

# INSPECTION REPORT

## **PARSLOES PRIMARY SCHOOL**

Dagenham, Essex

LEA area: Barking & Dagenham

Unique reference number: 101227

Headteacher: Ms Susan Springford

Reporting inspector: Mr John Bishop  
(OFSTED No: 12184)

Dates of inspection: 2 - 5 October 2000

Inspection number: 224205

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 - 11 years

Gender of pupils: Mixed

School address: Spurling Road  
Dagenham  
Essex

Postcode: RM9 5RH

Telephone number: 020 8270 4925

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Appropriate authority: The governing body

Name of chair of governors: Frances Emms

Date of previous inspection: 5 May 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Bishop (OFSTED No: 12184)	Registered inspector	Physical education	What sort of school is it?
		Information Technology	How high are standards? a) The school's results and achievements
			What the school should do to improve further?
David Ashby (OFSTED No: 9868)	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?
Abul Maula (OFSTED No: 8696)	Team inspector	Special educational needs	
		English	
		Music	
Paul Missin (OFSTED No: 19227)	Team inspector	Science	How well is the school led and managed?
		Art	
		Design and technology	
Kuldip Rai (OFSTED No: 3588)	Team inspector	English as an additional language	How good are the curricular and other opportunities offered to pupils?
		History	
		Geography	
		Equal opportunities	
		Religious education	
Cecelia Davies (OFSTED No: 18360)	Team inspector	Under fives	How well are pupils taught?
		Mathematics	

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

This community primary school caters for pupils in the age range of 3 to 11 years. There are 448 pupils in the school, of whom 58 are in the nursery and attend half-time; the school is much bigger than most primary schools. The proportion of pupils eligible for free school meals is 23 per cent, which is above the national average. Almost all the pupils are from the white ethnic group and most live near to the school in local authority housing. Three pupils have English as an additional language, which is a little higher than in most schools. There are 33 per cent of pupils on the special educational needs register, which is above the national average; of these 2 per cent have Statements of Special Educational Need and this is broadly in line with the national picture. The full range of ability is represented on intake but assessments show that on entry to the nursery, children have skills which are, overall, below the average for the Barking and Dagenham education authority. The socio-economic circumstances of most in the area are generally below the national average. There are particular weaknesses in speaking and listening and in personal and social development. The school was last inspected in 1998 and was identified as having serious weaknesses. A new headteacher had been appointed just prior to the 1998 inspection. In addition, there have been numerous changes of teaching staff in the past two years.

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

Many areas of the school's provision are satisfactory or better. Standards in English at the end of Key Stage 2 have risen sharply to above national averages; they are now in line with national averages in mathematics and remain above average in science. The quality of teaching is mainly good. The leadership and management of the school are very good and give clear and positive educational direction. The school has considerably raised standards since the last inspection, although the potential for raising standards amongst higher attaining pupils is not being fully exploited in English and science for pupils aged up to seven years. The school is now offering sound value for money.

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

- The school has made substantial all-round improvement since the last inspection two years ago.
- Standards have risen well in English, mathematics and science by the time pupils leave at the age of eleven.
- The leadership and management of the school are strong.
- Teaching is often good and the planning for teaching and learning is thorough and detailed.
- Provision in the foundation stage (nursery and reception) and for music throughout the school is good.
- Teachers manage pupils well in this caring school and the attitudes and behaviour of pupils are good .
- The quality of information offered to parents is good and relationships are much improved.

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

- The attainment of the more able pupils is not as high as it could be in English and science at Key Stage 1.
- Pupils have insufficient experience of science investigative work.
- Standards in design and technology and art are below national expectations at both key stages and geography is below at Key Stage 2.
- The library and information technology are insufficiently used in developing pupils' skills in research and in learning independently.
- Provision for spiritual development offers pupils insufficient opportunities to pray or contemplate in a reflective manner.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection was in 1998. A new headteacher has been in post for just over two years. The developments made in this time are resulting in many improvements in the school's provision. Standards in the core subjects have substantially risen and targets set for eleven-year-olds to achieve in the national tests in English and mathematics have been more than reached in 2000. The planning and monitoring of the curriculum are more detailed and thorough. The standard of teaching is rising, with considerable support being given to teachers by the senior management team. Provision for pupils with special educational needs is now good; there is well organised planning and co-ordination to make this support more effective and efficient. The quality of information offered to parents is clear and teachers are regularly available to parents. Workshops for parents in English and mathematics are held; these have improved relationships between the school and most parents. Further improvements are needed in the planning and delivery of provision for pupils' spiritual development. Improvements made since the last inspection are very good and the capacity for further improvement is sound. I am, therefore, of the opinion that this school is providing an acceptable standard of education and that it no longer has any serious weaknesses.

## STANDARDS

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

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

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E
very low	E*

The comparative figures for 2000 reflect the considerable rise in standards at Key Stage 2. Standards at Key Stage 1 in reading were just below the national average, with writing and mathematics generally in line with the national average in regard to pupils achieving level 2. However, in 2000, no pupils attained the higher level 3 in writing in national assessment tests; just five per cent achieved this level in reading. Teachers' assessments in science also expected no pupils to achieve level 3. These figures are well below national averages. Standards in mathematics are satisfactory. A scrutiny of work during the inspection supported the accuracy of these figures.

Over the three years prior to 2000, there has been little change in recorded standards. However, 2000 has brought significant improvements. At Key Stage 2, English has made the most improvement and standards in the 2000 National Curriculum tests are now in line with national averages, above average in science and just below average in mathematics, although pupils at both key stages have insufficient experience of investigative science. Overall, standards are now above those of similar schools in English and science and in line in mathematics in the national tests and in work seen during the inspection. Standards in music are good and satisfactory in religious education, history and physical education. They are satisfactory in information and communication technology except for the lack of sufficient opportunities for pupils to use the skills they learn. Standards are unsatisfactory in design and technology, art and geography.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitude, are keen to come to school and concentrate well in most lessons.
Behaviour, in and out of classrooms	Most pupils behave well in the classroom. Behaviour in the playground is much improved since the last inspection. They respect property and are proud of their well kept school.
Personal development and relationships	Personal development is satisfactory, although this aspect is not systematically monitored. Pupils respect each other as well as adults. Relationships throughout the school are good. Pupils respond well to opportunities to take responsibility.
Attendance	Attendance is now almost in line with the national average. The school has very effective systems for dealing with non-attendance.

The school has a positive ethos, with all adults in the school acting as good role models. Most pupils work willingly. No evidence of bullying was found during the inspection. Pupils generally enjoy learning.

## TEACHING AND LEARNING

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

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

In 97 per cent of lessons, teaching is satisfactory or better. In 55 per cent it is good or better with 13 per cent very good. One per cent was excellent and three per cent unsatisfactory. Pupils are willing to learn but do not always know what it is they need to do to improve when marking is insufficiently helpful. Teachers are enthusiastic about what they expect pupils to learn. In the better lessons, objectives for learning are clear. Where teaching is unsatisfactory, teachers use praise and encouragement insufficiently and behaviour control is weak. Teachers and learning support assistants give good levels of assistance to those pupils who have special educational needs and those who have English as an additional language. Higher attaining pupils at Key Stage 1 sometimes have insufficiently challenging work set for them. Literacy and numeracy are well taught, with teachers having a good understanding of these subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant. Residential visits, educational trips and a range of extra-curricular concerts and sporting activities provide practical experiences to extend the pupils' understanding of the wider world.
Provision for pupils with special educational needs	Work designed specially for them enables pupils with special educational needs to make good progress. Considerable improvement in provision and management has been made since the last inspection.
Provision for pupils with English as an additional language	Those few pupils who have English as an additional language settle well into the school and progress satisfactorily; they have good relationships with other pupils.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils develop a good understanding of their moral and social responsibilities. Provision for cultural development is sound. Pupils respect the values and feelings of others. Adults are good role models and pupils clearly know the difference between right and wrong. Opportunities for effective spiritual development are too limited.
How well the school cares for its pupils	This is a successfully caring school. It has clear child protection procedures including the monitoring and promoting of good behaviour. The school provides a safe environment.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. The ethos created by the headteacher, which is increasingly supported by the whole school community, strongly supports learning and school improvement.
How well the governors fulfil their responsibilities	The governing body is well informed of the school's development and gives sound support in shaping the school's future and monitoring its progress.
The school's evaluation of its performance	The school has a general view of its work and has introduced detailed monitoring strategies of both teaching and pupils' work.
The strategic use of resources	Good use is made of time, materials and the building. There are weaknesses in the use of the library and there is insufficient availability of computer time. The school applies the principles of best value satisfactorily. The school is generously staffed. The buildings are well kept. The school is disadvantaged by having no playing field.

The school is particularly well staffed with teachers and also with support assistants and this enables pupils to learn well.

## 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>• The children like school.</li> <li>• The children are making good progress.</li> <li>• The teaching is good.</li> <li>• Parents feel comfortable in approaching the school with questions or problems.</li> <li>• The school expects children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting the right amount of homework.</li> <li>• Better information on how children are progressing.</li> <li>• The school working more closely with parents.</li> <li>• A more interesting range of activities outside lessons.</li> </ul>

There was a high return of questionnaires but only two parents attended the pre-inspection meeting with the inspectors. In general, the inspection team considers that the school has made good progress since the last inspection in addressing the parents' concerns. The school has a detailed homework policy. The development of this policy was shared with parents and overwhelmingly agreed by them. There are regular parent-teacher consultation meetings each term. Teachers go out into the playground at the end of every school day to make themselves available to parents. Senior teachers are available before school. Detailed information goes home regularly to parents. There is a home-school reading record for each child in which parents are invited to write comments. There are sporting activities for older pupils after school on most days of the week. Year 6 undertake an outdoor pursuits week in Herefordshire each year and each child participates in a concert for parents at some time during the year.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery class with a wide range of attainment. Initial assessments carried out over the last two years indicate a significant minority of children with low scores in language and literacy and mathematics. Most of the children in the reception classes are acquiring a sound awareness of different forms of print and contribute well to discussions. Most recognise initial letter sounds and enjoy handling books but are less skilled in talking about them. Their counting skills are sound and they recognise simple addition. For most children attainment in all areas of learning is likely to be in line with national expectations by the end of the foundation stage (nursery and reception).
2. At the end of Key Stage 1 in 2000, standards in reading were just below the national average, with writing and mathematics broadly in line for seven-year-olds in terms of those pupils achieving the anticipated level 2 in the national tests. However, these results were well below national averages for pupils attaining the upper stages of level 2 and also for those attaining level 3 in reading and writing and they were below average in mathematics. Over the past four years, the deficit gap between school and national performance was closing in reading and writing, with mathematics now levelling up with the national scores. From the evidence of Teacher Assessments in science, pupils are achieving above national averages in science at level 2 but no pupils were assessed as achieving level 3. Results in 2000 compared unfavourably to schools with similar intakes in reading and writing but in mathematics, test results were above those of similar schools.
3. At the end of Key Stage 2, standards reached in the national tests in English, mathematics and science show a very marked improvement on results for previous years. In 1999, 53 per cent of pupils reached level 4 in English with 5 per cent reaching the higher level 5. These results were both below the national average. In 2000, 88 per cent of pupils reached level 4 with 33 per cent reaching level 5. These results indicate considerable improvement. In mathematics in 1999, 67 per cent reached level 4, which was close to the national average, with 9 per cent reaching level 5, and this was well below the national average. In 2000, 71 per cent of pupils reached level 4 and 20 per cent reached level 5. These results are broadly in line with national averages and these figures represent a distinct improvement. The test scores for science in 2000 are slightly higher than in 1999 at both levels 4 and 5 which is above the national average at level 4 and well above at level 5. Evidence gained during the inspection supports the view that there are sharply rising standards in the core subjects of mathematics, English and science, although there remain weaknesses in investigative science. The trend of rising results over the past 4 years has more than continued, especially in English.
4. In 2000, results in the national tests in English at Key Stage 2 were above average in comparison with other schools, below in mathematics and above average in science. This is a considerable improvement on 1999 in all three subjects with a distinct rise in the number of pupils gaining the higher level 5.
5. The school has set targets for the pupils at Key Stage 2 in the national assessment tests for the next four years. In the light of the results for 2000, these may need reviewing as they do not reflect the need to continue raising standards.
6. In English, pupils at both key stages are making satisfactory progress in developing their listening skills. They generally listen well to one another and to adults. Pupils at Key Stage 1 are keen to answer questions and voice appropriate views when predicting the outcome of stories. At Key Stage 2, speaking is sound, with older pupils using sentences well, and they are building up an effective vocabulary. Most pupils at Key Stage 1 understand the sounds of letters, recognise many regularly used words and willingly attempt new and unfamiliar words. At both key stages, they show interest in their books and their reading is expressive, taking note of punctuation.

Teachers have an effective understanding of the Literacy Hour and have a good range of resources to implement it. Classroom resources are attractively laid out but the library is not yet effective in providing pupils with sufficient opportunities for developing research skills and learning independently. Pupils progress satisfactorily in writing. At Key Stage 1, pupils are beginning to write at length, with the oldest pupils using effective punctuation. At Key Stage 2, pupils write in a wide range of styles, including story telling, poetry and writing for other subjects of the curriculum. Work is well presented, handwriting is good but spelling is generally unsatisfactory at both key stages.

7. Pupils at both key stages are making sound progress in mathematics and standards seen during the inspection are in line with what might be expected nationally. Pupils at Key Stage 1 add and subtract to at least 20 and quickly estimate and accurately count sets of objects. At Key Stage 2, most pupils use mental strategies which are being re-inforced by the effect of teaching a structured Numeracy Hour. Many pupils of all abilities benefit from the appropriately challenging work set in most classes.
8. At the end of Key Stage 1, standards in science are above the national average at level 2 in the national tests and in the work seen during the inspection but there is a lack of challenge for pupils who could do better than this, particularly when undertaking investigations, and there is a lack of planned extension activities to challenge and encourage further exploration. At Key Stage 2, pupils have a good understanding of the forces of friction but insufficient emphasis is placed on the collection, recording and analysis of data, with opportunities for using information technology missed.
9. Pupils' attainment in information technology is good in the gaining of skills when working with computers. It is satisfactory at Key Stage 1 but it is unsatisfactory at Key Stage 2 when pupils have insufficient opportunities to use the skills they have learnt in supporting learning in other subjects. Provision for this subject is much improved since the last inspection in the quality of teaching, the support of a detailed scheme of work and the development of a computer suite but there are still too few computers available for pupils to obtain adequate 'hands on' experience.
10. Pupils' attainments at the end of both key stages meet the requirements of the local authority Agreed Syllabus for religious education. Resources are much improved and pupils are gaining sound experiences of Christianity and other religions.
11. Standards in music are good. They are satisfactory in physical education and history at both key stages and geography at Key Stage 1. Geography is unsatisfactory at Key Stage 2. Art and design and technology have unsatisfactory standards at both key stages. Standards in all subjects are generally consistent between boys and girls and for pupils of different abilities.
12. Pupils with special educational needs and those learning English as an additional language make good progress. Many receive good quality support from teachers and classroom assistants. Pupils needs are analysed carefully and they receive tasks matched to their needs.

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

13. Since the last inspection pupils have adopted the school new rules and conventions and their response has significantly improved; attitudes and behaviour are now good. They are eager to come to school and participate with enthusiasm and enjoy their lessons. They respond well to adults and to each other and have a positive approach to learning. When pupils are well motivated by teachers, they work with enthusiasm. They are good at co-operating with each other in pairs and this results in their valuing each other's work and in making a helpful contribution to the lessons. The majority of pupils sustain good levels of concentration and work well individually when actively engaged in lessons. Pupils listen well to each other when reading completed work out to the class and they encourage one another. In some lessons, spontaneous clapping broke out when other pupils made interesting contributions to the lesson. In a small minority of lessons some pupils found it hard not to call out and to sit still.

14. Pupils' behaviour in lessons and around the school is good and has a positive impact on pupils' work and concentration. Pupils respond well to the behaviour expectations of teachers, support staff and adults. Sometimes, in a very small minority of lessons when pupils are not effectively challenged by the work set, some pupils behave unsatisfactorily. School rules and conventions are clearly understood by pupils and by parents. The result is a positive climate for learning with no evidence of aggressive or racist behaviour. Misbehaviour is infrequent and when it occurs it is dealt with promptly and effectively, although in the less effective lessons it sometimes has a negative impact on learning. There have been no exclusions except at lunchtime when repeated misbehaviour does result in a very few pupils having to go home for the lunchtime period.
15. From an early age pupils establish good relationships with staff, with adults and with each other. Pupils of all abilities, including those with special educational needs, are included as part of a well cared for community that copes confidently with their daily work and play. Pupils have some opportunities for personal development through the jobs they do in class and around school as monitors. They engage in these with enthusiasm and confidence. Opportunities for personal development are sometimes missed in lessons. For example, pupils do not often use the library for extending their individual study and research skills. Key Stage 2 pupils are involved in an appropriate range of extra-curricular activities. These include sports activities, music and drama. Year 6 pupils have opportunities to go on a residential visit to outdoor activity centres and all pupils visit places of interest. Pupils take part in these activities with enthusiasm. The additional curriculum activities, trips and visits have a positive impact on pupils' personal development.
16. Attendance has been below national levels since the last inspection. However, in the last year, pupils' attendance approached closer to the national average, although it remains below. Pupils clearly like coming to school and this provides them with opportunities for achieving success in being awarded motivating attendance certificates. Most pupils are punctual in arrival at school, which has a good impact on the start of lessons. A significant number of parents, however, take their children away from school during term time and this has a negative impact on levels of attendance. There is still a high level of unauthorised absence despite the school's very active efforts to persuade parents to provide acceptable reasons for absence.
17. Pupils with special educational needs and those learning English as an additional language have positive attitudes to learning. They respond well in lessons and the relationships between all pupils regardless of race, gender or special educational needs are good.

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

18. Overall, the quality of teaching is satisfactory or better in 97 per cent of lessons. Good or very good teaching was seen in 55 per cent of lessons, 13 per cent were very good and 1 per cent was excellent. Three lessons account for the unsatisfactory teaching and the main cause was management of pupils, organisation and slow pace. This is a good improvement since the last inspection.
19. In the Foundation Stage, teaching is always satisfactory or better. Characteristics of good teaching for the under fives are detailed planning linked to the Early Learning Goals for the Foundation Stage and the effective use of time, support staff and resources. Teachers have a secure understanding of how young children learn. Early literacy and numeracy skills are taught well. Children are encouraged from their earliest days in school to be independent and respond appropriately to instructions; this has a good effect on their personal and social development. Strong emphasis on language development is a positive feature.

20. At Key Stage 1 and Key Stage 2, teachers' subject knowledge is good in most subjects. In the core subjects of English, mathematics and science, as well as in information technology and religious education, secure knowledge helps teachers to ask probing questions which extend pupils' understanding and enhance their thinking. The teaching of English and mathematics is generally good, although pupils are offered insufficient writing experiences; this particularly affects higher attaining pupils at Key Stage 1. Again at Key Stage 1, teachers' expectations of what pupils can do in science reduces the achievements of higher attaining pupils. In music, the very high quality of teaching ensures pupils' enjoyment and high standards of performing. Literacy and numeracy are taught effectively and used to support learning in other areas of the curriculum. Features of the good teaching are the effective use of timed tasks, successful recapping and reviewing of pupils' learning and good use of resources including white boards and overhead projectors. In general, teaching is good in information technology but unsatisfactory in art and design and technology. Teaching is satisfactory or better in the other subjects of the curriculum, although insufficient time is allowed for some subjects to be developed successfully. Teaching in music is very good overall.
21. Teachers generally plan their lessons in detail, identifying clearly what they wish pupils to learn. Team work is a major feature of teachers' planning so that pupils in different classes in the same year group have equality of opportunity. Teachers are skilful at assessing pupils' progress so that future work is well matched to their learning needs. Plans often include detailed evaluations of lessons, which assist future planning. In a minority of lessons, insufficient attention is given to providing different tasks for the range of abilities in the class, particularly at Key Stage 1. This constrains learning for some pupils, particularly high attaining pupils, when there is insufficient challenge.
22. Almost always, teachers are aware of the needs of pupils who have learning or behavioural problems. The management of pupils is usually good throughout the school. However, there are a relatively few occasions when background restlessness is allowed to continue for too long, leading to interrupted learning and a slower pace to lessons. In general, pupils acquire a good range of learning skills, although this is less evident in writing.
23. There are good relationships between pupils, teachers and all other adults in the school. Teaching for pupils with special educational needs is good. Learning support assistants effectively provide specific support for pupils with Individual Education Plans. The smaller groups in English and mathematics for some lessons, using teachers without a full-time class responsibility, is contributing significantly to the progress of pupils with special educational needs. All non-teaching staff are generally deployed efficiently to support pupils' learning. In a minority of lessons, their time is not used effectively when they sit and just listen to the input from the teacher. When the pace of lessons is brisk, pupils concentrate well.
24. Teachers' day-to-day assessments are good throughout the school. Marking is carried out promptly and consistently but sometimes fails to enlighten pupils on how to improve their work. All teachers are encouraging and reward pupils regularly with praise. This has a good impact on pupils' learning, contributing to their enthusiasm for school. Homework is used well to reinforce what is learnt in school, particularly in English and mathematics. Good use is made of the home-school reading record by both parents and pupils. Insufficient use is made of information technology and the library for pupils to develop the necessary skills to support independent learning.
25. Pupils with special educational needs and those learning English as an additional language are well provided for by classteachers. In many classes, whenever possible, teachers provide learners of English as an additional language enhanced opportunities for speaking and listening and explain new ideas in ways that make sense to all pupils.
26. Currently, the school is liaising with a language support teacher from the authority's Language Support Service to support three pupils who are at an early stage of learning English as an additional language. She also offers advice to the classteachers. She has already assessed one pupil, completed the Initial Interview Form in conjunction with the pupils' classteacher, and drawn

up a programme of support in relation to listening and speaking, reading and writing.

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

27. In the previous inspection, the curricular arrangements were judged to be poor and improving the quality of the curriculum was a key issue. The inspection report stated that the school should improve the quality of the curriculum by mapping out a coherent curriculum for each subject for each year, specifying how much time should be spent on each subject over a week and a term, setting out the content and the most important knowledge, skills and understanding which children should demonstrate by the end of each year and monitoring pupils' progress towards these end of year expectations. The school has made good progress since the previous inspection and addressed this key issue successfully overall. All subjects have schemes of work which clearly indicate the aspects of knowledge, skills and understanding which pupils should demonstrate by the end of each year. However, all of them except those in the core subjects of English, mathematics and science are still in draft form. The allocation of time to each subject is clearly stated and takes into account the importance of literacy and numeracy. In addition, science, religious education, art and design, music and physical education have also been allocated sufficient time. This squeezes time for history, geography, design and technology and information and communications technology, which is not enough to teach all aspects of these subjects to sufficient depth. The arrangements for monitoring pupils' progress are satisfactory.
28. The curriculum is satisfactory overall and meets the statutory requirements of the National Curriculum and of religious education. All National Curriculum subjects and religious education, together with personal, social and health education, are taught. The curriculum is well planned, with the day-to-day planning being particularly good. All pupils, including those with special educational needs and English as an additional language, have equal access to a broad and balanced curriculum most of the time. However, when pupils are withdrawn for music, they miss aspects of the National Curriculum. The governors meet their statutory obligation in relation to the curriculum, including sex education and drugs education.
29. The school has a clear policy statement on equal opportunities. It is well supported by the local education authority's two policy statements: Multi-racial Education and Anti-racist Policy Statement and Tackling Racist Incidents in Schools Policy Statement. Both these statements have been adopted by the school. However, the staff have not yet had any training on their implementation. There is satisfactory provision for pupils to learn about other cultures through religious education, history and geography. Each of the key stage co-ordinators has a responsibility for special educational needs. Provision and procedures are consistent with the nationally accepted Code of Practice. There are effective short-term targets in pupils' Individual Education Plans and these enable most pupils to make good progress.
30. The school has successfully implemented the local education authority's strategies for literacy and numeracy; these follow the format of the national strategies. This has increased the confidence of the staff to teach literacy and numeracy effectively. The impact of these strategies on standards is closely monitored by the school and evidence shows that they are improving standards. There are nominated governors for supporting and monitoring the implementation of the literacy and numeracy strategies. Governors have attended appropriate training, although so far only the nominated governor for numeracy has carried out monitoring through classroom observations.
31. The curriculum is enhanced by a satisfactory range of extra-curricular activities. These activities include clubs covering nearly all the major sports, and athletics. In addition, all Key Stage 2 pupils have the opportunity to learn to play a range of musical instruments. However, most of these activities are generally available only to pupils at the upper end of Key Stage 2.
32. The school has satisfactory links with the community, which contribute appropriately to pupils'

learning. There are opportunities for Years 5 and 6 pupils to visit the Barking and Dagenham Music School to listen to the orchestra. The school has invited pupils from the local secondary school to perform various dances for its pupils. The school's sports clubs are well supported by outside professionals: for example, West Ham Football Club provides training to Year 4 pupils. Recently a teacher has been given a responsibility to further extend links with the community.

33. Links with local schools are good. The school shares in-service training with them and the headteacher is a member of the local development group which consists of headteachers of primary schools and the secondary school in the neighbourhood. The purpose of this group is to discuss issues of a local nature. There are good opportunities for pupils to participate in local sporting competitions, for example tag rugby, hockey and other sports tournaments. The school also takes part in the authority-wide music, drama and dance festivals. Transfer arrangements with the local secondary school are satisfactory.
34. At the time of the last inspection, the provision for pupils' personal and social development was a key issue. The inspection report stated that this provision should be improved by establishing a whole-school approach to help children to reflect more on their behaviour and to take responsibility for their actions by planning provision for children's spiritual, moral, social and cultural development. Since then, the school has made sound progress in addressing this issue and in this inspection, the provision for social and cultural development has been judged to be satisfactory. It is good for moral development but unsatisfactory for the spiritual. The provision for personal development is a vital part of the positive ethos of the school. The school promotes clear and consistent principles, which are evident in its policies and practice.
35. Spiritual development is unsatisfactory even though it is promoted through 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 for spiritual growth in religious education and music. However, planned provision for spiritual development across the curriculum is limited with a cursory provision of opportunities for pupils to pray, reflect or contemplate in their own way. The school meets the legal requirements of a daily act of collective worship.
36. The provision for moral development is good, with the school providing good teaching on right and wrong. There are clear codes and expectations of behaviour for pupils, who 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. Relationships between staff and pupils, and between pupils themselves, are good. The relationships between girls and boys and pupils from different minority ethnic groups are also good. During the inspection, no incident of bullying or racial tension was observed.
37. There are sound opportunities for pupils to develop their social skills. Pupils are encouraged to develop positive attitudes to good social behaviour in lessons and life in the school generally. The house system at Key Stage 2 provides good opportunities for pupils to take responsibility, and to care for each other through a system of rewards and sanctions. Year 6 pupils have good opportunities to help the younger ones regularly in a number of ways. Pupils also have chances to raise funds for charities, and to perform in the school choir for local hospitals and old people's homes. Key Stage 1 pupils have their own system of rewards and sanctions, known as the Step Chart System, for the promotion of positive social behaviour. Overall, there are insufficient opportunities for pupils to work collaboratively in lessons in both key stages.
38. The school makes satisfactory provision to support pupils' cultural development. The programme of religious education, music and dance supports this aspect well. There is satisfactory provision for visits to enrich pupils' cultural experience. Although the provision for celebrating the cultural and linguistic diversity in the society is limited, pupils have positive attitudes and are interested in learning about their own cultures as well as those of others.

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



39. The school is now establishing good all around care for its pupils. Staff and adults in the school are vigilant, sensitive and supportive of the pupils. Monitoring, promotion and practice of its support, safety and security arrangements are shared by the headteacher, staff and governing body. Monitoring, reviews and guidance by staff are becoming well established.
40. Child protection is an established practice in the school. Staff are aware of the need to keep the co-ordinator informed of any concerns. Formal training for all staff has been provided by the co-ordinator and guidelines are included in the staff handbook. Appropriate local agencies are effectively consulted when there are needs.
41. Staff are aware of health and safety practice and clear guidelines and procedures are being established. Health and safety has been reviewed and checks are made to the buildings and grounds to ensure the environment is safe. Staff are aware of the need to inform the headteacher about issues. There are regular arrangements for safety checks on school, fire and physical education equipment. Electrical equipment checks are carried out according to requirements. The standard of care of the premises and grounds is good. A small team of cleaning staff work hard to maintain a clean and attractive environment in a large expansive building. This adds very positively to the atmosphere of the whole school.
42. Promotion and monitoring of behaviour has become established with very good arrangements. Since the last inspection staff, pupils and parents have become very clear about the school's expectations. Appropriate rewards and sanctions in the classrooms and around school generally are used to add or deduct points to the 'house team system'. These teams and classes achieve recognition through awards for best behaviour, good work and regular attendance. This underpins the caring atmosphere the school community enjoys and limits the likelihood of aggressive or racist outbursts. The school has very good strategies for dealing with any issues that might occur. Promotion and monitoring of attendance has now been established by very effective school systems and management. Pupils and parents are equally clear about what the school expects for attendance, punctuality and authorisation of absence through promotion in school letters. Very effective monitoring arrangements ensure that the school reacts to any issue very quickly. There are effective links with the educational social worker every week. The school nurse provides good support to the school.
43. The school meets statutory requirements for assessment. Information from tests is used effectively to monitor areas where the school is doing well and where the school could do better. There has been a significant focus on the three main core subjects, which has been of fundamental importance as the school has successfully sought to raise standards over recent years.
44. Assessment data is used effectively to plan the day-to-day learning of pupils. Data for English and mathematics are very effectively recorded and clear targets are identified to ensure pupils make progress in these areas. In science, data records are just becoming established but for all other subjects there is no assessment of pupils' levels of attainment. The teachers are, however, good at recording what pupils generally do not understand. Additionally, during marking of work, teachers identify what pupils need to revise to ensure they make progress, although this practice is inconsistent from class to class. There is a good system for teachers to use the general data they do record to feed back into their weekly team meetings and to inform their daily plans. Assessment procedures for pupils with special educational needs are good. Pupils' progress is monitored, regular reviews take place and information from assessments is used to inform future targets.
45. With the number of pupils learning English as an additional language being very low, normal school procedures are used for assessment of pupils learning English as a second language. However, the school is aware of their needs and makes good provision to meet those needs.

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

46. The school has now established very good links with parents. Detailed information is communicated to them regularly. Parents are able to have close links with staff and can readily approach them at any time. Parents who respond to the school's initiatives make a strong contribution to their children's learning and are very supportive of the school. These links have a positive impact on pupils learning. There are sound levels of parent interest and parents and carers are satisfied with most aspects of their children's education.
47. Parents indicate that this is a good school. There is a regular small core of parent help in classrooms and most parents are comfortable in helping in school when requested. Most parents have a good commitment to the school through the support they provide. They regularly attend school activities such as performances and open evenings with a specific focus on their children. For other curriculum-based activities and meetings, parent attendance is less positive. The school Parent Teacher Association activities have been suspended to enable the school to focus on the curriculum.
48. The effectiveness of the school's links with parents is very good. Parents work very hard to establish clear communications with parents; this provides opportunities for parents to know that the school is open and welcoming. Staff get to know and understand their pupils and their families very well. Parents respond positively to commitments to work with the school to maintain high standards of behaviour and in support of the home-school agreement, which clearly sets out the respective responsibilities of the school, the family and the pupils. Parents now have the opportunity for encouraging pupils to complete their homework through the new arrangements set up by the school. They consistently support the use of pupils' reading record books. Parents were not clear about the amount and frequency of homework given or that it was consistent throughout the school. The school has provided the new homework arrangements to reassure parents. Parents show that through their involvement in attending school to review their children's work, they have a good level of interest in what the school does and know their children are happy in school. Parents of special educational needs pupils are thoroughly involved in the review process.
49. The quality of information provided by the school, on a daily basis, is very good. Parents agree they are well informed in plenty of time about what activities the school is planning. The prospectus is very informative but the governors' annual report to parents requires further minor amendments. There is comprehensive information that informs parents and pupils about all aspects of the school's work and the achievements of the pupils. Pupils' annual school reports are informative and tell parents about the achievements their children make. They are clear indicators of what pupils can do and what they should improve on next term. These reports are reviewed with parents. Individual Educational Plans for special needs pupils are reviewed regularly.
50. The school is committed to the involvement of parents of pupils learning English as an additional language in their education. When there is a need to communicate with parents who are not sufficiently proficient in English, the school has access to interpreters.

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

51. The headteacher's leadership of the school is very good. This was similar to the judgement of the previous inspection report, which judged that the headteacher, despite having been appointed for only one term, exerted strong leadership and managed the school effectively. The headteacher has responded well to the management issues identified at the previous inspection. The visit by Her Majesty's Inspectors in April 1999 indicated that she had already introduced new management structures to the school. Since then, despite some changes in staffing, including the long term absence of the deputy headteacher, this structure is having a positive effect on supporting and improving the quality of teaching and raising standards achieved across the school. The school's senior management team plays an important role in the work of the school and supports the headteacher well. Since the last inspection the role of the curriculum co-ordinators has been strengthened. New appointments have been made and curriculum

responsibilities have been shared more equably across the school. Individual responsibility has been increased as co-ordinators now make well-considered bids for funding for their subjects each year and meet together to agree on the school priorities. This has helped co-ordinators increase their professional awareness and improve their appreciation of the best value principle.

52. The school has very good procedures for supporting and monitoring teaching and learning in the school. The headteacher maintains responsibility for this across the school and this is appropriate for the school at this time. The headteacher has devised a thorough programme of classroom monitoring visits in which each teacher is observed teaching at least once per term. Observations follow an agreed focus and the results of the monitoring are shared appropriately with the individual teacher, the respective Key co-ordinator and the full curriculum management group. The school is making sound progress towards the adoption of performance management procedures. Appropriate timetables for development during the term have been established.
53. The development of the school is planned through careful management of the school budget. The significant budget deficit, which the present headteacher inherited, is being gradually reduced and with good oversight by the school's finance officer and support from the local education authority, the school intends that the budget will be balanced in the following year. The process of devising the annual budget and monitoring spending patterns is now secure. A draft budget is produced by the headteacher and finance officer and this is checked by the governors' finance committee and the officer representing the local education authority before being confirmed by the full governing body. The school follows the principles of best value well and money available as specific grants, including that for pupils with special educational needs, is carefully monitored and used well.
54. The governing body gives sound support to the leadership and management of the school. Statutory responsibilities are fulfilled and parents are provided with appropriate information about the working of the school. The governing body meets regularly and through the work of the full committee and the several sub-committees, governors maintain a sound oversight of the working of the school. Individual governors have assumed responsibility for aspects of the school, such as special educational needs, attendance, literacy and numeracy, and these governors visit the school and support teachers well. Careful attention is now paid to budget setting and spending patterns and progress through the school's action and development plan are monitored well.
55. The school's development and improvement plan is closely matched to the key issues identified at the last inspection. This has ensured that issues have been well monitored and developments have been at the centre of the life and work of the school. The improvement plan contains details of the proposed action for each of the key issues from the last inspection and includes several comprehensive subject action plans. This is a very thorough and comprehensive document, but a weakness is that it does not clearly assist governors in understanding whether short term targets are being met or not.
56. The school monitors and evaluates its performance well. Responding to the key issues identified at the last inspection is central to the continuing work of the school. Progress made on each issue is closely monitored through whole-school staff meetings, the work of co-ordinators and the senior management team and by the headteacher. These issues are reported appropriately to the governors. The impact which monitoring and evaluation procedures are having is evidenced by the continued rise in standards achieved in the English, mathematics and science since the last inspection.
57. The school has clear aims that are concerned with the pastoral support of all pupils, the promotion of good behaviour and the development of the school as a safe and secure community. These aims are addressed well through the life of the school. All aspects of school life are available to both boys and girls, but some pupils miss the main focus of lessons when withdrawn for individual attention in other subjects.
58. The school's accommodation is good and the various parts of the buildings and grounds are used well to support the teaching of the curriculum. The main hall and the dining hall are used well for physical education and music; there is a newly established information and communication

technology suite, a teaching room for groups and an art and design and technology resource room. Areas at the end of each corridor are used imaginatively as further work bases for withdrawal groups. At present the library is small and unattractive, but the school has plans to remodel and refurbish it. Classrooms are of an appropriate size for the numbers of pupils in each class and they are well resourced with attractive tables, chairs and tray units. The cleanliness and sparkle of the buildings enhances pupils' view of the school and improves their responsiveness and willingness to learn.

59. Teachers are well matched to their curriculum and management responsibilities and the generous staffing provision, which currently allows two senior teachers not to have class responsibility, has been used well to support class teachers and curriculum co-ordinators. Procedures for inducting teachers who are new to the school and new to the profession are good. The work of the newly qualified teacher is supported well by year group colleagues, a designated mentor, by appropriate opportunity to observe other teachers in their classrooms and visits to other schools. These procedures work positively to promote good teaching and to increase teachers' professionalism.
60. Overall, the level of resources to support the teaching of the curriculum is good. Resources for mathematics are very good. Resources for the Foundation Stage, English, science, religious education, history and design and technology are good. The well-resourced computer suite is a considerable asset. However, the good level of resourcing is not always reflected in appropriate standards being achieved, for example, in design and technology.

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

61. The governing body should include the following specific matters as key issues in its post inspection action plan:
- Further raise standards of attainment of the more able pupils at Key Stage 1 in English and science by:
    - identifying opportunities for extending and consolidating writing skills across the curriculum in English;
    - identifying the knowledge and skills required to attain the higher levels;
    - ensuring that work is consistently challenging to different groups of pupils;
    - ensuring that practical and investigational work is at the centre of pupils' learning in science.  
(Paragraphs: 2,3,5,8,14,20,21,22,73,77,79,80,89,90,91,134)
  - Improve attainment in design and technology and art at both key stages and geography at Key Stage 2 by:
    - increasing the time available for teaching and learning;
    - implementing the recently produced schemes of work;
    - identifying the knowledge, understanding and skills that pupils are to learn within a unit of work and over time.  
(Paragraphs; 27,60,93,95,96,97,98,99,100,101,103,105)

- Increase the opportunities available to pupils in both key stages to improve their abilities in learning independently by:
  - developing pupils' research skills by increasing opportunities for them to use the library;
  - widening the range of reference books available;
  - ensuring that information technology is used more to support subjects across the curriculum.  
(Paragraphs: 6,9,15,22,76,88,107,110,111,116)
  
- In addition to the above key issues, the following less important weaknesses should be considered for inclusion in the action plan:
  - improve the provision for spirituality by increasing opportunities for pupils to pray, reflect or contemplate in their own way;  
(Paragraphs: 34,35)
  
  - increase the consistency of teachers' marking so that pupils have greater understanding of how to improve their work further.  
(Paragraphs: 44,79,85)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	98
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	13	41	42	3	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)	29	390
Number of full-time pupils eligible for free school meals		94

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		11
Number of pupils on the school's special educational needs register		136

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	33

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.9	School data	2.4
National comparative data	5.4	National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	33	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	29	29	31
	Total	45	46	48
Percentage of pupils at NC level 2 or above	School	78 (79)	85 (81)	87 (84)
	National	83 (82)	84 (83)	91 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	29	30	29
	Total	45	47	46
Percentage of pupils at NC level 2 or above	School	89 (79)	92 (82)	92 (81)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	22	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	14	22
	Girls	24	21	23
	Total	43	35	45
Percentage of pupils at NC level 4 or above	School	88 (53)	71 (67)	92 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	14	16
	Girls	15	19	21
	Total	24	33	37
Percentage of pupils at NC level 4 or above	School	55 (44)	57 (60)	82 (67)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	9
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	335
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	17.1
Number of pupils per qualified teacher	25.4
Average class size	27.2

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

Total number of education support staff	15
Total aggregate hours worked per week	357

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	892650
Total expenditure	935295
Expenditure per pupil	2238
Balance brought forward from previous year	-11752
Balance carried forward to next year	-54397



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	315
Number of questionnaires returned	199

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	36	5	2	3
My child is making good progress in school.	47	49	2	1	2
Behaviour in the school is good.	38	51	6	4	2
My child gets the right amount of work to do at home.	23	44	18	5	11
The teaching is good.	44	47	4	1	5
I am kept well informed about how my child is getting on.	34	46	14	4	3
I would feel comfortable about approaching the school with questions or a problem.	54	37	5	4	1
The school expects my child to work hard and achieve his or her best.	44	48	4	1	3
The school works closely with parents.	23	50	20	5	3
The school is well led and managed.	35	51	8	3	4
The school is helping my child become mature and responsible.	39	48	8	3	3
The school provides an interesting range of activities outside lessons.	16	26	27	9	23

## **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**

62. When they start in the nursery, the children attend in the mornings or afternoons only. At the time of the inspection not all children had been admitted and several of the children only started school during the inspection. Children transfer to the two reception classes in September as 'rising fives'. There is a four week induction period from nursery into reception.
63. Attainment on entry is generally below that which might be expected of children of this age, in all areas except physical development. By the time children leave the Foundation Stage, they have made good progress and most achieve the early Learning Goals in all areas of learning.

#### **Personal, Social and Emotional Development**

64. A rich and vibrant learning environment is provided for the children in the Foundation Stage. Children enjoy coming to school and they quickly follow the class routines and join in activities with enthusiasm. In the nursery, appropriate adult support enables children to acquire personal hygiene and dressing skills. Children concentrate well and persevere in what they are doing. They play together happily in the role-play area and make good relationships with one another and with adults. Although some children have a narrow range of vocabulary, they quickly develop the confidence to ask for help when they need it. They are encouraged to explore their emotions and feelings, as when in the reception class they discuss what makes them happy or frightened. The development of independence is constantly reinforced throughout the Foundation Stage. Children adapt well to the demands of the reception class, maintaining a positive attitude to learning.

#### **Communication, Language and Literature**

65. In the nursery, the majority of children are keen to communicate with one another and with adults. They follow instructions with a good degree of accuracy. By the time they join the reception class, they are beginning to use appropriate language to express their ideas in mathematics and literacy sessions. Children enjoy books and handle them with care. In the nursery, children listen attentively and begin to join in with familiar repetition in stories. Most children recognise letter shapes and know the sounds by the end of the Foundation Stage. Several children are beginning to develop early reading skills by learning frequently used key words and through class reading of 'big books'. Most children are aware that print carries meaning and by the end of the reception year higher attaining children read a range of simple words and some read simple sentences accurately. In the reception class, the vast majority of children attempt to write and form letters with increasing accuracy. Some are beginning to write meaningful sentences. Attainment by the age of five is at the level expected because of the high priority given to teaching letter sounds and early reading skills together with the good emphasis on developing speaking and listening skills by all adults working in the Foundation Stage.

#### **Mathematical Development**

66. Attainment is appropriate to that expected of children by the end of the Foundation Stage. Through playing in the 'shoe shop' children in the reception class are learning how to match pairs and to recognise coins. In the nursery, children have a wide range of sorting and matching experiences, developing an appropriate vocabulary to express size, shape and colour. Children in the reception class are becoming more confident in identifying numbers to ten and ordering them correctly. They identify several common two-dimensional shapes such as circle, square and triangle. Children are beginning to be aware of number operations such as addition and subtraction. They record simple number stories and work together to make a graph of the different kinds of mini beasts they have found. Attractive creative displays, such as counting the number of petals they put on a flower and the spots on a ladybird, help to stimulate children's interest in mathematics and contribute to their good progress.

## **Knowledge and Understanding**

67. Children develop their knowledge and understanding of the world effectively through well planned and well structured activities. In the nursery, they develop early investigative skills; they play with water, jelly, sand, paint, crayons and other materials and, in doing so, recognise their appropriateness for various activities. Children in the reception class touch, smell and describe fruits and know which parts of the body are used for smell, sight, taste and touch. They learn about changes in materials as they make and cook bread. Children are beginning to understand and use the correct names to describe family members, as seen when nursery children are playing with the doll's house. After only a few days, the youngest children have learnt the names of adults in the nursery and the names of some of the specific areas within the classroom. Nursery children build imaginatively with bricks and interlocking blocks whilst reception children select and cut materials into various shapes and stick them together. Computer skills develop appropriately in nursery and reception classes, with children moving images and matching pictures and letters confidently on the computer screen. Early geographical skills are developing in the reception class, through links with literacy; for example, the "Little Red Hen" story when wheat is grown and used to make bread and finding out about exotic fruits which they have read about in their shared text work.

## **Physical Development**

68. By the time they are five, children are likely to meet the expectations for their age, building soundly on their previous experiences. Children move confidently with increasing control. They have a good awareness of space and move around the classroom and playground with due regard for others. Nursery children pedal large wheeled vehicles in the playground with control. Children in the reception class enjoy climbing, running and jumping; they balance on stilts and many show good co-ordination as they throw and catch a ball. Playtime provision, with staff joining in the activities, contributes effectively to children's good physical development. Manipulative skills are well developed through use of construction toys where children are required to handle small pieces. They handle pencils, crayons, paint brushes and scissors well and show good co-ordination when using the mouse on a computer.

## **Creative Development**

69. Children's creative skills are developing well in nursery and reception classes, being what is expected of similarly aged children. They paint imaginative pictures and experience a wide variety of media, including crayons and collage; they recognise primary colours. Children are confident in choosing materials and in using them independently or when working in a group. Their drawings of fruit show some recognisable features. Children were not seen making music during the inspection, but teachers' plans show that relevant experiences are provided. Children play imaginatively with dinosaurs in the sand tray. In the role-play areas, children create situations and imagine themselves as families or shopkeepers.
70. Attitudes to learning are good, with children responding very well to the good provision for personal and social development. They respond well to routines, listen attentively and work sensibly with others. Their co-operative skills are developing well, with children taking their turns without fuss in practical and role-play activities.
71. The teaching for children in the Foundation Stage is usually good. Teachers and nursery nurses have a good knowledge and understanding of the needs of these young children. They introduce the children into the routines of school in a sensitive manner. The co-ordinator leads the team very well, ensuring that the detailed schemes of work are used to provide imaginative and inviting activities for the children. Non-teaching support is good and all staff work well together as a team. Every opportunity is used to extend learning, especially the children's vocabulary. Assessment procedures are good and results are used effectively to plan appropriate programmes of learning for the children. The good resources are used well in order to raise standards.

72. The 1998 inspection report found that most children's attainment in language and literacy was below the level expected. Their physical development was often good for their age. In all other areas of learning, children achieved the expected level. The emphasis on the early teaching of phonic skills on speaking and listening has contributed to the raising of standards since the last inspection. Children in both reception classes now make similar progress. The quality of teaching has improved, with no unsatisfactory teaching observed.

## **ENGLISH**

73. Attainment in reading is below national averages with writing close to, according to the 2000 national assessments at the end of Key Stage 1. This shows some improvement in pupils' attainment in the subject, which was well below average in recent years both nationally and in comparison with similar schools. The present Year 2, who entered the school with below average attainment, are working at levels that match national expectations, showing good progress. This trend is not, however, reflected in pupils' attainment at the higher level 3, in spelling or in speaking and listening.
74. At the end of Key Stage 2, results in the 2000 national assessments were above the national average, with a third of the pupils reaching the higher level 5. This reflects substantial improvement since the previous inspection. The present Year 6 are making good progress showing the potential of more pupils to attain at the higher level, and this improvement is evident throughout Key Stage 2.
75. Pupils' attainment in speaking and listening is close to national expectations in Key Stage 1 and in line with expectations in Key Stage 2 according to teachers' assessments and inspection evidence. Key Stage 1 pupils listen carefully and respond to questions appropriately. Higher attaining pupils can sustain concentration and have started expressing their point of view with increasing confidence. Lower attaining pupils and those with special educational needs sometimes need a lot of encouragement to contribute to discussion and participate in classroom interaction. Key Stage 2 pupils show relatively better oral skills. They engage readily in discussions when opportunities are more structured, as was observed in lessons involving a drama approach to the study of "The "Lady of Shalott". Teachers' use of questioning generally supports the development of pupils' oral skills.
76. Reading standards are in line with national expectations with some pupils exceeding them, particularly at Key Stage 2. This is a clear indication of considerable improvement since the previous inspection and this is a strength of the school. Higher attaining pupils at Key Stage 1 show well developed reading skills involving a letter sound approach. They read with accuracy and understanding. Some lower attainers read without any degree of accuracy, fluency, expression or understanding. There is a clear love of books throughout the key stage. Many Key Stage 2 pupils read independently, demonstrating the skill of prediction successfully. Pupils benefit from strategies such as paired, guided and home reading and broaden their reading experiences through other subjects. In general, pupils read a wide variety of texts, including poetry and plays. Reading diaries and records include parents' comments. Non-fiction does not seem to be a popular reading option, and pupils' research skills are not well developed as the school's library is very underused.
77. Standards of writing are broadly in line with national expectations throughout the school. Pupils make satisfactory progress, overall, though progress in this respect has been relatively slower. Higher attainers in Key Stage 1 use a structured approach to writing a story. A significant minority cannot, however, express themselves with appropriate attention to grammar and punctuation, though they receive some support. Pupils in Key Stage 2 have started writing for different purposes. Poems written by pupils in Years 4 and 5 demonstrate effective and imaginative use of language. This is a clear indication that the school's efforts to improve pupils' repertoire in writing is beginning to have a positive effect. Some older pupils benefit from a focus on grammar and punctuation, but the standard of pupils' drafting and the quality of creative writing

is sometimes below expectations. Pupils generally present their work well. Spelling remains a challenge for many pupils.

78. Pupils' literacy skills are used effectively across the curriculum. In history, pupils record their visits to places of historical interest. There is a particular focus on learning appropriate vocabulary in mathematics and science. The use of information technology within English lessons is not, however, sufficiently developed.
79. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2 but the absence of a consistent approach at Key Stage 1 to setting different work for pupils of different abilities is sometimes having a negative effect on teaching and learning. Teachers have secure subject knowledge and this enables them to ask effective questions. They make good use of resources such as flip charts and overhead projectors so that all pupils can participate. There is good teamwork with learning support assistants, who help pupils with special educational needs effectively. The few pupils for whom English is an additional language receive appropriate support. Almost all lessons follow the structure recommended in the literacy scheme, and this leads to a balance of activities, if not to a brisk pace in all cases. There is some inconsistency in marking, which limits the use of assessment information in planning further work.
80. The quality of learning is satisfactory in Key Stage 1 and often good in Key Stage 2. Many younger pupils can sustain concentration when the task is matched to their ability and interest. This was evident, for example, in their learning of phonics and identification of rhyming words in a poem. High levels of motivation and concentration contribute to the quality of learning of most Key Stage 2 pupils. Older pupils were observed consolidating and extending the effective use of vocabulary such as adjectives. Pupils collaborate well, demonstrating their positive response to developing their literacy skills, when encouraged to do so. Some pupils throughout the school were, however, observed losing concentration and interest as the task was either difficult or did not challenge them sufficiently. This affects pace and progress. Many pupils with special educational needs and those for whom English is an additional language otherwise make good progress. There is no significant gender difference in pupils' learning.
81. The English curriculum is broad and balanced. Cross-curricular links enable the subject to make a good contribution to pupils' spiritual, moral, social and personal development. The planning process is effective, and procedures for assessment, recording and reporting of pupils' attainment in most aspects of English are good. Assessment is generally used positively in setting targets. In the last round of tests in 2000, Year 6 pupils achieved the school's targets for that year. There is, however, no formal or consistent approach to assessing pupils' progress in speaking and listening. The school has appropriately identified the need to develop a policy for speaking and listening. There is a good range of resources for English, including the number and variety of books in classrooms and the library. The subject is well managed, and this indicates good teamwork involving the co-ordinators, who are fully aware of the relative weakness in speaking and listening and in writing. Pupils' work is monitored effectively by the co-ordinators and this is helping to raise standards throughout. The headteacher monitors teaching each term and gives detailed feedback to the teacher.

## **MATHEMATICS**

82. In 2000, the percentage of pupils attaining the expected levels in national tests at the end of both key stages is broadly in line with national averages. Evidence from the inspection shows that standards being achieved at the end of Key Stage 1 and Key Stage 2 broadly reflect those shown in national tests and that statutory targets for the end of Key Stage 2 should be met. Teacher Assessments are not consistent with the test results for 2000. However, new individual target setting arrangements recently in place should ensure more consistency in Teacher Assessments in both key stages. Taking the three years 1997 to 1999, there is an upward trend in attainment, which has continued in 2000. There is good improvement from the attainment reported in the last inspection, particularly at Key Stage 2.

83. At the age of 7, attainment is what might be expected of pupils of a similar age nationally. Numeracy skills are developing well, with pupils confidently adding and subtracting to 20. They count forwards and backwards from 20, putting in missing numbers. Pupils are developing an understanding of concepts relating to place value. Younger pupils in the key stage quickly estimate and accurately count sets of objects. They recognise and correctly use the symbol for 'more than' and confidently say numbers more than a given number. Older pupils at Key Stage 1 confidently explain their calculations using correct mathematical vocabulary. They break down a number into tens and units, which helps them with the addition of larger numbers. Year 1 pupils know how to use balance scales to find out heavier and lighter objects. Pupils in Year 2 cut and stick patterns that are symmetrical.
84. At the end of Key Stage 2, attainment is on course for pupils to achieve at least average levels by the time they leave the school. A small group of pupils should achieve well above that expected of similar age pupils nationally. This reflects the steady improvement being made in teaching, the planned curriculum and the setting of pupils into groups for some lessons according to level of attainment. By the age of 11, most pupils have a firm understanding of the basic processes of addition, subtraction, multiplication and division. They have well developed numeracy skills and their ability to carry out mental calculations is good. For example, higher attaining pupils in Year 6 multiply a three digit number by a one digit number and then add on a given number. In Year 5, pupils of lower ability mentally add and subtract multiples of 10 and 5 quickly. They are confident when mentally adding and subtracting whole hundreds up to 1000. Younger pupils in the key stage have good recall of two, four, five and ten times tables. They understand odd and even numbers. Throughout the key stage, the use of mathematical vocabulary is developing appropriately. Examples of teachers' planning, previous work and displays show that all Programmes of Study are covered. Pupils in Year 3 make patterns using eight points of the compass; they understand the processes involved in solving problems. In Year 4, pupils draw and measure angles of 30, 45, 60 and 90 degrees using a protractor. They use their knowledge of multiplication tables and then multiply by ten in order to multiply numbers by 20, 30 etc. Pupils in Year 5 translate a shape such as L, H into a new position and Year 6 pupils make patterns based on a regular pentagon, including some which have rotational symmetry. Higher attaining pupils in Year 6 convert fractions of measurements, make accurate estimations and understand the concept of probability. In both key stages, pupils have good attitudes to their lessons in mathematics. They enjoy the challenge of mental activities and usually concentrate well.
85. Overall, the teaching of mathematics is good. Throughout the school, teachers have good subject knowledge and the use of the 'Improving Primary Mathematics' scheme effectively supports teachers in providing good teaching of the basic skills of numeracy. Teachers plan lessons thoroughly, ensuring that consolidation and practice activities are planned for the pupils who need them. This enables pupils who have special educational needs to make good progress. Teachers generally have high expectations and higher attaining pupils are given suitably challenging tasks, particularly at the top of Key Stage 2. A strength of the teaching is the good questioning of pupils and the encouragement for all pupils to explain their methodology. This has a significant impact on pupils' learning. Teachers know their pupils well, usually managing and organising their classes effectively. In Year 5, when a small minority of pupils showed unacceptable behaviour, the teacher showed considerable expertise in dealing with the situation so that learning for other pupils was not disrupted. In the best lessons, the plenary session is used effectively to assess what pupils have learnt. Most teachers are skilled in doing this and in adapting their teaching strategies if necessary. They use learning support assistants well in order to support small groups or individual pupils so that pupils with special educational needs make good progress. However, in some lessons, best use is not made of the learning support assistants' time when they sit and listen to the mental activity and whole-class teaching. Work is regularly marked but teachers rarely write comments telling the pupils what to do next in order to improve their work. Homework is regularly set at Key Stage 2 and this is contributing significantly to raising standards. Some opportunities are provided for pupils to use their mathematics in other subjects; for example, time lines in history and counting syllables in poetry. As yet, the use of information and communication technology to support learning is underdeveloped. Overall, the teaching of mathematics is good. The very best teaching is seen at the top of Key Stage 2 where pupils respond very positively to the high expectations of the teachers and the brisk pace. At Key

Stage 1, in one lesson, the organisation did not ensure maximum gains in learning for all pupils because explanations were too long and time was wasted giving out equipment. Since the last inspection, there has been an improvement in the teaching of mathematics. Day-to-day assessments are used well and expectations of what pupils can achieve is high, which contributes to the good progress made by pupils.

86. The headteacher has effectively supported the full implementation of the 'Improving Primary Mathematics' project in the school. Her monitoring of the teaching in mathematics has contributed significantly to the raising of standards. She now co-ordinates the subject temporarily and has a very clear direction for its development. The recently introduced practice of setting individual targets for pupils, which will be reviewed termly, is giving a clear indication of expected progress and attainment. There is an improvement in the procedures for assessing attainment and progress and also in the planned curriculum since the last inspection. Resources are very good, making a positive contribution to pupils' learning.

## **SCIENCE**

87. By the age of 11, pupils attain standards that are above those expected for their age. This judgement reflects significant improvement made in raising attainment since the last inspection when standards were judged to have been well below those expected nationally. The current inspection judgement is also broadly in line with the national test results in 1999 and the scores for 2000. Analysis of the test results for both years indicates that the proportion of pupils achieving Level 4 and above, and the proportion of higher attaining pupils (those reaching Level 5) were both above that expected in all schools. Pupils with special educational needs and those with English as an additional language attain good standards for their prior ability and make good progress towards their individual learning targets.
88. By the age of eleven, pupils have satisfactory opportunities to undertake a range of experiments. For example, older pupils devise investigations to demonstrate the effects of friction on cars moving over different surfaces, such as carpet, corrugated card and rubber mats. Investigational procedures are developed well in Years 5 and 6, but less well in Years 3 and 4. Pupils' work on the human digestive system and their knowledge of the function of various organs of the human body extend their understanding into levels above those expected for their age. Pupils have a thorough understanding of the force of friction and of the difference between balanced and unbalanced forces. A shortcoming across the key stage is that insufficient emphasis is placed on the collection, recording and analysis of data and there are missed opportunities to develop and reinforce numeracy and information and communication technology skills.
89. By the age of 7, pupils achieve standards that are in line with those expected for their age. This also represents a significant improvement since the last inspection and on the results in the 1999 national Teacher Assessment tests, which showed that standards were well below those expected nationally. The current inspection judgement is broadly in line with the results in the 2000 Teacher Assessment tests, which also indicated an improvement in standards from the previous year. However, a continuing feature of the school's Key Stage 1 results has been the below average proportion of pupils achieving higher levels. This remains as a weakness identified in the current inspection.
90. By the time they are seven, pupils are introduced satisfactorily to the concept of a fair test and have had some opportunity to experiment; for example, as they investigate which materials return to their original shape after being bent or squashed. However, across the key stage, there are missed opportunities to develop the investigational approach to learning and procedures for hypothesising, investigating, recording and analysing data are not sufficiently developed. Pupils have a sound understanding of materials; for example, they know why some materials are used for specific purposes and how bread is changed by heating. Pupils construct simple circuits and differentiate well between pushing and pulling forces. A shortcoming across the key stage, which limits the attainment of more able pupils, is the lack of planned extension activities to challenge

and encourage further research and exploration.

91. At Key Stage 2, the quality of teaching and the quality of pupils' learning are good. In the lessons observed the quality of teaching ranges from very good to unsatisfactory, with the best teaching in Year 6. Features of good and very good teaching include lessons where new vocabulary is introduced clearly and cleverly reinforced during the lesson, where teachers demonstrate confident subject knowledge and where resources, including over-head projectors and class displays, are used effectively. These features impact positively on pupils' learning. They are responsive, well challenged and become enthusiastic learners. Where teaching is unsatisfactory, pupils are given insufficiently clear instructions at the beginning of the lesson, misunderstandings are not corrected quickly enough and poor strategies in managing pupils do not sufficiently encourage or motivate them. This limits the quality of their learning and reduces the speed of progress which they make. At Key Stage 1, teaching is satisfactory with some good features. Strengths in teaching are the good: detailed lesson plans which teachers have devised; new learning is set clearly in the context of what has gone before; and key concepts are reinforced well in the whole class discussion at the end of the lesson. A shortcoming in teaching across the school is the lack of a systematic and planned approach to undertaking and recording experiments and investigations.
92. The subject is well led by an enthusiastic co-ordinator, who has revised the subject policy, managed the implementation of the new scheme of work and has organised the resources for the subject well. Resources now are good. They contain a good range of equipment and are well organised into boxes to match the topics being taught in the school. This is an improvement since the last inspection when resources were judged to have been just adequate. Planning is thorough. Teachers' daily and weekly lesson planning follows a useful whole school format and is based on a well structured scheme of work. The co-ordinator is clear about the further developments required in the subject and these are contained in a detailed action plan which is part of the current whole-school development plan and this includes proposed plans to monitor both teaching and learning. The assessment procedures introduced from the beginning of the current term are good. Pupils' achievements in each topic covered are assessed on a 'best fit' basis and linked to the age-related requirements of the National Curriculum. This represents a good response to the poor match between Teacher Assessment results and the score achieved in the national tests, particularly at Key Stage 2 in 1999. There is currently no collection of work assessed at different National Curriculum levels which would also help to improve the accuracy of teachers' assessment of pupils' work. The resources of the school garden, a local conservation area, and visits to national museums are used well. Interest in the subject has been successfully promoted through the visit of a theatre group performing a scientific theme.

## **ART**

93. At the end of both key stages, pupils achieve standards that are below those expected for their age. At the last inspection standards at the age of seven and eleven were in line with those expected nationally. Insufficient progress has been made in this subject.
94. At Key Stage 2, younger pupils add sand, sugar, flour and glue to their paint and experiment well with different consistencies of paint. At Key Stage 1, younger pupils draw patterns with candles and cover them with a paint wash. However, at both key stages, pupils have insufficient opportunity of using a wide variety of materials and textures in their work. Some reference is made to the work of other artists; for example, at Key Stage 2, older pupils paint in the style of Monet and younger pupils at Key Stage 1 make colourful collages based on the work of Kandinsky. However, across both key stages, pupils are not made sufficiently aware of the artistic styles relating to different times, cultures and traditions. Pupils are introduced to sketching as younger pupils at Key Stage 2 make patterns with soft and hard pencils, and older pupils make pencil drawings of human models to show proportion. However, there is an insufficiently clear progression in the teaching of drawing techniques and observational skills across the school. Pupils at both key stages use pencils and crayons to illustrate aspects of



their work, such as the agreed class rules and drawings following their visit to the Tower of London. However, art techniques are not used sufficiently to support work done in other curriculum areas, including information and communication technology.

95. Across both key stages, the quality of pupils' work and therefore the overall teaching is unsatisfactory. However, in the lessons observed the quality of teaching and that of pupils' learning is satisfactory. At the last inspection the quality of teaching was good. Teachers' planning is clear, pupils are reminded about their previous learning and appropriate resources are provided for the age and ability of the pupils. In a lesson for younger pupils at Key Stage 2 where stencilling and printing were being done, several features of good teaching were illustrated. The teacher provided a good range of interesting activities and pupils were shown good techniques and how they might improve their work. In a small minority of lessons inappropriate pupils' behaviour limited their learning. Across the school, pupils are not progressively taught a sufficiently wide range of concepts, knowledge and skills and do not have the opportunity of using a sufficiently wide range of materials for age-related standards to be achieved.
96. The effectiveness of the subject has been limited by a lack of co-ordination across the school. There has been a significant amount of time with no substantive subject leadership and there is no policy document or curriculum guidelines to help teachers in their work. The current co-ordinator has been in post only from the beginning of the current term. A revised scheme of work is being introduced; however, only the details for the current term are available. This makes it more difficult for teachers to ensure that all the required elements of the subject are taught progressively across the school. Sketch books are used in some classes but a weakness in provision is that their use is not co-ordinated across the school. Resources are sound. The resources budget is generous but this includes money earmarked for the relocation of the art room. Across the school, displays of the school's own art work are not sufficiently challenging or attractive to provide a marked impact on the life of the school or to significantly promote further interest in the subject.

## **DESIGN AND TECHNOLOGY**

97. By the end of both key stages, pupils achieve standards that are below those expected for their age. At the last inspection, standards were judged to have been in line with those expected nationally.
98. At Key Stage 2, pupils have some opportunity to investigate design opportunities; for example, as they plan an all weather shelter for the school garden and design an electrical quiz board. Some of these topics, such as the challenge to design and make their own torch, included consideration of 'What we did', 'What we needed', and 'What I could improve'. At Key Stage 1, pupils make models with recycled materials and have access to a satisfactory range of construction materials. However, across the school, pupils are not introduced systematically to working with a range of components, how technological mechanisms can be adapted and used, and how they can increasingly convey their ideas through drawings and models. Other shortcomings include insufficient development of precise measuring and cutting skills, insufficient consideration of the different ways of joining materials and components and limited use of information and communication technology and numeracy skills.

99. Overall, the quality of teaching and the quality of pupils' learning are unsatisfactory. At the last inspection teaching was sound overall and good for younger pupils at Key Stage 1. Teaching in the single lesson observed at Key Stage 2 was satisfactory. Good elements included a clear introduction, good use of specialist vocabulary and the positive working relationship established with pupils in the class. However, across the school, pupils are not taught the concepts, knowledge and skills required in the subject for them to attain the standard expected for their age.
100. The headteacher is maintaining temporary oversight of the subject following the long-term absence of the post holder. There are currently no curriculum guidelines or an agreed policy statement to support teachers in their work. The school has adopted the nationally recommended scheme of work, but this is ineffective without the support and guidance to help teachers interpret and follow it systematically. It is unclear from teachers' termly planning how the requirements of the subject are to be taught progressively across both key stages. There are currently no whole-school procedures for assessing pupils' attainment or recording the progress they make. Resources for the subject are good. They include a good range of materials, cutting and measuring equipment and construction kits, which are well organised and managed. At the last inspection resources were inadequate. However, overall, the progress made since the last inspection has been unsatisfactory.

## **GEOGRAPHY**

101. 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. Further evidence was gathered from a limited amount of pupils' work available for analysis and interviews with a sample of Years 2 and 6 pupils. This indicates that standards in Years 2 are in line with those expected of pupils of this age nationally; however, in Year 6, they are below the expected levels. The school has made some progress since the previous inspection because at that time standards by age seven were below expected levels and they were well below expected levels by age eleven. Standards are still low, particularly by Year 6, because the amount of time allocated to teach geography is not enough to develop pupils' knowledge, understanding and skills to sufficient depth.
102. When pupils have sufficient opportunities to learn geography and the quality of teaching is good, they achieve well. In Key Stage 1, Year 1 pupils are developing a sound understanding of how changes in weather have an effect on what people wear. They make good use of geographical vocabulary when they talk about the weather. In Year 2, pupils are able to talk about some of the physical and human features of the locality of the school. They are beginning to recognise contrasts in some features of different localities. They use geographical terms for directions confidently when they talk about getting from one place to another. Pupils' map skills are satisfactory, with most of them being able to locate different countries in the United Kingdom on a map.
103. In Key Stage 2, standards by Year 6 are unsatisfactory because pupils have not had sufficient experience of studying geography. However, Year 6 pupils show some understanding of the major features of their own locality and their effect on the lifestyles of its residents. They can suggest improvements in their locality which would benefit local people. They show less confidence in discussing similarities and differences in physical and human features of different localities because they cannot recall if they have studied other localities. Pupils' map skills are satisfactory, but their knowledge of geographical terms, for example those related to rivers, is unsatisfactory. Yet in the Year 5 lesson, pupils made good use of technical terms as they explained the differences in climate in Egypt and Great Britain.
104. Pupils have good attitudes to learning geography. They respond to questions very well and are able to sustain tasks for long periods of time. They are well behaved and their relationships with each other and teachers are good. With only two lessons seen, there is insufficient evidence to make a judgement on the quality of teaching across the school. However, the quality of teaching in both lessons was good. The lessons were well planned and well structured. Teachers'

explanations ensured that pupils were clear about what they were doing. Teachers used questions well to assess pupils and move them on. Resources in both lessons were good and they were well used.

105. The arrangements for the management of the subject are satisfactory. Although the geography curriculum is sound, there is insufficient time to teach the subject. This impacts adversely on pupils' attainment and progress. The school recognises this weakness, particularly in relation to Curriculum 2000. The range of geography resources in the school is satisfactory and they are well organised. While the co-ordinator has sufficient input at the planning stage, teaching and pupils' work is not monitored effectively.

## **HISTORY**

106. Owing to the school's timetabling arrangements, it was possible to see only two lessons in history, one in Year 2 and the other one in Year 4. Further evidence was gathered from a limited amount of pupils' work available for analysis and interviews with a sample of Year 6 pupils. This indicates that pupils in Years 2 and 6 achieve standards which are expected of pupils of this age nationally. This is good progress on the previous inspection when pupils' achievement by age seven and eleven was below the standard expected nationally. Standards have improved because the newly drafted scheme of work and clear expectations of standards in each year group provide a systematic framework for teaching which was absent at the time of the previous inspection.
107. Pupils in Year 2 demonstrate satisfactory knowledge and understanding of aspects of the past beyond living memory as they talk about the Great Fire of London. They show an emerging sense of chronology and use appropriate terms concerned with the passing of time. Pupils are able to identify simple sources of information such as books and pictures that can be used to enquire about the past. The higher and average attainers begin to present their work in simple writing and pictures. In Year 4, pupils are learning successfully to sequence events on a timeline extending from 350 BC to 2000 AD. Year 6 pupils demonstrate sound knowledge and understanding of the topics they have studied in the past, for example the ancient Greeks, the Egyptians and the Tudors. Pupils know that history can be divided into periods of time and can identify similarities and differences between them. They give reasons for, and the effects of, the main events studied. Pupils use technical terms in history and they have a sound sense of chronology. They make good use of dates in their work, although they are able to remember only some of them. Pupils use a range of sources to study the past and understand the need to study history from different points of view. They express their learning through well structured writing. Pupils' knowledge of some of the periods in British history is limited because they have not had enough time to study them.
108. Pupils have satisfactory attitudes to learning history in lessons. They respond to questions positively and are generally able to sustain tasks. They are well behaved and their relationships with each other and adults are at least satisfactory. With only two lessons seen, there is insufficient evidence to make a judgement on the quality of teaching across the school. However, the quality of teaching in one lesson was good and in the other one it was satisfactory. The lessons were well planned and teachers' explanations were clear. This helped pupils to gain suitable understanding of the work they did.
109. The arrangements for the management of the subject are satisfactory. Resources are good and they are well organised. The curriculum is satisfactory but more time needs to be allocated to history in the light of Curriculum 2000. The school recognises this weakness. The arrangements for assessment are satisfactory, although the monitoring of pupils' work is at an early stage of development.

## **INFORMATION TECHNOLOGY**

110. By the end of Key Stage 1, pupils' attainment is broadly in line with standards achieved

nationally. By the end of Key Stage 2, pupils have developed good skills but attainment is below expected levels in that pupils have insufficient opportunities to apply and develop their information and communication technology (I.C.T.) capability through the use of I.C.T. tools to support their learning in all subjects.

111. However, a very considerable amount has been achieved since the last inspection two years ago. A new computer suite has been established, which allows for whole-class tuition of skills for both key stages. Planning to meet the requirements of the National Curriculum is detailed and thoroughly implemented. There are insufficient opportunities timetabled for pupils to present work in other subjects of the curriculum and develop their research skill; there are no computers in Key Stage 2 classrooms.
112. By the end of Key Stage 1, pupils use a keyboard and mouse. They open documents, use the enter key, highlight and enlarge and exit a program. The achievement of these skills was demonstrated by work developing pictures of houses using the 'Paint Spa' program and writing titles for books previously read. Pupils learn a wide range of skills during lessons in the computer suite, which enables them to gain confidence and skills in this technology, and they are developing the necessary skills to fulfil the demands of the curriculum.
113. At Key Stage 2 pupils are now making good progress in developing their skills. Pupils lay out tables of information such as book tests and attractively design headings using the tab key. They draw mock William Morris wallpaper designs using the drawing tools, organise class timetables and write for different audiences. However, further progress is limited by the lack of available opportunities for pupils to study independently in support of their work in other subjects. The school has linked up with the Internet and has e-mail facilities, which are expected to come into use during the course of this year.
114. Pupils' attitudes are very positive while following the teacher's directions on the large classroom monitor as they present a poem "Don't put Mustard in the Custard". They are keen to use computers at both key stages and appreciate the support they are given when learning new skills.
115. The quality of teaching ranges from satisfactory to very good, with the majority of lessons being very good. Almost all of the ICT teaching at both key stages is conducted by one very knowledgeable teacher. This system ensures consistently good quality teaching as well as providing a substantial amount of in-service training for class teachers. This consistency of provision is an improvement on the situation at the time of the last inspection.
116. Learning is supported by a very good scheme of work and detailed planning which ensure progression in skills development. Resources in the school are of high quality but, as yet, there are too few computers available to raise standards sufficiently, although much progress has been made since the last inspection. Assessment is in place and effectively identifies the next stage of learning for the whole class; it enables the co-ordinator, who is the only teacher of ICT, to monitor pupils' work but does not record and reveal which skills individual pupils have mastered and what they need to learn next.

## **MUSIC**

117. Attainment is in line with that expected of pupils at Key Stage 1 and is good at Key Stage 2. The majority of pupils perform, compose and listen to music, making good or very good progress in all three aspects. This reflects remarkable improvement since the previous inspection.

118. Key Stage 1 pupils demonstrate a growing understanding of sounds and their effect. They clap appropriately to a steady beat and sing in tune. Many can recognise melody patterns and distinguish between loud and quiet sounds and fast and slow music. Younger pupils were observed talking about quiet and night sounds whilst singing "Oh, Watch The Stars". Key Stage 2 pupils demonstrate very good quality of singing. They sing in tune, showing appropriate use of dynamics. They have started composing a melody that goes up and down. Some older pupils were observed making music with beaters and glockenspiel to perform 'drone' and 'ostinato' based on "Simple Gifts". Pupils' understanding of musical notation and terminology was well demonstrated in a very focused recorder practice. More musically aware pupils show a very good understanding of singing together with very good diction and clear control of pitch and musical expression.
119. Teaching is consistently good in Key Stage 1 and very good in Key Stage 2. This is rooted in good specialist knowledge and expertise offered by the music teacher, who takes fortnightly lessons with every class. She has the advantage of a voice with perfect pitch, which is well used in modelling singing. She also uses her knowledge and understanding well to help pupils make progress, whilst enabling her colleagues to support pupils well during their lessons. Careful planning enables pupils to experience a good range of musical activities, and good standards of discipline ensure that pupils remain on task and lessons have a brisk pace. The effective use of resources, including the overhead projector and musical instruments often enhances the quality of teaching. Teaching is further enhanced by ongoing assessment of pupils' learning. Teaching is supported by well experienced support and visiting teachers.
120. The quality of learning is consistently good in Key Stage 1 and often very good in Key Stage 2. Pupils respond to the teacher's high expectations with a high level of motivation and interest. They respond positively to the emphasis on listening. Careful listening enabled some older pupils to recognise when melody repeats itself. Pupils' singing in and out of lesson demonstrates high levels of participation and collaboration. They are very enthusiastic about playing instruments. Effective consolidation and extension of musical terminology reflects a particular gain in pupils' learning.
121. The quality of learning is, to some extent, due to pupils' positive attitudes to music and their good behaviour in lessons. They show a sense of enjoyment and achievement in all music activities, expressing delight in their performance. Pupils with special educational needs and those speaking English as an additional language make good progress and enjoy their lessons. There is no significant difference in the way boys and girls respond to music.
122. The adopted scheme of work is consistent with the school's music policy and National Curriculum requirements for music. It ensures continuity and progression in learning. Music is adequately resourced with a supply of instruments of reasonable quality. The subject is well co-ordinated and managed. All of this confirms considerable improvement in the provision of music since the previous inspection, and the school's good capacity for further improvement is reflected in the expertise and commitment of the co-ordinator. There is, however, little formal assessment and the instrumental music tuition is only available to some pupils. The co-ordinator models lessons to support colleagues and plans are in hand to monitor the effectiveness of this support.

## **PHYSICAL EDUCATION**

123. Standards in physical education are in line with national expectations at both key stages. This is an improvement since the last inspection when standards by the end of Key Stage 2 were deemed unsatisfactory. The provision in this subject now benefits from a knowledgeable curriculum leader, who has introduced very detailed guidance to support and advise the class teacher.

124. During the inspection only games lessons were seen along with one swimming lesson. At both key stages standards of pupils' performance are in line with what is expected nationally.
125. There were no records in the school recording pupils' individual standards in swimming; the only lesson seen was with a Year 3 class. At present there are no systems to ensure that all pupils can swim 25 metres by the time they leave the school at the end of Year 6.
126. At the end of Key Stage 1, pupils' skills in ball games are developing satisfactorily. Pupils bounce and catch balls to an appropriate standard and bounce with either hand and they throw and catch in various ways. They experience football, rugby and hockey skills and make good progress in raising their standards of performance. Pupils apply their skills satisfactorily in small-sided competitive games.
127. Pupils at both key stages are keen to improve; they eagerly watch demonstrations by the teacher and their classmates and use their observations to improve their techniques. Pupils behave well and respond to the teachers' instructions promptly and efficiently.
128. The quality of teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good. Teachers use praise well to encourage pupils and as a result many of the skills used show considerable initiative. The teachers have good subject knowledge and are well supported by the available planning. The lessons are well structured but some lack pace with pupils watching and waiting for too long periods of time.
129. The curriculum co-ordinator has introduced a new scheme of work and is planning workshops for his colleagues which will include demonstration lessons. An adviser from the local education authority has also visited the school to support development in the subject. Planning ensures that all the required aspects of the physical educational curriculum are covered. This includes an outdoor pursuits week at Trewern in Herefordshire. The curriculum is further supported by sports clubs in hockey, football and basketball, which are available to pupils at the upper end of Key Stage 2. Resources are very good, although the school has no playing field. A nearby park is occasionally used for athletics. Although teachers generally have a sound awareness of the quality of pupils' performance, there is no system to measure and record progress or to monitor teaching.

## **RELIGIOUS EDUCATION**

130. Pupils' standards of attainment in Years 2 and 6 indicate that they are on course to meet the requirements of the Agreed Syllabus by the end of Key Stages 1 and 2. This is good progress on the previous inspection when standards of attainment in religious education were well below those expected at ages seven and eleven. This is so because, since the previous inspection, the school has taken a number of steps to improve provision. These include the appointment of the co-ordinator for religious education, including the subject in the School Development Plan as one of its main focuses, implementation of the Agreed Syllabus and increasing the range of religious education resources.
131. Year 1 pupils make a sound start in developing their understanding of Christianity. As they learn about the main features of the harvest festival, they use a range of appropriate words, for example 'grace', 'prayer' and 'the Bible'. They understand that the harvest festival is a time for thanksgiving to God and for sharing with those in need. In Year 2, pupils extend their understanding of the importance of the harvest festival to Christians and learn about who they should be thankful to apart from God. They consolidate their understanding of the festival by writing their own thanksgiving prayers. Pupils also have a sound knowledge of other Christian festivals such as Christmas and Easter.
132. With only two lessons seen in Key Stage 2 and both in Year 3, most of the evidence on pupils' attainment was gathered from pupils' work available for analysis and discussions with a sample of

Year 6 pupils. This shows that progress is satisfactory and pupils are developing a sound understanding and knowledge of key ideas in Christianity and Islam and, to a certain extent, Sikhism. By Year 6, the higher and average attainers discuss with confidence the practices and symbols of Christianity and what they stand for. They know the importance of the Bible to Christians and are able to identify its main parts. Pupils demonstrate a reasonable degree of knowledge of the main religions followed in their locality. For example, they know the names of the holy book, the prophet and the place of worship of Muslims. They retell the story of the origins of the Qur'an and recount how Muslims pray. Pupils are developing empathy for other religions and talk about other religions and their believers with respect.

133. Pupils' attitudes to learning religious education are generally satisfactory and sometimes good. They are well motivated and show interest in religious education during lessons. Pupils are courteous and are willing to discuss their work. Their relationships with each other and adults are good. Pupils listen and respond well to questions and sustain concentration. Their behaviour is generally satisfactory.
134. The quality of teaching is satisfactory. Teachers have a secure knowledge of the subject and they plan lessons well. They revise previous work at the beginning of lessons effectively. Their explanations and instructions are clear, which helps pupils to understand what they are doing. Teachers make good use of questions to keep pupils on task and assess and move learning on. They manage pupils well. However, sometimes they allow discussions to carry on for too long, which impacts adversely on pupils' concentration. Tasks for writing are not always matched to the stage of learning of pupils.
135. The policy and scheme of work provide for a broad and balanced curriculum which meets the requirements of the Agreed Syllabus. The quality and range of resources in religious education are good and they are well organised. This is an improvement on the previous inspection when resources were limited. The co-ordinator manages the subject well and supports teachers through providing appropriate resources for the topics they are following. She recognises that currently the arrangements for assessment and monitoring are underdeveloped. She is also aware of the need to enrich the subject through visits to different places of worship. The religious education programme makes a positive contribution to pupils' spiritual development.