

# INSPECTION REPORT

## **HARRINGTON HILL PRIMARY SCHOOL**

Upper Clapton, London

LEA area: Hackney

Unique reference number: 100256

Headteacher: Ms Kae McSweeney

Reporting inspector: Ms Ruth Frith  
(OFSTED No: 2490)

Dates of inspection: 18 - 20 September 2000

Inspection number: 224191

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

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## 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: Mount Pleasant Lane  
Upper Clapton

Postcode: London  
E5 9EY

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Appropriate authority: The governing body

Name of chair of governors: Jennifer Bell

Date of previous inspection: 9 - 12 December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ruth Frith (OFSTED No: 2490)	Registered inspector	Design and technology	What sort of school is it?
		Music	How high are standards? a) the school's results and achievements
		Under fives	How well are pupils taught?
			How well the school is led and managed?
			What should the school do to improve further?
Gail Ellisdon (OFSTED No: 9010)	Lay inspector		How high are standards? b) 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?
James Howard (OFSTED No: 20875)	Team inspector	English	
		Art	
		Physical education	
		Special educational needs	
Abul Maula (OFSTED No: 8696)	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Information and communication technology	
		History	
		Equal opportunities	
Kuldip Rai (OFSTED No. 3588)	Team Inspector	Mathematics	
		Geography	
		Religious education	
		English as an additional language	

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Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Harrington Hill Primary School is a community school for boys and girls of all abilities aged 3 to 11 years. There are 206 full-time and 20 part-time pupils on roll including 49 children aged under five. The school is situated in Upper Clapton and serves a community which has high levels of unemployment, poverty and single parent households. The majority of children live close to the school in social housing and the percentage of pupils entitled to free school meals is above the national average. On entry to the nursery, children have well below average standards, particularly in language. Over 75 per cent of the pupils come from ethnic minority backgrounds and over 50 per cent come from homes where English is not the first language. There is an above average percentage of pupils with special educational needs which includes three pupils with a statement of special educational needs.

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

Harrington Hill Primary School is a popular school which serves the local community well. It achieves good standards when compared with similar schools and is particularly effective in supporting pupils with special educational needs and those for whom English is not their first language. The school has experienced significant changes in staffing and renovation of the building recently and for two terms last year the headteacher was seconded to another school. These factors have brought some discontinuity to teaching and learning and this has affected the overall leadership, management and teaching in the school. The comprehensive policies and procedures have ensured that the school continued to develop throughout this period although pupils' progress and achievements have been slightly affected. The leadership and management of the school are good and manifest themselves in a strong commitment to raising standards whilst also developing the personal and social education of the pupils. The focus on improving the quality of teaching is now being continued with the new teaching and support staff and is beginning to show in lessons. Nearly half the lessons observed were judged to be good or better. Finances are well managed and used effectively to improve the quality of learning and the environment. Taking all these factors into account, the school provides good value for money.

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

- The school is well led and managed. The vision and commitment of the headteacher and the senior teachers are key features in the school's development and work to improve standards.
- A good ethos reflects the supportive and encouraging attitude which staff have for the pupils in their care. This, in turn, develops confidence in the pupils and makes them keen to come to school and learn.
- The curriculum for the Foundation Stage is good and this, together with the consistent good quality of teaching, results in these children developing good attitudes to learning and making good progress.
- Pupils with special educational needs and those who speak English as an additional language receive good support, which ensures that they achieve well in relation to their prior attainment.
- The provision for pupils' moral, social and cultural development is good and this encourages pupils to develop good relationships and good personal and social skills.
- Links with parents are good. Parents are supportive of the staff and the work that they do.

#### **What could be improved**

- The overall quality of teaching could be improved further by staff effectively sharing the good practice evident in some classes to ensure that all pupils are doing the best that they can across the whole school.
- Standards of attainment in writing at Key Stage 2.
- Standards of attainment in religious education at both key stages.

*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 December 1996 when the quality of education provided, the school's climate for learning, management and efficiency were good. Since then, the school has successfully maintained good practice in these areas and addressed the key issues identified in the inspection report. At Key Stage 1, standards have been maintained in English, mathematics and science. At Key Stage 2 they have improved in mathematics and science but are below average in English. Standards have significantly improved in information and communication technology as a result of an improved curriculum and better facilities. The school has successfully reviewed the support given to pupils who speak English as an additional language and this has resulted in them making good progress in their learning. Senior management have developed a formal system to monitor teaching and have shared good practice within the school in order to raise the quality of teaching. The school has successfully developed good communication with parents. The governing body has worked hard and successfully to attract new governors and the school now receives an appropriate level of support from these members. A feasibility study has been undertaken in relation to having nursery provision on the school site but as yet, finance is not available for this improvement. There has been a significant improvement in the attendance rate.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	E	B	well above average A above average B average C below average D well below average E
mathematics	A	D	C	A	
science	C	E	E	B	

These results show that in 1999 the performance of pupils in English and science was well below the national average and in mathematics it was in line with the national average. These grades should be treated with caution. Currently, the school has an above average percentage of pupils with special educational needs and pupils regularly join the school with little, or no spoken English. Although these pupils make good gains in their learning, sometimes they are insufficient to bring them up to the national standard by the time they leave school. Over the last four years the school's standards in English, mathematics and science have been improving in line with the national trend. When compared to schools with pupils of a similar background, the results indicate well above average standards in mathematics and above average standards in English and science.

Evidence from this inspection confirms that the standards of pupils in the current Year 2 are average in English, mathematics and science. Standards of pupils in Year 6 are below average in English and average in mathematics and science. Pupils are on course to reach the original targets set in English and mathematics. Attainment in religious education is below that expected in the Local Agreed Syllabus at the end of both key stages.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children quickly gain good attitudes to learning on entry to school and sustain these throughout both key stages.
Behaviour, in and out of classrooms	Overall, pupils' behaviour is satisfactory but the quiet and orderly way pupils move around the school and their good manners at lunch are particularly impressive.
Personal development and relationships	The staff help pupils to develop into mature and responsible pupils by the time they leave school. Relationships between children are good. They show respect and consideration for one another and for adults.
Attendance	Satisfactory. Most pupils arrive at school on time and are keen to learn.

Adults who work in the school are particularly effective in encouraging pupils to value the cultural diversity present in the community and consequently children work and play together well. The pupils' good relationships and personal development provide a good basis for their learning and are strong features of the school.

## TEACHING AND LEARNING

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

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

Across the school, the quality of teaching is very good in 7 per cent of lessons, good in 39 per cent, satisfactory in 50 per cent and unsatisfactory in 4 per cent. This quality of teaching represents an improvement since the last inspection. Over a third of the class teachers had been teaching in the school for only two weeks at the time of the inspection and were getting familiar with the school's policies and procedures. They had received good support and this was a key factor in maintaining the satisfactory teaching. The teaching of children under five is good, and particularly effective in developing their personal and social skills and their attitudes to learning. These strengths are built upon successfully in the infants where the school focuses on developing the core skills of literacy and numeracy and targets valuable additional support for pupils with special educational needs and for those who speak English as an additional language. The smaller group size afforded by this additional support and the clear identification of learning needs result in these pupils making good progress. Across the school, teachers manage pupils well and have high expectations of behaviour. Consequently, little time is wasted. Teachers are encouraging and this results in most pupils becoming confident, keen to answer questions and put forward their own points of view. Teachers have satisfactorily adopted the literacy and numeracy strategies and many use the format of these sessions when teaching other subjects. In the best lessons, they help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for the lesson and encouraging them to review their achievements at the end of the session. The quality of teaching in English and mathematics is satisfactory. Teachers' explanations and instructions are generally clear and they make good use of questions to engage pupils in learning. Teachers do not always have high enough standards in relation to the presentation of pupils' work and marking is inconsistent. Consequently, some pupils are not clear about how they can improve and do not always try as hard as they can. Staff are responding enthusiastically to the development of the new computer suite where they teach specific information communication technology lessons. The setting of homework has been inconsistent in the past but is improving.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the under fives is good and satisfactory overall at Key Stage 1 and 2.
Provision for pupils with special educational needs	Curricular provision for pupils with special educational needs is good. Pupils are carefully assessed and their needs are accurately diagnosed. Younger pupils, in particular, benefit from generous staffing levels, and this allows them to receive a higher proportion of direct teaching.
Provision for pupils with English as an additional language	Pupils learning English as an additional language are well provided for by class teachers and support staff. Work is carefully planned and all ensure that these pupils receive enhanced opportunities for speaking and listening through good quality questions.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is good. The school develops a range of positive values in the pupils, including those of care, respect and tolerance. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make good provision for their welfare, health and safety. The care given to pupils is well reflected in the way pupils, in turn, respect and care for others.

The school works well in partnership with the parents and encourages them to become involved in their children's learning. Parents feel welcome in the school and are supportive of it, with an increasing number playing an active role in school life.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is very effective in motivating staff and building a team with a shared sense of values and purpose. She is ably assisted by the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Governors play an integral part in the leadership and management of the school. The chair of governors is experienced and knowledgeable and tries to ensure that the new governing body members are well informed and fully involved in any decisions. All statutory requirements are met.
The school's evaluation of its performance	Good in analysing the strengths and weaknesses of the school and deciding what needs to be done next in order to improve.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Staff and governors seek to obtain the best value for their spending.

After a period of stability there has been a relatively high turnover of staff and the school has often relied on supply teachers. The accommodation is satisfactory overall but the isolation of the nursery away from the main school site causes concern and difficulty. Across the school resources are adequate.

## 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>• They feel that everyone pulls together to improve the school and do the very best for the children.</li> <li>• Children like going to school and make good progress.</li> <li>• The teaching is good and children are expected to work hard.</li> <li>• The school helps children to become mature, responsible and confident.</li> <li>• The school is well led and managed.</li> <li>• Parents feel comfortable about approaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency and quality of homework.</li> <li>• A wider range of extra-curricular activities.</li> </ul>

Inspectors support the positive views held by parents and feel that progress has been made in addressing the issues identified for improvement. The headteacher has recently reviewed the provision for homework and agrees that it has been inconsistent in the past. Parents have recently been informed about homework provision and the work set this term generally builds on the work done in school. An annual programme of extra-curricular activities was due to start the week after the inspection.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery with a range of skills and experiences but few have well-established social, personal and learning skills. A significant proportion of children also have a restricted range of vocabulary and language delay, and a few children each year enter the nursery with little or no spoken English. They make good progress due to the good quality and breadth of the curriculum and good teaching. By the time they are ready to start Year 1, the large majority of children reach the nationally expected standards in mathematical development, knowledge and understanding of the world, creative, physical, personal, social and emotional development. A minority of pupils do not reach the expected standard in language and literacy although they have made good progress. This is because they have started school with poor language skills and insufficient time has passed for them to reach the level demonstrated by the majority of children of the same age nationally.
2. Results of the 1999 standard assessment tests and teacher assessments for seven-year-olds, results indicate that in comparison with all schools, pupils' attainment was well above the national average in mathematics and average in reading and writing. When compared with schools whose pupils are from a similar background, attainment was well above average in reading and writing and very high in mathematics. At the age of eleven, pupils' attainment in the 1999 standard assessment tests, when compared with all schools, was well below the national average in English and science and average in mathematics. When these overall results are compared with those of similar schools, pupils' attainment in English and science was above average and in mathematics was well above.
3. The school has an above average percentage of pupils with special educational needs and a significant number of pupils joining the school with little, or no, spoken English. Although these pupils make good gains in their learning, sometimes they are insufficient to bring them up to the national standard by the time they leave school. Over the last four years the school's standards in English, mathematics and science have been improving in line with the national trend although there have been dips in attainment within this. The school's tracking system, which indicates the gains that pupils make in their learning highlights that the vast majority of pupils meet the targets set by the school although in some cases this does not equate with the national levels of attainment. Standards in each year group as show by statistical analysis, are affected by a few pupils in each year group. A dip in standards is indicated in the results of the national tests in 2000. Evidence from talking with staff and pupils indicates that this was partly due to the disruption caused by renovation work undertaken on the school building and changes in teaching, particularly in Year 6. This was caused by the teacher in charge of this class covering for the headteacher whilst she was seconded to another school. An analysis of these Year 6 results also indicates that four pupils left the school prior to taking the tests who were expected to reach the standard expected nationally and three pupils missed gaining the average level by only a few points.
4. Evidence from this inspection confirms that the standards of pupils in the current Year 2 are average in English, mathematics and science. Standards of pupils in Year 6 are below average in English and average in mathematics and science. Pupils are in line to reach the original targets set in English and mathematics. Attainment in religious education is below that expected in the Agreed Syllabus at the end of Year 2 and Year 6. These unsatisfactory levels of attainment in religious education are mainly a result of inadequate coverage of the curriculum and insufficient time allocated to the subject.
5. Inspection evidence shows that the introduction of the literacy strategy has had an impact in the school by helping to focus teaching in English, particularly reading. This enhances the standards achieved. Standards in writing are lower than in reading but there is evidence that they are

improving at both key stages. In junior classes, pupils receive insufficient opportunities to write at length and are not systematically encouraged to produce their best work. The introduction of the numeracy strategy is also beginning to impact on the progress which pupils make and the standards that they achieve. Pupils get regular practice in developing and consolidating their number skills and the daily mental mathematics sessions aids their thinking. The adoption of a new scheme of work and the greater focus on investigative activities and assessment have already led to improved standards in science. However, in a minority of lessons higher attaining pupils are not fully challenged and few pupils reach the higher levels of attainment.

6. Pupils make good gains in learning in physical education and reach standards which are above those expected for pupils of the same age nationally. Satisfactory gains have been made elsewhere apart from in religious education.
7. No significant difference was noted in the progress of boys and girls during the inspection but the school has identified the need to monitor this and use the information gained from tests to see if any differences emerge. The school has already taken certain actions to try to improve standards in writing, particularly for the boys, and early indications are that these are proving successful.
8. There are no significant variations in the attainment of pupils learning English as an additional language and other pupils in the national tests. Pupils targeted for additional support for English as an additional language by EMAS (Ethnic Minority Achievement Service) staff make good progress. A good system of identifying and supporting learners of English as an additional language has a positive impact on their progress.
9. Pupils with special educational needs make good progress towards the targets identified on their individual education plans. They receive a good level of in-class support and, by the time they leave the school, most reach standards in line with their abilities.

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

10. Pupils of all ages very much enjoy school. In the nursery and reception class, children arrive enthusiastically and settle quickly to their work. The school's good induction programme and good links with parents positively impact on the way the young children feel about school and their attitudes to learning. The children quickly become familiar with the school's expectations and routines and purposefully set about their activities. Across the rest of the school, most pupils are well motivated and interested in their classroom activities; this makes a positive contribution to their learning. Generally pupils listen, concentrate well and work hard until tasks are completed though few take real care over presentation. Sometimes if work is insufficiently challenging or a teacher has not explained something well, pupils lose interest and become restless. Time is then wasted on classroom control and progress is hampered. These instances are few and more a reflection of the teachers' unfamiliarity with the pupils than any inherent weakness. In most classes pupils understand and follow set routines and codes of conduct ensuring that behaviour is satisfactory. Behaviour at playtimes is also satisfactory and pupils respond well to the positive strategies being established by midday assistants. The quiet and orderly way pupils move around the school and their good manners at lunch are particularly impressive. Exclusions for poor behaviour, which were high at the time of the previous inspection, are now extremely rare.
11. Pupils learning English as an additional language have positive attitudes to learning. They are well integrated into the school, and their relationships with other pupils and their teachers are good. They listen to their teachers with attention and concentrate well in lessons. In common with their classmates, pupils with special educational needs display good attitudes to their work. They, too, are fully integrated into all aspects of school life.

12. Because they are taught to value and to respect all traditions, relationships amongst the pupils are good. Children from a diverse range of nationalities and cultures mix well, working and playing together harmoniously. During the inspection there was no evidence of bullying though parents say it does occasionally occur. Pupils work constructively in pairs and small groups though opportunities for working together regularly are limited in some classes. Generally, pupils are mutually supportive and show respect and consideration for one another and for adults in the school. They look after their own, and the school's, possessions.
13. From the earliest age, pupils respond well to opportunities for taking responsibility. They keenly volunteer for messenger and monitor duties, which they perform conscientiously and with pride. School Council representatives undertake their role seriously and sensibly as do the older pupils who act as 'playground friends'. Several examples of initiative were seen during the inspection. Inspection evidence firmly supports the parents' almost unanimous view that the school helps their children become mature and responsible.
14. Through the rigorous implementation of strategies detailed in the attendance policy, the school is successfully tackling the issue of poor attendance reported in the previous inspection. Since then, apart from one year; overall attendance has risen steadily; in the academic year 1999-2000 it stood at 93.8 per cent. At the same time the proportion of unauthorised absences, and the number of late pupils have fallen. Despite these improvements governors are not complacent; their ultimate target is 95 per cent attendance. Arrangements for recording and reporting attendance data comply with statutory requirements. In addition, overall class and school attendances are displayed so that all members of the school community can check progress against set targets.

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

15. After a period of stable staffing the school has recently experienced several changes which resulted in a significant number of recent appointments. Despite this, and the fact that the inspection took place very early in the academic year, staff were aware of the school's expectations and had worked hard to provide a consistent approach to teaching. The school has improved the quality of teaching since the last inspection. Across the school, it is very good in 7 per cent of lessons, good in 39 per cent and satisfactory in 50 per cent. Teaching is unsatisfactory in 4 per cent of lessons.
16. The quality of the teaching for children under five is good, and an important factor in the way children develop good personal and social skills, attitudes to learning and behaviour. In the nursery, the new teacher has been supported well by senior management in order to maintain the good provision and teaching with the youngest children. Planning is good and reflects the national guidance for teaching children of this age. Appropriate attention has been placed on settling children into the nursery environment and activities are provided which maintain the children's interest and support the improvements in their attitude to learning and behaviour. A good balance is made between direct adult teaching and activities, which encourage the children's ability to make choices and work independently or with each other. The experienced assistants give valuable support to children and work well with the teacher to provide a consistent approach to teaching and learning. Staff work hard to improve the environment by displaying pupils' work, for example, in art. This supports the children's sense of self-esteem and encourages them to work harder.
17. These good features are systematically built upon in the reception class where teachers and support staff work well together. They have high expectations of the children and calmly and sensitively relate to the children in a positive way. This results in children being clear about what they should do and learn. This was particularly noticeable in a lesson when children were learning about the ear and how they hear. The teacher very successfully related new learning to the children's existing knowledge and experiences and stimulated their desire to learn more. The good quality of the planning was demonstrated when a supply teacher taught the class after liaison with the usual class teacher. She was confident in the way she taught the children and the

children responded well. In both the nursery and reception class, teaching is encouraging and makes good use of positive comments and praise. This, in turn, contributes to children's self-esteem, confidence and positive attitudes to learning. Currently, staff place appropriate focus on developing the children's literacy and numeracy skills, which results in them gaining a sound grounding for entry into National Curriculum work.

18. In the infants and juniors, the quality of teaching is satisfactory overall although good or better teaching was observed in nearly five out of ten lessons. In the infant classes, teachers focus well on developing the pupils' literacy and numeracy skills and target valuable support to those pupils with special educational needs and those who speak English as an additional language. This use of resources is proving successful in enhancing the progress that these pupils make, and the standards that they achieve. Discussions with juniors, and a scrutiny of their work show that some of their previous teaching was fragmented last year. This reflects the changes in management and teaching and the disruption caused by renovation of the school building. The quality of teaching observed during the inspection was consistently good in Year 6.
19. Across the school, teachers plan their lessons well. The school has developed a coherent system where clear learning objectives are identified and shared with pupils. This means that the pupils are clear about what they should learn and at the end of most lessons have the opportunity to reflect on the progress that they have made. Increasingly so, teachers are using the structure of the literacy and numeracy sessions in other subject lessons and this is contributing positively to the overall quality of teaching. Many teachers start the lessons with a clear outline of what the class will be doing, recap on previous learning and introduce new information and skills either through direct exposition or demonstration. The pupils then work either in groups or independently to consolidate this learning and come together as a class at the end of the lesson to share learning points and evaluate what they have done. Within this structure, a satisfactory range of teaching methods is used to gain the interest of the pupils and ensure that they are involved in their learning. Overall, pupils now feel comfortable with this lesson organisation and respond positively.
20. Staff have focused on developing the pupils' skills in a coherent way and have successfully adapted the literacy and numeracy strategies to meet the needs of pupils. The literacy strategy helps to engender the love of literature that many pupils have and the numeracy strategy ensures that pupils get regular practice in using their mental mathematics skills. Planning has improved and staff ensure continuity of provision through their medium and long-term planning. Additional booster classes have also been provided which have supported the pupils' learning. Support teachers and assistants work effectively alongside class teachers and make a significant contribution to pupils' learning in these areas. Teachers are now at the stage to extend the teaching of basic skills more consistently across other subjects.
21. In the best lessons, expectations are high, the pace of learning is good and pupils are challenged. In a Year 6 mathematics lesson these good features were evident as pupils were encouraged by the teacher to understand new mathematical concepts. Overall, teachers have satisfactory subject knowledge and they use this well in their planning. Specialist teaching is used, for example, to raise pupils' standards in music through the provision of a music workshop, and this significantly enhances pupils' learning and their responses to the subject. Teachers generally use time and resources satisfactorily. When teaching is unsatisfactory, it is because too much time is spent in getting the pupils to respond and co-operate and the pace of learning slows.
22. Senior management have a clear view of the quality of teaching expected from staff and work hard to achieve it. They realise that many of their pupils have specific needs which will only be fully addressed with the provision of consistent good teaching. The school is now at the stage when it needs to identify the good teaching already in the school and share this good practice with the new staff team.

23. The quality of relationships between staff and pupils is good and this has a significant influence on how, in most cases, staff successfully manage the pupils in their care. Teachers are encouraging and supportive and this results in most pupils becoming confident, keen to answer questions and put forward their views. Some teachers use their knowledge of pupils well and encourage them to improve and work harder in lessons. However, some teachers do not take full opportunity to comment on pupils' work through their marking. Consequently, in some cases, pupils are not clear about how they can improve. Also, the presentation of pupils' work and aspects such as their handwriting are allowed to slip as pupils are not asked to give of their best at all times. There has been an element of inconsistency with the provision of homework in the past but recently this has been reviewed. In most cases, pupils are given work, which builds on what they have done in school and enhances their learning.
24. Pupils learning English as an additional language are well provided for by class teachers and support staff. Since all support is provided in the mainstream classes, there is good liaison between class teachers and other staff at the level of planning, teaching and assessment. Specialist staff ensure that pupils targeted for support to develop English as an additional language receive enhanced opportunities for speaking and listening through good quality questions. In lessons where specialist support is not available, teachers' clear questions and explanations help all pupils to make sense of new ideas, including those who are learning English as an additional language.
25. The teaching of pupils with special educational needs is good. Their needs are correctly identified and teaching is well focused towards reaching the targets identified on their individual education plans. Younger pupils, in particular, benefit from generous staffing levels, and this allows them to receive a higher proportion of direct teaching.

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

26. The previous inspection acknowledged the school's curriculum as being broad and balanced and soundly planned in the medium term. The school has since maintained the breadth and balance of the curriculum, and made some improvement in that it has a well resourced information and communication technology suite promoting pupils' learning across the curriculum. No after school clubs were operating during the inspection but plans indicated that these were to start the following week. Although the needs of the more able pupils are generally met, in a minority of science classes this was not the case.
27. The curriculum for Key Stages 1 and 2 meets statutory requirements and the school has clearly planned to meet the new curriculum requirements for September 2000 and the Early Learning Goals which outline provision for the Foundation Stage. Provision for the youngest pupils is good and a strength of the school. English and mathematics are given appropriate priority and all classes have daily literacy and numeracy sessions. The strategies employed for developing literacy and numeracy across all subjects are satisfactory. The principles of equality of access are well incorporated in the curriculum and reflected in the harmonious atmosphere of the school. The planned religious education curriculum is consistent with the Local Agreed Syllabus but insufficient time is allocated to this subject.
28. Personal, social and health education are taught well through planned sessions and the daily positive interactions between adults and pupils. Pupils receive sex education sessions and are made aware of the dangers of drugs. There are strong cross-curricular links, for example, between these areas of the curriculum and science. The quality of contribution made by the community to pupils' learning reflects the good links that the school has established with various local initiatives. Pupils' experiences have been enriched through the work on the Springfield Environmental Days, and through the Art in the Community project. Pupils' physical skills have been enhanced by the opportunities provided by a local football club and cricket coaching. Relationships with linked infant and secondary schools are good and these contacts support pupils' overall progress and



transition to other schools.

29. Pupils learning English as an additional language have full access to a broad and balanced curriculum and are supported well. Curricular provision for pupils with special educational needs is good. The school complies fully with the Code of Practice. Pupils are carefully assessed and their needs are accurately diagnosed. They receive good support in school and from outside agencies. The quality of individual education plans is good and activities are well matched to the targets they set. There are currently three pupils with statements of special needs maintained by the local education authority. These have weaknesses. Not all are signed and dated, and in one instance, specialist provision outlined in the statement has not been provided. During the course of the inspection moves were initiated to rectify these deficiencies. Records are well maintained and progress is carefully monitored. All reviews and statutory assessments are properly carried out.
30. The last inspection reported that pupils' spiritual, moral, social and cultural development was positively promoted. The provision for pupils' spiritual, moral, social and cultural development is now good overall. This provision is embedded in the positive ethos of the school, with the school promoting clear and consistent principles, which are evident in its policies and practice. Pupils are taught to show respect and tolerance for each other, regardless of gender, race, religion or culture.
31. Spiritual development is satisfactory; it is fostered through good assemblies, and the calm atmosphere in the school. The school's ethos contributes to valuing and celebrating each other's achievements. In lessons, teachers value pupils' ideas across the curriculum, and give them appropriate praise and encouragement. There are some opportunities in the curriculum for spiritual growth, for example in religious education, music and art. However, there is no planned provision for spiritual development in the curriculum. The provision for pupils to attend daily assemblies offers them opportunities to learn about, and develop respect for each other. Assemblies are also used as an occasion for celebrating pupils' achievements. During the inspection week, the assemblies on the Olympics emphasised the importance of trying hard and not giving up.
32. The provision for moral development is good, with the school providing good teaching on the principles of right and wrong. There are clear codes of behaviour for adults and pupils. There are also clear expectations of behaviour, and pupils are constantly reminded of them. Pupils understand the concept of fairness and show respect for others. Adults in the school provide good role models of behaviour by their courtesy and respect for pupils.
33. There are good opportunities for pupils to develop their social skills. Pupils are encouraged to develop positive attitudes to good social behaviour in lessons, assemblies and life in the school generally. Each class has a monitor, and the older pupils have opportunities to help the younger ones in the playground. There is good provision for developing an understanding of citizenship and democracy through the School Council. It has representatives from each class who meet regularly to discuss ideas to improve the school. The residential visits and school social events offer pupils good opportunities to mix socially in a less formal school setting. The residential visits significantly enhance pupils' experiences and help to improve their learning in areas such as literacy and geography. Opportunities for pupils to work collaboratively in lessons are limited.
34. The school makes good provision to support pupils' cultural development. The linguistic and cultural diversity within the school is celebrated through notices, display, resources and the celebration of achievements of people from different parts of the world, for example Nelson Mandela and Mahatma Gandhi. The school's religious education programme, music and art help pupils to appreciate their own cultural and religious traditions, and those of others. There is good provision for visits to museums and art galleries, and for working with artists and performers to enhance pupils' cultural development.

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

35. The school's strong commitment to promote the pupils' personal development and welfare has been maintained since the previous inspection. Parents who attended the pre-inspection meeting spoke highly of these aspects of the school's work. Most staff know their pupils well and provide good pastoral support, taking appropriate account of individual needs. Caring and friendliness pervade the school's ethos and pupils feel secure. Personal, social and health education and physical education programmes are used well to promote healthy lifestyles, thus contributing constructively to the pupils' social development.
36. There is first aid cover throughout the day. All incidents resulting in injury are recorded and parents are always informed if their child receives an injury to their head. Teachers are quick to inform the senior designated person for child protection of any concerns. Health and safety arrangements are generally good. Fire doors are well signed and unobstructed. Emergency lighting, fire alarms, fire extinguishers, electrical equipment and physical education apparatus are all checked regularly. Fire drills are held every term. Appropriate security measures are in place and funds have been earmarked to strengthen them, for example by improvements to the perimeter fencing. Governors make formal health and safety reviews each term and annual risk assessments. The school keeper checks the premises daily and a book is available in the staff room for others to report day-to-day health and safety concerns. The steep drop in ground levels highlighted at the previous inspection and a few steep slopes, have been fenced off. However, the problem of some floor surfaces becoming slippery when wet remains. The school has informed the local authority of this and a few other safety issues. Levels of supervision at break times are satisfactory and staff are generally vigilant.
37. Satisfactory standards of behaviour are promoted by the development of positive attitudes and the pupils' self-esteem. Most staff consistently praise good or improved work and behaviour which are further reinforced by the judicious use of rewards such as a treat from the treasure box or praise at a good work assembly. In group discussions and assemblies pupils learn about the effects of their behaviour on others. They understand the code of conduct and are clear about what is expected of them. Through recent training, the midday assistants' behaviour management is now more in line with that of the teachers and this is beginning to have a positive impact on the pupils' behaviour at lunch times. A few pupils at the school present challenging behaviour and this is effectively managed. If necessary, parents and the headteacher are involved, and the pupil given additional support. Parents at the pre-inspection meeting were confident that incidents of bullying are dealt with speedily and well.
38. Procedures for monitoring and improving attendance are very good. The senior management team and Home School Liaison Officer work closely with parents to ensure they understand the importance of regular attendance and do not keep their children away from school without good reason. Pupils are encouraged to attend by the publication of a whole school attendance league table and the award of certificates for improved attendance or punctuality. Registers are regularly checked and the education welfare officer counsels the parents of any pupil whose absence is a real cause for concern.
39. Teachers use an appropriate range of formal systems to assess and record pupils' attainment and personal development. Data from these and national test results are used to inform planning in order to raise pupils' achievement. Areas of weakness are identified and specific action taken, for example, having identified using and applying mathematics as an area for further development the school responded by giving this element of lessons more focus. Careful tracking of pupils' progress effectively enables the school to identify those needing extra support, for example, through English booster classes.
40. Pupils learning English as an additional language are well catered for in relation to provision for support, guidance and pupils' welfare. The procedures for the assessment of these pupils are good and pupils are assessed regularly to check their progress. Assessment records clearly show progress made by pupils over time. The procedures for the identification, assessment, monitoring and review of pupils with special educational needs are also good. Their progress is carefully tracked, and when necessary, appropriate action is promptly taken. Full and effective

use is made of external agencies, as the need arises.

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

41. The previous inspection reported some positive features in the school's relationship with parents but highlighted tensions that existed between a few parents and the school management. Since then the school has worked hard to build on the good elements and to establish effective links with all the parents. The majority of parents who responded to the questionnaire and attended the pre-inspection meeting expressed confidence in most aspects of the school and are sympathetic to its aims. A significant minority of parents have concerns about inconsistencies in the setting and marking of homework and others consider there is insufficient provision for after school clubs and other extra-curricular activities. Inspectors found these views to be partly justified. There has been some inconsistency in the setting of homework and marking is not always helpful. The headteacher has recently reviewed provision for homework and informed parents of the new arrangements. The after school clubs were not operating during the week of the inspection but plans were in place, and funds allocated, to provide a satisfactory range of activities.
42. Parents are kept well informed about the school's work through a parents' notice board, newsletters and curriculum evenings. An overview of what is taught is given in the prospectus and more detailed termly plans are displayed in the reception area; most parents who attended the meeting were confident that teachers would supply further information if requested. Those new to the school are very effectively introduced to it through induction meetings and a 'welcome pack'. Daily opportunities for informal exchange of information between parents and teachers are helpful in maintaining links at the foundation and infant stages. The prospectus and governors' annual report contain much useful information though some details in the latter are only brief. The school does its best to ensure parents receive information in community languages so that none are disadvantaged in supporting their child's education. The fortnightly coffee mornings organised by the Home School Liaison Officer, greatly help in this respect.
43. Most parents are satisfied with the school's consultation arrangements for informing them about their child's work and progress. They particularly appreciate being involved in target setting and knowing how they might help their child. In addition, parents say they feel able to approach staff at other times to discuss concerns about their child's education; they find teachers approachable and willing to help. Pupils' annual written reports give precise details of the individual's achievements and progress in terms of the National Curriculum, as well as information on how they might improve. Parents are able to discuss them with teachers should they wish.
44. There is full commitment to the involvement of the parents of pupils learning English as an additional language in the work of the school. However, since the specialist teacher is based in the infants, she is able to liaise with the parents of younger pupils more easily. She meets with them every term with the class teachers to discuss targets for pupils. Currently, the Home School Liaison Officer is setting up a project to increase the involvement of parents. Parents of pupils with special educational needs are also kept fully informed of their child's progress. They are involved in regular reviews of provision and their views are considered when making any decisions.
45. Parents feel welcome at the school and are supportive of it, with an increasing number playing an active role in its life. Many parents enjoy attending assemblies and special services with the children, and take pleasure in providing food for festivals and the annual picnic. A few parents give valuable classroom support on a regular bases by helping with reading or cooking under the guidance of the teachers. Others assist on visits. A parent built the new fish pond and a small group help during 'grounds week'. Occasionally parents give 'one off' talks on areas of expertise such as aspects of faiths.
46. Parents views are valued; there is a suggestion box and annual feedback questionnaires. Many have take advantage of opportunities to participate in discussions on such matters as bullying and the school development plan. A group of parents helps the school organise social and fund raising

events such as quiz evenings and a summer fair. Monies raised are used to purchase equipment for the whole school and to provide much appreciated Christmas treats for the children.

47. Overall, links with parents now have a beneficial impact on the pupils' quality of learning and their personal development.

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

48. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. She is also keen to ensure that pupils are well-rounded individuals, who are able to relate positively to each other and to a range of experiences. She has a good understanding of how young children learn and this is reflected in the school's practice, which encourages independence and learning through a range of activities. These features are well demonstrated on entering the school when an ethos of care and concern together with high expectations is very evident. By the time pupils leave school they show a mature attitude and are sensitive to the needs of others. There is a good degree of mutual tolerance, and respect and racial harmony are self-evident.
49. Recently, the recruitment of new teachers has become more difficult and the headteacher has worked hard to ensure that each class has good quality teaching and support staff in place. She is particularly effective at team building and motivating staff. The results of this could clearly be seen in the way staff conducted themselves even though several had been in school for only two weeks and five out of the eight class teachers had been in the school for two years or less. Two senior managers who have a clear view of the school's strengths and priorities for development ably assist the headteacher. Not only do they have a clear ability to guide and support developments at each key stage but through their own good teaching act as positive role models to other members of staff. The headteacher has developed a senior management team, which has raised the knowledge and expertise of senior teachers and resulted in a collaborative style of decision-making. The role of subject co-ordinator has developed well over recent years and although a significant number of the current co-ordinators are recent appointments, they share a clear understanding of what should be achieved. Established co-ordinators are well informed and often effective in promoting their subjects and in monitoring standards.
50. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. The effectiveness of the strategy to monitor and develop teaching is partly dependent on the school's ability to attract good quality staff and encourage them to stay for a long period of time. Records indicate that the school is successful in achieving this but is currently in the position where it needs to work with the new team in order to clearly set and maintain the previous good standards. Due to the small cohort of pupils in each year, any changes in levels of attainment can seem quite significant in the statistical analysis. The school's tracking system, which indicates the gains that pupils have made in their learning, highlights that the vast majority of pupils meet the targets set by the school although in some cases this does not equate with the national levels of attainment. When compared with similar schools the pupils achieved standards in 1999 at both key stages which were at least above average and sometimes well above.
51. The school has successfully addressed the key issue arising from the last inspection in relation to the attendance and membership of the governing body. The chair of governors and headteacher have worked hard to recruit new members and attendance at meetings has improved. The chair of the governing body, in particular, gives full support to the school but all members are not yet fully conversant with the school's strengths or areas for development. Several of the governors are new but have quickly become familiar with their roles and responsibilities through the guidance of others and attendance at courses. Governors have sound levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments. They have trust in the headteacher and staff. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement. There is an established culture of

monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of a good consultation process. Governors fulfil their statutory responsibilities.

52. Clarifying the role and reviewing the use of support for pupils with English as an additional language was also identified as a key issue in the previous inspection. This issue has been successfully addressed. All specialist staff are effectively deployed now, and their roles have been clarified. The arrangements for the management of the work are good, with the provision for English as an additional language being seen as an integral part of the school's work. There is good provision for the celebration of linguistic and cultural diversity through displays, resources, signs in different languages, and the ethos of the school. The provision for in-service training for all staff in relation to English as additional language is good. The provision for English as an additional language is now effective and a significant factor in the progress which pupils make.
53. The management of the provision for pupils with special educational needs is good. Records are well maintained and pupils' progress is carefully charted. The governing body is well informed and committed to helping the school to meet the needs of all its pupils. Funding for pupils with special educational needs is used appropriately, primarily to provide additional teaching and support staff. The high levels of support that are provided have a very positive impact on the progress of these pupils.
54. Staff are hard working and dedicated; they work well as a team and are supportive of one another. Despite difficulties in recruiting suitably qualified staff, the headteacher has ensured all classes are covered by employing two staff from overseas on long-term temporary contracts. Effective systems are in place for introducing them and other new staff to the school, and the induction process for newly qualified staff is satisfactory. Formal staff appraisal is suspended pending decisions regarding performance related pay. However, informal arrangements such as shared classroom observations, attendance at courses and regular review meetings with the headteacher meet staff development needs. Identified training needs reflect the priorities of the school development plan, national initiatives and the individual needs of teachers. Support staff work well with individuals and small groups of pupils and this is a key feature in supporting the progress which pupils make. The Home School Liaison Officer plays an invaluable role in promoting attendance, encouraging parental involvement and supporting pupils. She has made an important contribution to improvements in these areas. The school keeper and cleaners are diligent and thorough. Their high standards of maintenance and cleaning significantly enhance the quality of the environment.
55. Overall, the school's accommodation is satisfactory. It provides a pleasant and stimulating environment for the children and allows the curriculum to be taught effectively. The unusual layout of the building results in classes in the hall, the computer suite and the Year 4 classroom being frequently disturbed by others walking through. This is distracting for the pupils and detrimental to the quality of their learning. Pupils in the Year 4 room are further disturbed by noise infiltration through the partition wall to the hall. In an effort to reduce disruption caused by traffic pupils are encouraged to use the outside door to rooms. This means they have to go outside to reach the toilets which is undesirable particularly in wet weather. Despite these difficulties, the odd shaped rooms, hall and attractive grounds are used well to support the learning of all pupils. The nursery is situated a significant distance away from the main school site and although staff do their best to make the most of this situation it does make liaison more difficult. It also affects the ability of children in the nursery to become familiar with the main school building and older pupils.
56. Resources for all subjects are satisfactory and can be supplemented by borrowing from centralised stocks, for example, in religious education and health education. Resource storage space, though limited, is well organised and easily accessible. A shortage of good quality reference books in the library and restricted access for pupils limits opportunities for them to develop independent study and research skills.
57. The school manages its resources effectively through carefully costed forward planning. Curriculum spending is appropriately prioritised to reflect identified needs and to support school

improvement. Over the last few years the school has built up a considerable surplus in its budget. Whilst this is unacceptably high the school has suitable plans for its use. It is hoped to move the nursery onto the main school site. When this occurs it will involve major costs in refurbishment. The school has identified other appropriate areas of expenditure, which will reduce their surplus whilst enhancing the school site. The school's finances have not been subject to a full audit since the time of the last inspection.

58. The quality of day-to-day school administration and financial control are very good. The principles of obtaining the best value for money are strictly adhered to. Detailed records are kept and all expenditure is accounted for. The quality of the work in this area makes a valuable contribution to the smooth running of the school. Funding for pupils with special educational needs is used well. The school has decided to provide high levels of support for both these pupils and those for whom English is an additional language. This is having a beneficial effect. Suitable use is made of other specific funds, such as those to provide in-service training for teachers. Overall, the school provides good value for money and the good standards of leadership and management identified in the last inspection have been maintained.

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

- Improve the quality of teaching overall by:
  - sharing the good practice evident in some classes;
  - continuing a systematic programme of monitoring in order to identify areas for development;
  - ensuring that all staff are aware of the areas in which they can improve;
  - ensuring that work is well matched to pupils' level of prior attainment and the introductory part of the lesson is used well to prepare pupils to work independently;
  - ensuring that higher attainers are appropriately challenged in all lessons;
  - ensuring that teachers make clear how pupils can improve by marking their work thoroughly.  
(Paragraphs 22, 23, 50, 74, 83, 87)
  
- Improve standards of attainment in writing at Key Stage 2 by:
  - ensuring that all teachers have a sufficiently secure knowledge and understanding of grammar in order to teach these aspects;
  - providing more opportunities for pupils to develop their writing skills, both within literacy sessions and across other areas of the curriculum;
  - ensuring that pupils take care with the presentation of their written work, particularly the handwriting;
  - encouraging pupils to do their best work and through marking indicate how they can improve.  
(Paragraphs 5, 20, 73, 74)
  
- Improve standards of attainment in religious education by:
  - ensuring that the amount of time allocated to the subject is sufficient to cover the whole syllabus;
  - ensuring that individual lessons are of sufficient length to develop learning and build successfully on what has gone before;
  - relating the scheme of work in use to the new Local Agreed Syllabus.  
(Paragraphs 4, 6, 121, 125)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Continue to investigate the possibility of providing nursery education on the main school site.  
(Paragraphs 55, 67)
- Ensure that the requirements highlighted in the pupils' special educational statements are fully met.  
(Paragraph 29)

**The school has already highlighted in its development plan the need to raise levels of attainment in writing and has begun to address several of the areas identified above.**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	39	50	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	192
Number of full-time pupils eligible for free school meals	0	91

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	136

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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	Year	Boys	Girls	Total
		1999	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	11
	Girls	17	17	17
	Total	27	26	28
Percentage of pupils at NC level 2 or above	School	90 (86 )	87 (90)	93 (99)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	17	17	17
	Total	26	28	28
Percentage of pupils at NC level 2 or above	School	87 (90)	93 (100)	93 (89)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	12	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	7
	Girls	12	14	12
	Total	17	22	19
Percentage of pupils at NC level 4 or above	School	65 (54)	85 (50)	73 (54)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	7
	Girls	14	14	13
	Total	19	22	20
Percentage of pupils at NC level 4 or above	School	73 (61)	85 (61)	77 (71)
	National	68 (65)	69 (65)	75 (72)

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

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

	No of pupils
Black – Caribbean heritage	36
Black – African heritage	34
Black – other	0
Indian	32
Pakistani	5
Bangladeshi	8
Chinese	0
White	55
Any other minority ethnic group	7

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	20.8
Average class size	27

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

Total number of education support staff	6
Total aggregate hours worked per week	129

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	2
Total aggregate hours worked per week	48

Number of pupils per FTE adult	12
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	641,322
Total expenditure	606,305
Expenditure per pupil	2,625
Balance brought forward from previous year	75,829
Balance carried forward to next year	110,846

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	153

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	0	1	1
My child is making good progress in school.	63	31	3	1	2
Behaviour in the school is good.	56	32	6	1	5
My child gets the right amount of work to do at home.	39	31	18	7	7
The teaching is good.	65	25	4	1	5
I am kept well informed about how my child is getting on.	63	25	5	3	4
I would feel comfortable about approaching the school with questions or a problem.	68	22	3	3	5
The school expects my child to work hard and achieve his or her best.	67	24	1	0	7
The school works closely with parents.	61	27	5	2	5
The school is well led and managed.	71	24	0	1	4
The school is helping my child become mature and responsible.	62	32	3	1	2
The school provides an interesting range of activities outside lessons.	42	29	15	5	9

### Other issues raised by parents

Parents at the meeting were generally very complimentary about the school and thought that the headteacher had worked hard to bring about improvements. They felt that there was a sense of community 'from the top down' and as a result pupils are 'happy and love the school'.

## **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**

59. Children are admitted to the nursery after they have reached three years of age and initially attend for either a morning or afternoon session. They enter the nursery with a range of skills and experiences but few have well-established social, personal and learning skills. There is a significant proportion of children with restricted vocabulary and language delay and a few children each year enter the nursery with little or no spoken English. Children are encouraged to spend up to a year in the nursery before transferring to the reception class. Approximately two-thirds of the children in the reception class have attended the nursery.
60. Children are making good gains in learning in the nursery and reception class as a result of the good quality and breadth of the curriculum and good teaching. Children with special educational needs and those for whom English is an additional language make similar progress to that of their peers as their work is well planned and they receive good quality support. By the time they are ready to start Year 1, the large majority of children reach the nationally expected standards in mathematical development, knowledge and understanding of the world and creative, physical, personal, social and emotional development. Although children make good progress in language and literacy, a minority do not reach the expected standard by the time they enter Year 1. This is because they have started in the nursery with poor language skills and insufficient time has passed for them to reach the level demonstrated by most children nationally.

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

61. Teaching in this area is good. The school places great emphasis on developing positive relationships with parents before their children start school and have developed a good induction programme. This results in parents feeling confident about placing children in the school and children settle well. Staff are effective in creating a caring and stimulating learning environment in which children develop good attitudes to learning and quickly understand routines and the structure of the day. After only a few days in the nursery, children were observed playing well together and sharing resources, for example, when washing the dolls. They were encouraged by staff to take care of the 'babies' and responded well realising that when washing hair they must take care not to get soap in the doll's eyes. A good balance is created between teacher directed activities and those when children are able to choose their own activity and play without direct adult supervision. This develops confidence in the children and a growing independence and initiative when presented with choices. The children's skills are further developed in the reception class where they follow instructions with increasing confidence. They are encouraged to be polite and sensible and move easily from work undertaken as a whole class to group and individual activities. They learn how to share resources and take turns as a result of the high expectations of the teachers and support staff who make appropriate comments to encourage co-operation, for example, when playing mathematics games. Children are well behaved and form good relationships with each other and with adults. Staff act as good role models and the children's skills are continually developed throughout the positive interactions between staff and children. Children are expected to take responsibility for their own actions and apologise if they upset another member of the class. They quickly learn to do this as a result of the firm but caring way the teachers' expectations are relayed. The good gains made in pupils' personal, social and emotional development are key features in children feeling secure and learning well in other areas of the curriculum.

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

62. Teaching in this area of the curriculum is good and particularly effective in developing the children's range and use of vocabulary. Children, including those who speak English as an additional language, make good progress through experiencing a range of activities that stimulate their learning and maintain their interests. Children in the nursery listen attentively to stories and

are able to relate issues in the books to their own experiences due to the careful choice of text and good teacher questioning. Those children who are new to the nursery and find it hard to sit and concentrate are well supported by the trained nursery assistant who gains their attention through giving appropriate praise and giving good direction and examples. The children's speaking skills are systematically developed through the provision of specific activities such as in the imaginative play areas and through day-to-day interactions between staff and children. Children handle books carefully and know that print carries meaning. Most follow and recall a story by looking at the pictures and enjoy sharing books with adults. They are encouraged to read regularly with their parents at home. Children develop their writing skills by making their own books entitled 'Ourselves'. Few children have had experience of this type of activity before entering the nursery but respond well due to the good quality support given which builds their confidence and helps them to write in a structured way. In the reception classes, children develop their literacy skills further through experiencing a daily literacy session and working in other areas of the curriculum. They listen well to a story and indicate understanding by answering questions correctly. The children's responses to the story are developed well as the trained nursery assistant uses her skill as a storyteller to make the characters come alive. Regular sessions on phonics support children well in their recognition of letters and the sounds which they make. The class teacher manages to keep the interest of the pupils well during these sessions by organising a range of activities, systematically assessing children's understanding, introducing new ideas and consolidating their learning. Higher attaining children read simple common words and are beginning to develop basic strategies to read unfamiliar text. A satisfactory range of resources to encourage writing and communication is available, and results in the lower attaining children making marks on paper and the higher attaining children writing about the pictures which they have drawn. The majority of children write their names clearly on their work and are proud to talk about what they have achieved.

### **Mathematical development**

63. Teaching in this area of learning is good and makes a positive contribution to the good progress that children make. On entry to the nursery, few children can count confidently and identify numbers to 10. They are supported well in their learning by the provision of a variety of activities, which develop their skills in number, shape and space. After a few days in the nursery, children are encouraged to develop their concept of number and size through playing with bears. They use the terms little and big correctly to indicate the size of the bears but several children have difficulty in naming the colours. One child counts to three confidently both in English and his home language and two higher attaining children use the numbers on display to count to 10. Children are beginning to understand the concept of capacity and shape when encouraged to talk about filling the shapes and trucks in the sandpit. After a few weeks in the nursery, a scrutiny of children's work indicates that they can count objects to five and match simple shapes. In reception, the teaching further develops the children's knowledge and understanding of shape. The teacher's good subject knowledge is used well and her careful questioning encourages children to describe the difference between a square and a rectangle. Staff have high expectations and the pace of learning is good. The high adult child ratio means that all the children's needs are well met through working on activities in small groups each with one adult to encourage learning. The children enjoy developing their numeracy skills and are very keen to identify the missing number in a sequence to 10 on a number line. Average and above average learners also enjoy identifying the numbers which are 'mixed-up' on the line and can place them in the correct order. The high quality teaching in this lesson is a result of confident teaching, good planning and a consistent approach to teaching and learning which ensures that the children are confident in what they do and are willing to 'have a go'.

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

64. Teaching to promote children's knowledge and understanding of the world is good. In the nursery, children are encouraged to identify and describe fruit, which they make into a fruit salad for all to share. Many of the pupils new to the nursery have a limited range of vocabulary to describe how the fruit looks, feels, tastes and smells but are encouraged to develop this through careful questioning by the teacher. The children gradually develop a wider vocabulary and are encouraged

to consolidate this learning by describing how they have made the fruit salad to others in the class. Provision for sand and water play also encourages the development of the children's speaking and listening skills as they play with others and describe what they are doing. They identify the properties of sand and one boy clearly explains how 'the sand is wet – that's why it sticks in the cars'. In reception, the children make very good gains in their learning when studying the ear and talking about hearing. The teacher skilfully imparts knowledge to the children in such a way that maintains their interest and develops their enthusiasm for learning. The teacher draws cleverly on the children's own experiences and consequently is able to involve them in answering questions and talking confidently about the subject. Children further develop their scientific skills by identifying objects that are attracted to magnets. Children are offered the opportunity to develop their understanding of the world through the provision of imaginative play areas such as a doctor's surgery and a shop. Play in these areas develops the children's speaking and listening skills well and also offers them the opportunity to develop their numeracy and literacy skills. Children use computers confidently by working independently through a simple program. They develop sound control of the mouse and have a satisfactory understanding of the uses of everyday technology. Opportunities are provided for children to assemble and disassemble simple models, using a variety of construction kits to try out ideas.

### **Physical development**

65. Few opportunities were available to observe children in their formal physical development lessons but evidence was gained through observing outside play in the nursery, playtime in reception and the children's control and manipulation of objects and materials. Their use of small objects, such as pencils, construction apparatus and paintbrushes, is satisfactory, and they handle them safely and appropriately. They have opportunities to cut, stick and join objects together and to make simple models. In the nursery, the children enjoy using the outdoor play area, and develop control, co-ordination and awareness of space through the use of apparatus, equipment and ride-on toys. They become more sure of their ability to control their bodies and enjoy moving in and out of the playhouse and climbing over the wooden frame. They follow instructions well and have good levels of balance. The children's enthusiasm for using wheeled toys to travel quickly across the outdoor area is channelled well by the adults who explain safety rules and the need to share toys fairly. Pupils in reception use the area well and display a good awareness of space, for example, when standing in line, holding a door open and moving from whole class activity to individual work. They recognise the importance of keeping healthy and are aware of personal hygiene issues. Pupils enjoy playtime and use the area well by playing 'chasing games'. They display a growing confidence, dexterity and enjoyment in physical exercise.

### **Creative development**

66. Teaching is effective in getting good responses from children in relation to what they see, hear, feel and imagine and their creative development is successfully fostered through a range of activities. In the nursery, children are encouraged to experience mixing paint and create interesting handprints. Most enjoy this activity, are able to describe how the paint feels and are pleased to see their work on display. They use a range of materials to create a collage and this helps them to develop an understanding of shape, texture and colour. Children use a range of tools to manipulate modelling material and talk about the shapes they have made. Their responses are developed through specific music sessions and through singing rhymes and songs. The teacher uses a song to indicate that it is time to clear up and get ready for snack time. The children respond well to this and happily help to put equipment away whilst also singing. In the reception class, children enjoy singing as a group and respond well to the praise given by the teacher. They identify their favourite songs and sing these from memory. The role-play areas in both the nursery and reception class and the outside area, which the children in the nursery use, provide stimulating opportunities for children to play co-operatively and develop their imagination. They extend their language skills by re-enacting familiar situations or making up their own.
67. Overall, the quality of teaching in the Foundation Stage is good. This quality of teaching is characterised by good subject expertise, high expectations, and the systematic development of children's good attitudes to learning and good behaviour. Staff work well together but their job is

made more difficult by the nursery being situated a significant distance away from the school. Staff have regular meetings which ensure a coherent planned curriculum across the Foundation Stage and a smooth transition from the nursery to reception. They are, however, unable to make the optimum use of resources because of the distance between the two teaching areas. Children in the nursery are not able to easily use resources such as the school hall or to attend assemblies. This restricts the children's ability to learn from the example of others and to gain a true sense of the school community. The management has worked hard and has plans to bring the nursery on to the school site but, as yet, is unable to find sufficient funds for this development. Staff have a good understanding of how young children learn and their planning is clear and detailed. It takes into consideration the national guidance for Foundation Stage and adapts this to meet the needs of the children. Staff use assessments of the children to inform their planning and records are kept to monitor the progress that children make. Staff provide a calm, secure and purposeful learning environment in which the children make good progress.

## ENGLISH

68. The results of the 1999 national tests for seven-year-olds show that standards in both reading and writing were broadly in line with the national average, and well above the average when compared with similar schools. This shows a slight improvement in reading since the previous year. Since the time of the last inspection standards have been maintained. Many pupils have poorly developed language when they enter the school but due to the good quality support their attainment by the age of seven is in line with national expectations.
69. The 1999 test results for eleven-year-olds show standards to be well below the national average but above the average for similar schools. Analysis of the results over the last four years shows that, following a drop in 1998, standards have started to rise again. Indications are that standards dipped in 2000, but this can be explained in part by the fact that this was a particularly turbulent year for the school. The headteacher was seconded elsewhere for two terms and the deputy had to divide his time between running the school and teaching a class. Consequently, Year 6 pupils did not have the continuity in their education that is normal in the school. The current performance of Year 6 pupils indicates that standards are rising again but by the time they leave the school fewer pupils than average will reach or exceed the standards expected for their age. A significant number of pupils in this year group have special educational needs related to reading and writing. Although approximately two-thirds of pupils are working at the expected level, and a small minority beyond it, there is still room for improvement.
70. Pupils enter the school with below average language skills and standards of speaking are low among the younger pupils. Many have difficulty in clearly articulating their ideas and lack the vocabulary to express them clearly. This has an impact on the quality of their writing, as pupils tend to make the same errors in their written work as they do when speaking. The school is working well to improve standards in this area. Teachers ensure that pupils have sufficient time to think about what they want to say and help them when they are struggling. These strategies are working well and pupils make significant progress in speaking as they move through the school. Standards of listening are satisfactory throughout the school. They are aided by the pupils' generally positive attitudes to their work. Most listen carefully to their teachers and are keen to contribute ideas, although some boys have difficulty in maintaining their concentration.
71. Pupils make good progress in reading and are attaining increasingly higher standards. The national literacy strategy has been successfully introduced and is helping to focus teaching on this important area. The school is successfully engendering a love of literature among many pupils. Older pupils discuss their preferences among authors, referring to a number of titles they have read. Higher attaining pupils are able to infer information beyond the literal and discuss their views of the characters in the books they read. Pupils are specifically taught strategies for tackling unfamiliar words. They develop a good knowledge of phonics and common blends. Although some work is done in the area of using context cues to deduce meaning, this is not so well developed across the school.

72. In order for reading to develop further pupils should be encouraged to read more widely and for an increasing range of purposes. For this to happen the school library would benefit from some re-organisation. Several of the books are old and in need of replacement and books are not displayed attractively to encourage pupils to want to read them. Books are arranged using the Dewey system of classification, but the key to this is not displayed, so it is difficult for pupils to quickly locate books on a given subject.
73. Standards in writing are lower than in reading although there is evidence that they are improving at both key stages. Pupils are provided with opportunities to write for a variety of purposes and work in other subjects is sometimes used well to promote the development of writing skills. Year 4 pupils, for example, produced factual writing in connection with their study of the Romans. Year 6 pupils produced a range of creative writing after reading *A Candle in the Dark*, a book describing a family's escape from Germany during World War II. Younger pupils wrote biographies in connection with their work on slavery and the life of Harriet Tubman. However, at Key Stage 2, there are insufficient opportunities for pupils to develop their writing skills across a range of subjects on a regular basis. Although some good examples of pupils' writing were seen, standards of handwriting and overall presentation are too low. Whilst handwriting is normally legible, too few pupils take sufficient pride in the appearance of their work and teachers do not consistently ensure that pupils produce their best work.
74. The overall quality of teaching is satisfactory. No unsatisfactory teaching was observed. However, whilst teaching enables pupils to make steady progress it is not consistently good enough to raise standards further. Lessons are well planned and teachers clearly identify what they intend pupils to learn. However, there are inconsistencies between individual teachers. This is not surprising, as many teachers are new to the school. For example, not all teachers indicate through their marking how pupils can improve their work. The school has good procedures to monitor and evaluate the effectiveness of teaching and these inconsistencies should disappear, as teachers become more familiar with the practices of the school. Nonetheless, the teaching of the national literacy strategy is already having a positive impact on pupils' progress by providing a clear structure to the teaching of the subject. Pupils with special educational needs and those for whom English is an additional language often make good progress. Younger pupils, in particular, benefit from being taught in small groups. Pupils are successfully taught the skills that enable them to carry out research to further their learning. Teachers plan a range of activities that cover all aspects of the subject. Grammar, punctuation and handwriting are specifically taught, although not every teacher is sufficiently insistent that pupils apply their knowledge in all their written work. Furthermore, not all teachers have a sufficiently secure knowledge and understanding of grammar.
75. The profile of literacy has been successfully raised over the last few years and developments have been well managed by the co-ordinator. Staff have received appropriate training and development, and their teaching has been monitored in order to bring about a consistency in approach. Appropriate action has been taken to meet the school's targets for the subject and bring about improvements.

## **MATHEMATICS**

76. The results of the 1999 national tests for seven-year-olds show that standards in mathematics were well above average when compared with the results of all schools nationally and very high when compared with similar schools. Results of 1999 national tests at the age of eleven show that pupils attained average standards when compared with all schools nationally and well above average standards when compared with similar schools.
77. With marked variations in test results since 1997, it is difficult to establish trends in attainment over time. This is particularly the case in Key Stage 2 where test results were well above average in 1997, below average in 1998, and average in 1999. The unconfirmed test results for 2000 show that attainment has dropped in both key stages, but very significantly in Key Stage 2. Discussions with the school indicate that there are a number of reasons for the drop in the results in 2000.



First, the building works last year disrupted the school and unsettled the pupils and led to deterioration in their behaviour. Secondly, with the absence of the headteacher, who was on secondment to another school for two terms, the deputy head had to take on additional management responsibilities and spend less time with his Year 6 class. This caused lack of continuity in teaching in that class. Furthermore, four pupils who were expected to achieve the level appropriate for their age left the school just before the tests.

78. Inspection evidence indicates that Year 2 and Year 6 pupils are on course to achieve standards which are in line with national averages by the end of Key Stages 1 and 2. In Key Stage 2, this is an improvement in attainment since the previous inspection when standards were below national expectations. There has been no change in standards in Key Stage 1 since then. Taking the four years 1996 to 1999 together, there is no significant difference in the attainment of girls and boys in either key stage.
79. Progress is good in Key Stage 1 and in Key Stage 2, it is satisfactory. With the successful implementation of the national numeracy strategy, pupils get regular practice in developing and consolidating their number skills. The daily mental sessions aid their thinking and recall of number facts well. In both key stages, the numeracy skills of pupils with special education and those learning English as an additional language are developing well, with good teaching provided by the support staff. The school recognises that pupils need more opportunities for using and applying mathematics and investigative work.
80. In Key Stage 1, pupils make a steady start in numeracy in Year 1, with most of them being able to count to 20 and beyond. When adding two single-digit numbers together, they put the larger number first and then count on in ones. They can explain that putting the larger number first makes counting on easier. Pupils know the names of simple two-dimensional shapes and can recognise them. However, they lack confidence in describing their properties. Most pupils in Year 2 can recognise, read, write and count numbers up to 100 and beyond, and they can count on in 2s and 10s to 50. Pupils' mental mathematics is developing well. Pupils know the names of most two-dimensional shapes, and can describe their properties. However, they are less aware of the names and properties of three-dimensional shapes. Pupils can gather information and communicate their findings in block graphs. They are beginning to make appropriate use of mathematical language when discussing their work. The higher attaining pupils are able to explain confidently the way in which they solve problems.
81. Pupils make satisfactory progress in Key Stage 2 as they continue to consolidate and extend their numeracy skills. In Year 3, they are able to double numbers to at least 20, with the higher attainers doubling them to 50. They also use doubling as a strategy to add near doubles. The higher attainers use their knowledge of place value effectively to make doubling of larger numbers easier by breaking them down into units and tens. Most Year 4 pupils can add multiples of 10 to single- and two-digit numbers, with the higher attainers adding multiples of 100 to 3-digit numbers. In Year 5, most pupils know their 2, 3, 4, 5 and 10 times tables, and they begin to apply them to solve problems involving multiplication and division. In Year 6, pupils' numeracy skills together with mental calculation and rapid recall are developing well. Their computational skills are satisfactory. Most pupils have a sound understanding of place value, which they use to multiply, divide, add, and subtract numbers. They are currently consolidating addition of numbers involving decimals. There is evidence in pupils' previous work of the higher attaining pupils beginning to carry out long division. Pupils show some understanding of the proportion of a whole, using fractions and decimals to describe them. They construct and interpret line graphs. Pupils' skills in applying mathematics to practical situations, particularly involving money and measures are satisfactory.

82. Pupils have positive attitudes to mathematics, and they respond to lessons satisfactorily. They generally listen attentively although sometimes they get distracted easily. They generally work sensibly as a whole class. However, when they are given tasks to carry out independently, their pace of work sometimes slows down either because they lose concentration or the work given to them is not appropriate. Pupils' behaviour is satisfactory. They are courteous, and have good relationships with each other and adults.
83. The quality of teaching and learning is satisfactory overall, with elements of good teaching at Key Stage 1 and very good teaching at Key Stage 2. With teachers following the Framework for Teaching Mathematics, all lessons have a similar format: they start with a whole class introduction, which is followed by the main activity where pupils work individually or in groups, and finally there is whole class plenary. Teachers' explanations and instructions are generally clear and they make good use of questions to engage pupils in learning. Pupils' work is marked regularly, but there are inconsistencies in its quality. Teachers have a secure knowledge of the subject, and manage pupils well. In the very good teaching seen in the Year 6 class, the teacher challenged and inspired pupils well. The pace of work was maintained at a high level during most the lesson and explanations helped pupils to understand mathematical concepts such as 'inverse', and 'significant digit in a number' clearly. The classroom assistant provided high quality support to pupils with special educational needs and this ensured that they made good progress. Weaknesses in teaching mainly occur where work is not matched to pupils' level of prior attainment, or the introductory part of the lesson is not used well to prepare pupils sufficiently to carry out tasks independently. Consequently pupils' pace of work slows down, and in some cases they either get stuck or they start making mistakes in their work.
84. The curriculum is broad and balanced. The Framework for Teaching Mathematics and the school's scheme of work support teachers in carrying out planning on a long, medium and short-term basis, and provide a clear structure for continuity and progression in the pupils' learning. Assessment is good. The range and quality of resources are adequate across both key stages, and they are well used. The co-ordinator provides good leadership in the development of the subject. She has monitored the teaching of the subject, and given training to staff. She has also analysed results of the national statutory tests for Years 2 and 6, and the optional tests for Year 3, 4 and 5 to identify areas of strengths and weaknesses in the subject. Other subjects, particularly science, history and information and communications technology make a positive contribution to mathematics.

## **SCIENCE**

85. The 1999 teacher assessments showed above average attainment in the number of pupils reaching the level expected for their age at the end of Key Stage 1, but no pupils achieving the higher level. The percentage of pupils gaining both the expected Level 4 and the higher Level 5 in the tests for 11-year-olds was below the national average. When compared with similar schools, pupils' attainment in Year 6 was above average. The unconfirmed latest test results do not match the levels of attainment achieved in the previous year.
86. The majority of pupils currently in the final years of both key stages are on course to achieve the levels expected for their respective age groups. However, few pupils reach higher levels, particularly at the end of Key Stage 1. Key Stage 1 pupils show a developing knowledge and understanding of materials and their properties. Year 2 pupils were observed grouping different materials. Many of them knew which fabric would be suitable or unsuitable for making a teddy bear, and were able to give clear reasons for their selection. A small minority can record their findings in a table copied from the board. Younger pupils in Key Stage 2 show a developing understanding of rocks and their properties. By the age of 11, most pupils demonstrate a sound understanding of light with particular reference to how a beam changes its direction when it bounces off different objects, materials and surfaces. They can carry out experiments, handling resources sensibly. Some lack confidence in recording or presenting their findings. Pupils in Years 4 and 5 show an awareness of the human body and the effects of exercise.

87. The quality of teaching is satisfactory throughout school, with some good aspects in Key Stage 2. Teaching in Key Stage 1 is characterised by secure subject knowledge and appropriate use of resources which encourage active learning. Pupils would, however, benefit from more opportunities to work things out for themselves. Throughout the school, sound planning, clear explanation and appropriate questioning often enhance pupils' participation and understanding. The teachers' use of a wide range of resources supports investigations as was observed in a number of lessons. In Year 6, effective teacher intervention enabled pupils to consolidate and extend their knowledge of light. Lessons are generally well paced and managed, but some in both key stages lose pace and prove to be too long for pupils' level of concentration. In a minority of lessons, higher attaining pupils are not fully challenged.
88. The quality of learning is satisfactory throughout the school and sometimes good in Key Stage 2. Key Stage 1 pupils take turns to sort out materials in terms of what they are made of. Some pupils can be lively and sometimes find it difficult to sustain concentration. Pupils' particular gain in learning lies in their awareness of different materials, the texture of different fabric and relevant vocabulary. However, some pupils have difficulty in reporting the findings of their investigations due to weaknesses in their writing. Pupils are often well motivated and have positive attitudes to learning. Most are well behaved and relate well to each other and adults. They handle resources with care and respect.
89. The science curriculum has been reviewed in the light of Curriculum 2000. The adoption of the nationally recommended scheme of work and the focus on investigative activities and assessment have already led to considerable improvement in the teaching and learning of the subject. The school has rightly identified the need for the policy to be updated and teaching to be monitored more systematically. The subject is well managed, overall.

## **ART AND DESIGN**

90. Pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress in developing their skills in art and design attain standards in line with those expected for their age. Since the previous inspection standards have been maintained. From their early days in the school they are given opportunities to paint and draw, both what they see and imagine, using a range of materials and media. They learn and experiment with colour and older pupils use their knowledge to produce attractive illustrations, often to support their work in other subjects. A collage made from material was produced to support learning about the Bayeux Tapestry and Year 1 pupils produced paintings based on a story they had studied during a literacy lesson.
91. Appropriate emphasis is given to the enjoyment to be derived from art and design, and many pupils unhesitatingly name it as their favourite lesson. Some good quality work was seen. Year 5 pupils produced attractive Batik patterns on fabric and the quality of the work displayed enhances the overall appearance of the school. Pupils also have the opportunity to produce clay work. Year 5 pupils used clay to produce a copy of a Benin bronze plaque.
92. In addition to their practical work, pupils also learn about famous artists and use examples of their work for inspiration. Year 4 pupils produced good quality paintings after studying a picture by Claude Monet. Pupils' knowledge and understanding of different styles of art is successfully encouraged. Pupils have the opportunity to study art and design from Nigeria and Ghana and work in the subject makes a valuable contribution to their cultural development.
93. It is not possible to make an informed judgement on the overall quality of teaching as only one lesson was observed during the inspection. The quality of teaching in this lesson was good. The teacher was effective in gaining and sustaining the pupils' interest by displaying a calm and purposeful manner and ensured a good balance between her teaching and getting the pupils actively engaged in their work. The thorough lesson planning and identification of clear learning objectives ensured that pupils were aware of what they should do and consequently made good

progress in exploring colour and gaining an understanding of the design process. Teaching throughout the school is supported by a scheme of work that ensures that all elements of the subject receive appropriate attention. From the quality and range of the work on view and from discussions with pupils it is clear that pupils have been taught a suitable range of skills.

## **DESIGN AND TECHNOLOGY**

94. Due to timetabling constraints only two lessons were seen during the inspection but in these lessons pupils were attaining standards broadly in line with those expected for pupils of the same age nationally. This reflects the findings of the last inspection. No teaching was observed at Key Stage 1. Pupils with special educational needs and those for whom English is an additional language make similar progress to that of their peers.
95. Although few lessons were seen, there was evidence around the school to show that pupils cover a range of activities to develop satisfactory design and technology skills, often with good curricular links with art, science and information and communication technology. At Key Stage 1, pupils have ample opportunities to design as well as to make. Pupils are aware of the need to design for a specific purpose when making bags. When studying the topic of toys, listening to a toy maker who visits the school develops pupils' ideas. Pupils are then able to use this expertise when making their own toys. By the end of the key stage, the pupils can clearly record instruction for making a teddy bear and on their planning sheets identify the materials and equipment needed. They are able to cut, join and combine materials to a satisfactory standard, for example, when making moving figures and vehicles.
96. In Year 3, the class teacher is effective in gaining the pupils' interest when designing and making sandwiches. Class discussion and a question and answer session are managed well to gain information, which is later used by pupils to design their sandwiches. The class teacher is particularly sensitive when speaking about dietary habits and linking these with the pupils' own backgrounds, religions and cultures. This results in pupils developing an understanding of beliefs and practices other than their own and also developing a tolerance for others. Work on display from pupils in Year 4 last year indicates that they are able to measure, mark out and cut a variety of materials and assembly parts to make houses. In Year 6, pupils are given the opportunity to develop their designing and making skills further when designing a hat in an art lesson and designing and making a pair of slippers. The very good introduction by the class teacher and good class management ensures that pupils quickly become involved in their learning. Support staff work well with the pupils and further their learning by encouraging pupils to think ahead in order to identify any possible difficulties with their work. This results in pupils gaining confidence and demonstrating a willingness 'to have a go'. Pupils speak clearly about the purpose of a prototype and think carefully about the suitability of materials for the final product.
97. The quality of teaching is satisfactory overall with some good teaching at the end of Key Stage 2. Planning is good, with clear learning objectives identified and shared with the pupils. This helps them to understand what they are expected to learn in the lesson. Teachers have a sound understanding of the skills to be taught and the adoption of a nationally recommended scheme of work ensures that these skills are systematically developed throughout the school. Teachers have good relationships with the pupils and manage them well. They encourage pupils to work well together and this results in pupils sharing resources unselfishly. Behaviour is often good because pupils are interested in their tasks and want to complete the work.
98. Although the co-ordinator has only recently been appointed she has a clear understanding of the development of design and technology throughout the school. The recently adopted scheme of work gives teachers a good base on which to plan their lessons and training provided in school last year enhanced teachers' knowledge and understanding of the subject. The co-ordinator is fully aware of the need to develop teaching resources to support the teaching of new areas in the curriculum.

## **GEOGRAPHY**

99. Owing to the school's timetabling arrangements, it was possible to see only two lessons in geography, one in Year 1 and the other one in Year 5. With a limited amount of pupils' work available for analysis, there is insufficient evidence to make a judgement on the rate of progress across each key stage. However, evidence from interviews with a sample of pupils from Years 2 and 6 indicates that pupils' attainment is in line with that expected nationally by the end of both key stages.
100. In Year 1, as part of their work on the Isle of Struay, pupils identify and describe the main features of this locality. They make good use of geographical vocabulary such as village and jetty, and are developing their mapping skills satisfactorily. Year 2 pupils are able to talk about some of the physical and human features of the locality of the school. They confidently use geographical terms for directions when they talk about getting from one place to another. Pupils' mapping skills are satisfactory, with most of them being able to draw and interpret simple plans. They are beginning to recognise contrasts in some features of different localities. However, their knowledge of different countries in the United Kingdom is less developed.
101. In Key Stage 2, Year 5 pupils can use the four-point compass effectively, and are currently learning successfully how to use the 8-point and 16-point compasses. In Year 6, pupils show sound understanding of the major features of their own locality and their effect on the lifestyles of its residents. They talk with confidence about the advantages and disadvantages of changes in their locality as well as the reasons for those changes. They can suggest improvements in their locality, which would benefit its residents. Pupils' mapping skills are well developed. Their knowledge of geographical terms, for example those related to rivers, is satisfactory.
102. Pupils have positive attitudes to learning geography. They respond to questions enthusiastically and are able to sustain good levels of concentration. They are well behaved and their relationships with each other and adults are good. Although only two lessons were observed, discussions with pupils and a scrutiny of their work indicate that the quality of teaching is satisfactory overall with elements of good teaching as seen in the Year 6 class.
103. The geography curriculum is broad and balanced. The school's scheme of work, alongside the one produced by the Qualifications and Curriculum Authority, provides for continuity and progression in learning. The co-ordinator provides good leadership for the subject and has produced a range of documents to support its development. The arrangements for assessment are good. Pupils benefit from visits and fieldwork as well as visitors who talk about aspects of the geography curriculum. The range of resources is satisfactory. The previous inspection reported that the use of information and communications technology to support the enjoyment and understanding of the subject had not been developed. The co-ordinator recognises that this is still an area of development. She also recognises the need to focus more closely on geography to ensure its full coverage within the topic approach followed in the school.

## **HISTORY**

104. Only one lesson in each key stage was observed but further evidence was gained from a scrutiny of teachers' plans, pupils' work and discussions with pupils. Pupils, including those with special educational needs and those who speak English as an additional language, are making satisfactory gains in their learning. Standards of attainment have been maintained since the last inspection and are in line with those expected for pupils in Year 2 and Year 6. Key Stage 1 pupils know the difference between old and new toys and how some toys are more appropriate for certain age groups. Many can suggest why a particular toy would appeal to a particular age group. However, the concept of sequencing is developing relatively slowly for some pupils. Many Key Stage 2 pupils show a well developed understanding of chronology by ordering major events relating to education in Victorian Times. They successfully use a time line to represent important changes in education over time. Older pupils develop their literacy skills by writing in the form of an autobiography when using pictures of Victorian classrooms as a source of information to

describe Victorian schooling.

105. The quality of teaching is satisfactory in Key Stage 1 and has some good elements in Key Stage 2. In Key Stage 1, the teachers' secure subject knowledge and effective questioning encourages pupils to find out about toys, and the use of appropriate resources enable pupils to remain interested and on task. In Key Stage 2, when tasks are adapted to match the varying levels of attainment in the class, appropriate progress is made. Good teaching, informed by careful planning, involved the consolidation of pupils' understanding of chronology and the use of evidence, in a Year 6 lesson on Victorian schooling. Teachers organise activities and generally manage their pupils well, although the management of time sometimes lacks balance.
106. Teaching has a positive impact on learning, with the exception of a minority of attention seekers in Key Stage 1. Younger pupils are generally eager to participate in activities and use resources with respect. The majority of pupils in Key Stage 2 show high levels of motivation and concentration. They contribute to discussion and find out about past events like changes in schooling in Victorian Times from various sources. Pupils' learning reflects their positive attitude and good standard of behaviour. The majority of pupils in both key stages relate well to each other and their teachers.
107. The history curriculum has improved with additions from the Qualifications and Curriculum Authority guidelines. The scheme of work has been modified with more emphasis being placed upon assessment. There is also more importance attached to trips and visits in order to widen the pupils' experiences and maintain their interest. The school has recognised the need to review its use of historical artefacts and upgrade these resources. The subject is well managed overall although the monitoring role of the co-ordinator is not sufficiently developed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Standards of attainment are in line with those expected nationally by the end of both key stages. At Key Stage 2, this reflects considerable improvement since the previous inspection and is a result of a more comprehensive curriculum, better facilities and better teaching.
109. By the end of Key Stage 1, most pupils are familiar with they keyboard and have sound control of the mouse. They confidently open a program such as a maths workshop program and move through it demonstrating sound control and understanding. Pupils know how to give instructions to a programmable robot to control its movements. Younger pupils in Key Stage 2 know how to change features such as font, size and colour for emphasis and effect and in Year 4, pupils develop their skills further by using a 'Paint and Draw' program to construct a family tree. By the end of Key Stage 2, pupils use graphics quite confidently by composing background pictures and selecting colours appropriately. They know how to edit and save files.
110. The quality of teaching is never less than satisfactory and sometimes good in both key stages. Teachers' levels of subject knowledge vary but are, in the majority of cases, appropriate for the group they teach, and several staff are well skilled. Many teachers employ an interactive approach, which encourages the full involvement of pupils. Opportunities to practise skills are built into work in several subjects, encouraging pupils to apply their knowledge and skills in meaningful activities. There is good balance of teaching, explanation and practical activity. Teachers intervene in lessons to highlight learning points, for example, how to retrieve some thing deleted by mistake. Effective use is made of resources.
111. The quality of learning is sound overall and sometimes good in both key stages. Pupils with special educational needs and those for whom English is an additional language make similar progress to that of their peers. The pace of learning in lessons is good. Pupils are well managed and consequently little time is wasted. This results in good behaviour. Pupils benefit from well-established relationships and collaborate well when sharing computers. Most pupils are highly motivated and enthusiastic about the opportunity for a hands-on experience of computers. Pupils' positive responses contribute to their learning. The opportunity to use the information and

communication technology suite has a positive effect on pupils, particularly the minority who usually find it difficult to sustain concentration.

112. The school's investment in information and communication technology has started to pay dividends. The new information and communication technology suite makes a good contribution to pupils' learning and attainment across the curriculum. The school has addressed a key issue from the last inspection and has built assessment into the teaching of the subject. The number of good quality computers has increased, but there is a need to develop the range of software, particularly for numeracy, science and humanities. The school has identified the need to continue to provide staff training in respect of the wider use of computers, the use of electronic mail and the integration of information and communication technology into subject teaching.

## **MUSIC**

113. Due to timetabling constraints only three lessons were seen during the inspection but in the lessons observed, pupils were attaining standards broadly in line with those expected for pupils of the same age nationally. Limited evidence was available to make judgements about pupils' attainment in all areas of the curriculum at the end of Key Stage 1 and Key Stage 2 but their performing and composing skills and knowledge of musical terms were judged to be satisfactory. This reflects an improvement in standards at Key Stage 2 since the last inspection. Pupils with special educational needs and those for whom English is an additional language make similar progress to that of their peers.
114. In Year 2, pupils are encouraged to do their best by the teacher and this results in the majority joining in and singing well as a group. As a result of the pupils' good listening skills they are clear about what they are expected to do and follow the teacher's instructions well. Their understanding of tempo and rhythm is developed through the teacher's focus on the importance of silence and, by the end of the session, pupils follow her conduction by clapping musical patterns with increasing periods of silence. In Year 4, pupils are encouraged to relate sounds to visual images represented in a range of paintings. Encouragement by the teacher results in pupils describing feelings, which are evoked by these visual images, and identifying appropriate instruments, which would create the mood to express these feelings. This aspect of the lesson is made more difficult by the small size of the visual material, which results in pupils straining to see fully the pictures. However, the control of the teacher ensures that pupils get quickly back to the activity and thus moves their learning on. By the end of the session, pupils are able to use their voices and a small range of instruments to create musical elements which communicate mood. In Year 5, pupils make very good gains in their learning due to the high quality tuition provided by visiting musicians and the good adult teacher ratio which results in them receiving well targeted support. The pace of learning was good in this session and pupils quickly learned to play instruments and use their voices by following instructions and working hard. The adults gave good demonstrations and pupils quickly copied these. By the end of the session, pupils sang and played enthusiastically displaying a good sense of dynamics and tempo.
115. Pupils' attitudes to music are satisfactory overall although a significant minority of pupils enjoy music and display good levels of concentration and enthusiasm. Pupils in Year 5 were fully involved in their lesson and displayed good attitudes to learning. The enthusiasm of the visiting musicians, teacher and support staff, and the creation of a stimulating learning environment, resulted in many pupils giving of their best. They, in turn, were very pleased with their singing and were obviously aware of the good sense of harmony and community that was developed through this activity. Appropriate praise was given to those pupils who did well and this resulted in pupils developing confidence in performing. Pupils share instruments well and treat them with care.

116. The quality of teaching is satisfactory overall with good teaching provided from musicians from a visiting music workshop. Teachers plan their lessons satisfactorily and identify appropriate learning objectives which ensure that the pupils' skills are systematically developed as they move through the school. Teachers have satisfactory knowledge of the subject and use published materials to help them deliver the curriculum. Last year, the music co-ordinator worked alongside teachers sometimes taking their class music lessons. This developed the class teachers' expertise and ensured a consistency of provision across the school. However, a significant minority of teachers are new to the school and did not benefit from this professional development. The well-structured planning system is a significant factor in supporting new staff or temporary staff in the school. Teachers manage the pupils well and set high expectations of behaviour and attitudes to learning.
117. At the time of the inspection, the co-ordinator had only been in post for two weeks. She has a clear view on how to develop the subject and aims to give more support to teachers by using the nationally recommended scheme of work and other materials. She is aware of the need to develop the use of computers in music and offer pupils additional opportunities to learn to play an instrument through specialist tuition. Currently, the school is not taking full opportunity for pupils to sing in the daily assemblies and the co-ordinator has identified the need to remedy this and develop a school choir. Pupils have the opportunity to take part in performances, international evenings and music festivals. Parents support these events and pupils enjoy the opportunity they give them to perform in front of a wider audience.

## **PHYSICAL EDUCATION**

118. Standards of attainment exceed national expectations at the end of both Key Stage 1 and Key Stage 2 and this reflects an improvement in standards since the last inspection. Pupils with special educational needs and those for whom English is an additional language make similar progress to that of their peers and have full access to the curriculum. All pupils follow a broad and balanced curriculum, which provides a suitable range of experiences and physical education plays an important part in the life of the school.
119. Standards are particularly good in gymnastics. In a Year 6 lesson pupils worked in pairs, composing a sequence of linked movements to move along benches and across a mat. They showed high levels of agility, co-ordination and balance. Through practice and discussion they improved their performance. Although no games lessons were observed during the inspection it is clear that pupils attain high standards in this area. The school soccer team won the district league and pupils were selected to represent Hackney in last year's East London Sports. The opportunity to play sport against other schools is a strength, which greatly benefits the pupils and help to raise the profile of the school within the local community. Standards in dance are comparatively lower. This is because some pupils, particularly boys, display negative attitudes during dance lessons. This limits the progress made in these lessons. Nevertheless, many pupils still reach high standards in spite of this. They are able to plan and perform a sequence of movements, working in pairs and small groups, which bring together patterns of music by varying the pace, height and direction in which they move. The school is justly pleased with the progress pupils make in swimming. By the time they leave the school almost all pupils are able to swim 25 metres with confidence.
120. The quality of teaching was satisfactory overall in the lessons seen but inconsistent. In order to have reached their present standards, pupils in Year 2 and Year 6 must have received good teaching in the past, which has developed their skills well. The quality of the teaching seen is therefore not a true reflection of the overall quality of teaching across the whole physical education curriculum throughout the year. Where teaching is less successful teachers lack the strategies to deal effectively with reluctant pupils and do not plan activities that enthuse pupils and hold their interest. In the best lessons, teachers make effective use of pupils' demonstrations to illustrate important features and to enable pupils to develop the skills of evaluation. All teachers pay due attention to safety issues, particularly in moving equipment and the safe use of available space.



The quality of teaching is enhanced by the provision of specialist coaching, for example, in cricket. The school successfully extends pupils' experiences by making very good use of local facilities to provide activities such as rowing and canoeing.

## **RELIGIOUS EDUCATION**

121. During the inspection, it was possible to see only two lessons of sufficient length, one in Year 1 and the other one in Year 5. Another lesson, which was observed in Year 2, lasted only ten minutes and was too short to provide sufficient evidence to make a judgement on teaching and learning. Evidence was also gathered from discussions with a sample of pupils from Year 6, and an analysis of a small amount of pupils' previous work, which they had mainly done last year. This evidence indicates that Year 2 and Year 6 pupils are not on course to meet the requirements of the Local Agreed Syllabus by the end of Key Stages 1 and 2, and that their progress is unsatisfactory. This is so because the school's main focus in the recent past has been on literacy and work in religious education has, therefore, received less attention. An exception to this is in Year 3 last year where the quality and range of work on the beliefs and practices of the Jewish people were good.
122. By the end of Key Stage 2, pupils have studied Christianity and other major faiths. They show understanding of the concept of God and what belonging to a religion means. They have a sound understanding of Christianity and demonstrate a satisfactory knowledge of its teachings. Generally pupils have better knowledge and understanding of their own religions than other religions. They know the names of the main religions followed in their locality, but their knowledge and understanding of those religions are limited. For example, they get confused between the names of places of worship and holy books of these religions. They show developing sensitivity towards the feelings and values of others. Pupils know that 'rules and moral codes' are important because they inform people about what is right and wrong.
123. Although pupils' progress over time is unsatisfactory, progress in the two lessons seen - one in Year 1 and the other in Year 5 - was good. In Year 1, pupils are developing confidence in talking about their families, friends and the school. They are able to identify that they belong to their families, school and church or mosque. This helps them to develop a good understanding of the concept of belonging. The teacher engaged the interest of the pupils well and was able to link the topic studied to their own experiences. In Year 5, pupils are studying the main beliefs of Christianity, and are developing a good understanding of how religious beliefs can influence the actions of the believers. They learn about the Ten Commandments and how they can be used to help others. Here, the teacher is effective in relating the content of each Commandment to those beliefs in other religions. This enables pupils to make links between a variety of belief systems and realise that some beliefs are universal. Pupils with special educational needs and those for whom English is an additional language make similar progress to that of their peers.
124. Pupils have good attitudes to religious education. They listen with attention and are generally able to sustain concentration. They are courteous and their behaviour is good. Pupils' relationships with each other and adults are good. The older pupils respond to questions on religious beliefs with respect, and they have positive attitudes when learning about religions other than their own. With only two lessons seen, there is insufficient evidence to make a judgement on the quality of teaching and learning across the school. However, the quality of teaching and learning in these lessons was good.
125. The school is currently following the scheme of work produced by the Qualifications and Curriculum Authority and recognises the need to relate it to the newly developed Local Agreed Syllabus. However, the amount of time allocated to the subject across the school is not enough to provide a broad and balanced curriculum, and to provide continuity and progression in the development of knowledge, understanding and skills to a satisfactory level. Furthermore, some of the sessions are very short which makes learning disjointed. This is unsatisfactory and the school recognises this as an area of weakness. Resources are adequate but there is a need to carry out

an audit and establish systems for their borrowing and retrieval. The newly appointed co-ordinator for religious education is aware of this shortcoming and has plans to address it. It is not possible to compare current standards and progress with those at the time of the previous inspection because no firm judgement on standards and progress was made then.