the needs of the other group and have a wide repertoire of songs from a range of cultures. Listening to music is part of all their music lessons, as well as at the beginning and end of assemblies. As a result, pupils recognise the sounds made by different instruments.

176. The majority of pupils have a good attitude towards music, enjoy singing, and are pleased to perform songs they know. They try hard to concentrate when listening to music in lessons or assemblies. Pupils in Year 4 are able to listen to music and identify its country of origin, the instruments used, and the rhythms developed.

177. One music lesson and the weekly singing assembly were seen at Key Stage 1. The lesson was satisfactory and the teaching of singing in the assembly was very

good. Good knowledge and understanding of the subject supports pupils' learning well, particularly in

singing. Pupils are encouraged to sing with enthusiasm, well supported by all the adults in the room. The singing session is managed well, and very good use is made of the specialist skills of the visiting musician. This came over particularly clearly in the quality of the singing by Year 2 pupils.

178. Of the two lessons seen at Key Stage 2, one was good, the other satisfactory. The teaching during the Key Stage 2 singing session was good. The high quality specialist teaching enabled pupils to achieve a high standard of singing, which showed a good sense of pitch, rhythm and tonality. In the good lesson the teacher used music to develop pupils' skills in listening as well as develop musical vocabulary such as *timbre*, *pitch* and *tempo*. Forthcoming projects involving the Royal Ballet and the Royal Opera House will add to pupils' musical education.

## **PHYSICAL EDUCATION (PE)**

179. Not all elements of National Curriculum PE were taught during the inspection, but standards are satisfactory in gymnastics at Key Stage 1 and games in Key Stage 2. This is an improvement on standards noted in the last inspection, mainly because pupils' behaviour is more firmly managed so that they concentrate better on the skills being taught.

180. Pupils in Year 1 are making good progress in controlling a ball while bouncing it with one hand. A few with higher attainment control the ball with both hands, with a good rhythm and forward movement. They take part enthusiastically, but take care to control their movements in a confined space, showing sound standards of fitness. A pupil with special needs was given very close and caring support by a teaching assistant and another pupil so that he took a full part in the lesson. The class applauded warmly when he bounced the ball successfully in a final performance.

181. Standards are good in basketball, which has been taught consistently over time. Pupils in Year 4 are keen to shoot accurately, using the correct technique. Those with higher attainment control the ball with either hand while running. Skills are low in tennis, which has been introduced recently to broaden pupils' experience. Pairs of pupils in Year 5 tried hard to play the ball to each other but length and direction were erratic. In athletics, pupils in Year 3 make good progress in learning to pass the baton in relay races. Pupils in Year 6 are keen to compete in running races, but few of them are fit enough to run hard for two minutes.

182. Pupils in both key stages understand the purpose of warming up before exercise and cooling down at the end. They join in games energetically and cooperate well with others. They generally respect the rules of games and activities, though some older boys with higher attainment occasionally show unsporting behaviour by refusing to pass the ball and stopping the game by disputing decisions.

183. Teaching was good in the one lesson seen in Key Stage 1. Of the four Key Stage 2 lessons, it was very good in one, good in one and satisfactory in two. Lessons are well planned, with clear targets for learning. Teachers are confident in

explaining and demonstrating technique. A particular strength of the very good lesson was the approach to teaching skills in small steps. Each step began with instruction and demonstration, followed by practice in pairs or teams, and ended with a discussion to consolidate understanding before moving on to the next step. A good feature of other lessons was the use of pupils who were making good progress to demonstrate their technique, while others were prompted to note good features. Activities are generally well managed and pupils motivated through challenge, and as a result lessons are productive. However, in two lessons in Key Stage 2 which were otherwise satisfactory, the inattentiveness of a small number of boys distracted the teacher and slowed the pace of activities.

184. There is a satisfactory arrangement for management of the subject in the absence of a permanent co-ordinator. Until recently there was no clear scheme of work to guide pupils' development but the school now follows government guidelines. Pupils in Year 5 have the opportunity of a residential visit, and the programme includes adventurous activities and team building tasks. Older pupils have swimming lessons at a local pool, and the majority are reported to meet the expected standard by age eleven. Assessment procedures are available but are not consistently used to record pupils' progress over time.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

185. There are pupils from many ethnic backgrounds in the school. Pupils speak 41 different languages and nearly half the pupils speak English as an additional language. Accurate assessment of the numbers of pupils with English as an additional language in 1999 enabled the school to be eligible to appoint a part-time teacher for four days a week. The school employs him for the fifth day using delegated EMAG funding and school budget share. The local education authority additionally funded a full-time post for one year to support a successful project, which focused on withdrawing pupils and giving them basic skills to engage in school life and the curriculum. The withdrawal of this additional local authority post has had an adverse effect on the class teachers' ability to support new pupils. Induction arrangements for both pupils and staff new to the school are good. Provision for pupils with English as an additional language has improved since the last inspection. This improvement in provision is a good example of the school's concern to ensure that all pupils can benefit from all the educational opportunities offered.

186. Pupils at an early stage of English language acquisition make good progress. Pupils are lively and interested and eager to improve their standards of written and spoken English. Throughout the school, they respond well to good teaching. Most teachers and support staff in the classroom are quick to praise pupils and thus motivate them to achieve higher standards. There is good liaison between the specialist teacher of English as an additional language and class teachers. Lesson plans generally take account of the linguistic demands of individual groups of pupils.

187. Pupils with English as an additional language benefit from a balance of withdrawal and in-class support. Pupils in the small withdrawal groups receive very

good support in their personal development. They make good progress in their acquisition of language skills. The teacher's expectations, however, for a number of pupils in these withdrawal groups are too low because lesson objectives are not always pitched accurately to their individual needs. There is little on-going assessment of each individual's progress in the withdrawal groups. Targets set for each child tend to be difficult to measure as, for example, when a target requires a pupil to improve spelling without identifying specific groups of words to learn.

188. Support in class is good for those with little English. The school manages its available staffing well and all staff are given in-service training at regular intervals on English as an additional language. Pupils make good progress in those lessons where the teacher for English as an additional language works alongside the class teacher. In a Year 6 lesson on Britain since 1948, for example, the specialist teacher enabled a group of pupils with English as an additional language to contribute fully to the plenary session.

189. Pupils' work is marked sensitively. Computerised records on each pupil are kept well and give a graphic illustration of the scale of pupil mobility. The school introduces many pupils through to the early stage of language acquisition only for them to move on subsequently to another primary school. Pupils with English as an additional language are monitored carefully to ensure that those with special educational needs are given appropriate support.

190. Resources have improved since the last inspection but remain limited in some areas. More use could be made of information and communication technology to support pupils' learning. The computers in the base room are not used, because of a lack of appropriate software. The possibilities of using the Internet have not been explored although it could be particularly helpful for those minority languages where there are few published texts available for general school use.