

# INSPECTION REPORT

**WILLIAM BELLAMY JUNIOR SCHOOL**

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 101226

Headteacher: Mr T A Bartlett

Reporting inspector: Mike Phillips  
7704

Dates of inspection: 9<sup>th</sup>-13<sup>th</sup> October 2000

Inspection number: 224684

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Frizlands Lane Dagenham Essex
Postcode:	RM10 7HX
Telephone number:	020 8270 6506
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Dr R G Smith
Date of previous inspection:	15 <sup>th</sup> June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mike Phillips 7704	Registered inspector	Geography	What sort of school is it?
		English as an additional language	The school's results and pupils' achievements?
			How well are pupils taught?
			What should the school do to improve further?
			How good are the curricular and other opportunities offered to pupils?
John Lovell 14756	Lay inspector		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?
David Pink 20877	Team inspector	Mathematics	How well is the school led and managed?
		History	
		Equal opportunities	
Kevin Johnson 18370	Team inspector	Science	
		Information and communication technology	
		Religious education	
		Art and design	

Penny Ward 12761	Team inspector	English	
		Special Educational Needs	
		Music	
		Physical education	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

William Bellamy Junior School is for pupils aged between 7 and 11 in the London Borough of Barking and Dagenham. Pupils join the school at seven with standards well below national averages in literacy and numeracy. The school's aims are to provide opportunities for pupils to develop their full potential academically, spiritually, socially, emotionally and physically. There are 376 pupils on the school roll and this is larger than the average primary school. Between September 1998 and July 2000, 96 pupils left the school and 94 joined the school at times other than those when pupils normally leave or join the school. Just over 40 per cent of pupils are eligible for free school meals, which is above the national average. There are 83 pupils with special educational needs, which is above the national average. There are four pupils who receive additional support for their learning needs, which is in line with the national average and three fewer than at the last inspection. Twenty-six pupils learn in English as an additional language. Almost one in 10 pupils is from an ethnic minority background, which is higher than the national average, and most of them are from an African heritage. There are 5 refugee children from Kosovo. Over the past three years no pupil has been excluded from the school. The school was last inspected in June 1998 and was judged to have serious weaknesses.

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

William Bellamy Junior School is an improving school. Good teaching ensures most pupils of different attainment make good progress so that, by the end of Key Stage 2, standards are in line with national averages for English, mathematics and science. Standards in information communications technology are below those expected nationally by the end of the key stage but, in all other subjects, standards are in line with national expectations. The acting headteacher and senior staff provide a clear sense of educational direction for the school with a commitment to raising standards shared by staff. The governing body of the school does not work well in partnership with the school to help it shape its future. Pupils with special educational needs make satisfactory progress, and progress is good for those who learn in English as an additional language. The school provides satisfactory value for money.

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

- Good teaching ensures most pupils make good progress, including those who learn in English as an additional language.
- Good teaching raises standards in English, mathematics and science.
- The school has raised standards in art and geography to be above national expectations by the end of the key stage.
- Good behaviour management by teachers and their assistants makes sure most pupils behave well in lessons and around the school.
- Good provision for moral development helps pupils develop a clear sense of right and wrong.

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

- The governing body does not meet statutory requirements or work closely enough with the school to help shape its future.
- Some parents do not work closely enough with the school to help their children learn and to attend school regularly and on time.
- Standards in information communications technology are too low.
- The role of subject co-ordinators to make sure standards continue to improve is underdeveloped.
- Teachers do not use information gathered when assessing pupils' work in order to plan.
- Planning by teachers and their assistants does not reinforce, in class, the learning pupils do when they are taught away from the classroom or ensure they do not miss lessons that they are entitled to.
- Links with other schools do not provide sufficient help for pupils joining and leaving the school to move effectively onto the next stage in their education.
- Information in annual reports does not provide parents with a clear picture of their children's attainment.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in June 1998. Progress is good in raising literacy and numeracy standards, with very good progress in improving standards in science. Progress is good in improving pupils' behaviour and in their use and understanding of special subject vocabulary. There is unsatisfactory progress in the effectiveness of the governing body to work with the school, although there have been improvements over the last six months. Progress is unsatisfactory in the ways some parents work with the school to help their children learn and in ways teachers use information gathered when assessing work in order to plan.

## STANDARDS

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

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

Standards are rising but in most subjects there is room for further improvement. In English, mathematics and science there is an improving trend in standards since 1997, with a dramatic improvement in science standards in 1999. The school makes good progress against satisfactorily challenging targets for numeracy and literacy, agreed with the local education authority. For the past three years there is a steady but slight upward trend in English standards. In mathematics, standards fell in 1997 but rose in 1999. Over the same period of time, standards in English and mathematics have been in line with similar schools. In science, the steep upward trend resulted in standards in 1999 being above the average for similar schools. At the time of inspection, standards in the work seen had risen significantly in mathematics and English to be in line with national averages. The very good upward trend in science standards continues and they are in line with national averages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy coming to school. They want to learn, respond cheerfully to demanding work and most work hard all the time.
Behaviour, in and out of classrooms	Behaviour in class and when moving about the school is good. Most pupils work and play well together, although at times a few are boisterous in the playground.
Personal development and relationships	Provision for pupils' personal development is satisfactory, with good provision for moral development so that pupils know the difference between right and wrong. Good relationships between staff and pupils contribute significantly to pupils' learning.
Attendance	Attendance is unsatisfactory. Whilst over half the pupils have good attendance, some parents do not work as partners with the school to

	ensure their children attend regularly and on time.
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## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	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.*

Ninety-six per cent of teaching is satisfactory or better, of which 50 per cent is good or very good. Five per cent of teaching is excellent and another five per cent is unsatisfactory. When teaching is good or better, pupils respond positively to demanding work and concentrate all the time. Throughout the school, teachers manage behaviour well so that pupils learn in a calm, orderly atmosphere. Less successful teaching results in pupils making unsatisfactory gains in knowledge and understanding, at times, in parts of lessons because work does not consistently match their learning needs. Teaching of literacy and numeracy in English and mathematics is good. These skills are reinforced well in most other lessons. Pupils with special educational needs make satisfactory progress, and when teachers and their assistants plan well together these pupils make good progress. The good provision for pupils who learn in English as an additional language contributes to their good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum relevant to the needs of its pupils. Planning does not ensure that pupils who are taught at times away from the classroom do not miss lessons they are entitled to.
Provision for pupils with special educational needs	Although provision for special educational needs is satisfactory, improvements are needed in the ways teaching is organised for some pupils.
Provision for pupils with English as an additional language	Provision is good for pupils who learn in English as an additional language because teachers make good use of the advice and support from the local education authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is satisfactory provision for pupils' personal development, including their spiritual, social and cultural development. Provision for pupils' moral development is good.
How well the school cares for its pupils	The school provides satisfactory care for pupils, with very effective practice to promote good behaviour. Assessment information is not used consistently well to guide teachers' planning.

The school's partnership with parents is unsatisfactory. A few parents are reluctant to work as partners with the school to help their children learn. There are good opportunities provided in subjects other than mathematics to reinforce numeracy skills. The curriculum for pupils in need of additional learning support is not consistently well planned to ensure that when learning takes place away from the classroom it is reinforced when pupils return. Some pupils taught at times away from their classroom miss out on lessons they are entitled to.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the acting headteacher, senior staff and subject co-ordinators are satisfactory with improvements needed in monitoring and evaluating the curriculum and teaching.
How well the governors fulfil their responsibilities	The governors do not fulfil all their statutory responsibilities and they do not work in partnership with the school to plan improvements and so shape its future.
The school's evaluation of its performance	The school satisfactorily evaluates its performance but improvements are needed in the analysis of test results.
The strategic use of resources	The school makes satisfactory use of its resources and the grants it receives.

The school's accommodation and satisfactory range of resources for most subjects allows much of the curriculum to be taught effectively. There are too few computers to meet the demands of the curriculum and to help pupils learn. There are enough staff to meet the demands of the curriculum and pupils' learning needs. The school satisfactorily applies the principles of best value.

## 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>• Children like going to school.</li> <li>• Teachers are welcoming and approachable.</li> <li>• Children make good progress.</li> <li>• Teaching is good.</li> <li>• Children are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of interesting activities after school.</li> <li>• The amount of work children are expected to do at home.</li> <li>• The way the school works with parents.</li> <li>• Information about how their children are getting on.</li> </ul>

Inspectors agree with most views of parents. They disagree that the school does not provide a range of interesting activities after school and that the amount of work pupils are expected to do at home is unsatisfactory. They do agree that parents ought to receive more information about homework.

## **PART B: COMMENTARY**

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

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

1. The 1999 Key Stage 2 national test results show standards to be well below the national averages for English and mathematics and below the national average for science. In comparison with similar schools, however, the pupils' results for English and mathematics were in line with national averages and for science, they were above the national average. In English and science, the national test results show the number of pupils achieving above the national standards for their age to be close to the national average. In mathematics, the number of pupils exceeding the national standards for their age was well below the national average.
2. Throughout the school, pupils with special educational needs make satisfactory progress and progress is good for pupils who learn in English as an additional language.

#### **Trends over time**

3. Between 1996 and 1999, the Key Stage 2 national tests show that improvements in English, mathematics and science were broadly in line with the national trend. Science standards rose gradually between 1996 and 1998 but, in 1999, they improved dramatically from being well below to being near to the national average. The improving trend in English and mathematics over the previous four years is less steep. In English, there is a steady, gradual improvement. In mathematics, standards fell in 1997 but they rose sharply in 1999.
4. In English and science, between 1996 and 1999, the girls outperformed the boys in national tests. They were just over half a term ahead of the boys, and this mirrors the national picture. However, in mathematics, there was no significant difference between the performance of the girls and the boys, although the girls' achievements were marginally better than those of the boys.
5. At the time of inspection, the 2000 national test results had not been published. Inspection evidence showed there to be significant improvements in standards in all three subjects. At Key Stage 2, in English, mathematics and science, standards are in line the national averages.

#### **School's targets for improvement**

6. In English and mathematics, the school is on course to meet the satisfactorily challenging targets agreed with the local education authority for the year 2001. Standards are likely to remain in line with national averages with a small increase in the number of pupils reaching standards above national averages.

## Work seen during the inspection

7. Pupils enter the school with standards well below those expected for their age. Work seen during the week of inspection showed that, throughout the school, most pupils make good progress in most subjects over time and reach standards in line with national averages for numeracy, literacy and science. In most other subjects, standards at the end of the key stage are in line with national expectations. Numeracy and literacy skills are well consolidated in most subjects, although there is little formal planning to achieve this. Standards reached in art and geography exceed national expectations at the end of the key stage because teachers have high expectations of what pupils can achieve. However, standards in information communications technology are below standards expected at the end of Key Stage 2. This is because there are too few opportunities provided to help pupils learn in other subjects whilst increasing their information communications technology skills. Progress is good for pupils with special educational needs and it is satisfactory for pupils who learn in English as an additional language in mathematics, but good in English and in other subjects. This means that most pupils achieve well and make significant improvements in literacy and numeracy standards by the end of Key Stage 2.
8. In Year 3, pupils' standards in numeracy and literacy are well below those expected for their age. However, by the end of the key stage they make good progress. This is largely due to teachers giving pupils' individual learning targets, which tell them what they need to learn. Pupils have a sense of achievement and want to learn more when they are set new targets.
9. In English, progress is good throughout the school. Year 3 pupils do not have a wide enough vocabulary or confidence to express their ideas clearly when speaking or writing. Most pupils use pictures to make sense of text. However, by Year 4, pupils improve their writing by re-drafting work, and they expand their vocabulary by using dictionaries and learning new words provided by class teachers. They grow in confidence as they improve reading skills by studying different types of text and by frequently reading with each other and adults. They learn to punctuate and organise work well. Learning in Years 3 and 4 provides secure foundations for swift improvements to standards in Years 5 and 6. Writing in Year 5 is often imaginative and in Year 6 it is frequently sensitively expressed. In Year 6, reading of demanding text is fluent and confident. When speaking and listening, pupils build confidently on the ideas of others during discussions.
10. In mathematics throughout the school, pupils make good progress. Year 3 pupils start school unsure of their 3 times tables but soon recall number facts in 2,3,4,5, and 10 times tables. This provides a good foundation for pupils to learn well in Year 4 when adding, subtracting, multiplying, dividing and solving problems. In Year 5, they learn about acute, obtuse and right angles, consolidate their times tables, and they collect and evaluate information using graphs. In Year 6, these skills are extended further and pupils plot co-ordinates on graphs using negative and positive numbers and they use a variety of mathematical techniques to solve problems. They use long multiplication and square numbers, estimate and measure angles and use information from pie charts and line graphs to reach conclusions.

11. Pupils make good progress in science throughout the school. Work seen shows that the rapid improvement in standards at the end of the key stage is maintained. In Year 3 pupils learn specialist vocabulary and they quickly learn how to do investigative work. Work set is often challenging and by Year 4 they mix different substances with water and record the effects to learn what will and what will not dissolve. By Year 5, pupils' knowledge and skills increase, as was seen in work when they carried out soil tests to learn about the best conditions for plant growth. In Year 6, pupils confidently set up experiments, most use specialist vocabulary well and they collect and organise information in order to reach conclusions, for example, about how mould grows on different food samples.

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

12. Pupils' good attitudes have a positive impact on their learning. They enjoy school and good relationships with each other, teachers and other staff. This contributes to their good attitudes to learning and behaviour and their ability to sustain concentration well, even in the lessons that do not consistently challenge them. Pupils take good care of their own property and that of others and they respect the school's resources, equipment and displays. There is no vandalism, graffiti or litter around the school. Where teaching is very good or better, they learn enthusiastically, which has a very good impact on their personal and academic development.
13. Pupils' behaviour around the school and in lessons is good, and sometimes it is very good. They respond cheerfully to demanding work. They know and understand that the school and class rules are there to encourage good behaviour so that they learn. This is because they are involved in drawing them up and they frequently review their class rules. The successful reinforcement of these rules in school assemblies, and during lessons, contributes to the school being a calm, orderly and safe place for pupils to learn. They are polite and welcoming to visitors with whom they eagerly share their work. Although almost all pupils play well together at break times, a few sometimes become over excited. The few incidents of boisterous behaviour are well managed because teachers and other staff on duty spend time talking to pupils about the effect of their behaviour on others.
14. No oppressive behaviour was seen during the week of inspection. Pupils know what to do if they are bullied, or think someone else may be a victim of bullying. Pupils know staff will support them and that incidents will be dealt with quickly and effectively. This is due to the school's well-managed policy on oppressive behaviour, which influences teachers' planning and the day-to-day management of behaviour. Parents did not raise concerns about bullying, nor do the pupils consider it to be an issue.
15. There have been no exclusions from the school for two years. However, the school withdraws some pupils from part of their lunchtime break, which concerns a few parents. Up to 40 pupils, who have difficulties behaving well at lunchtime, or coping emotionally or socially with the freedom of the playground at that time, attend a lunchtime club. About a third attend the club voluntarily for part of the lunchtime, and the rest are required to do so. Over half the pupils attend for a few weeks, but others have been attending for almost a year. Whilst this additional provision is having a good impact on pupils' behaviour at lunch times and in class, and it helps them to develop further their social skills, parents are not consulted about this provision in order to work in partnership with the school to help their children improve.

16. Pupils' personal development is satisfactory with some good features. Pupils make good use of opportunities provided to accept responsibility and develop their independence. They willingly carry out their responsibilities as class monitors, which become progressively more demanding as they move up through the school, in order to help teachers and each other. In Year 3, pupils willingly take the attendance and lunch registers to the office, and in Year 6 pupils help those new to the school to settle in. In each year, representatives are elected to the school council where there are satisfactory opportunities provided for them to talk to senior staff about school improvements. The pupils' suggestions for playground improvements influenced its design and improved resources when part of the school was rebuilt. The school has plans in place to increase opportunities for school council members to be more involved in school improvements and to exercise more independence through meetings being less dominated by teachers. The improvement of opportunities for pupils to become more independent learners is an area for further development. In some lessons, opportunities for pupils to increase their independent learning skills as they move up through the school are limited. This is because teachers keep too closely, at times, to the detailed subject planning provided by the local education authority. In lessons other than science, opportunities are missed at times for pupils to work independently in order to research, investigate and to solve problems.
17. Pupils respond very positively to rewards for their best efforts in class and around the school and this has a good influence on their personal development. Their good efforts and achievements are recorded in a 'Golden Book' and celebrated in a 'Golden Assembly'. All pupils have 'Golden Time', which provides opportunities for teachers to reward pupils for their efforts and achievements. This system has been in place for a year and has a significant impact on the learning atmosphere in the school.
18. Pupils satisfactorily respect the feelings of others, as well as beliefs and traditions different from their own. They share resources and most work well together in class, sometimes helping those who find learning difficult. In lessons with pupils who learn in English as an additional language, they are sensitive to their needs and help them to learn. They showed great interest and respect when a Year 6 Muslim pupil shared her copy of the Koran with the class.
19. Attendance and punctuality are unsatisfactory. Whilst over half the pupils had good or better attendance in 1998/99, the attendance level of 92 per cent was well below the national average and levels of unauthorised absence were high. Attendance rates are consistently low and are lower than those at the time of the previous inspection. The poor level of attendance of some pupils has a negative effect upon their attainment and progress. This is because a few parents do not work in partnership with the school to ensure their children attend regularly. In addition, despite the good efforts of the school, some parents remove their children during term time for their annual holiday. Registers are accurately and quickly completed, ensuring a prompt start for lessons.
20. The community makes a satisfactory contribution to pupils' learning by increasing pupils' experiences and learning opportunities. For example, the local police and emergency services make an important contribution to pupils' awareness of the dangers of drugs and personal safety. Visits to a local synagogue extend pupils' knowledge of Judaism and a visit by Year 3 pupils to the local refuse tip raised their awareness of the dangers of playing in such places whilst they learnt about environmental issues.



## HOW WELL ARE PUPILS TAUGHT?

21. Teaching is good. At times it is very good and occasionally it is excellent. In a few lessons teaching is unsatisfactory. Ninety-five per cent of teaching is satisfactory or better, of which 50 per cent is good or very good. Five per cent of teaching is excellent and another five per cent is unsatisfactory. The high proportion of good or better teaching contributes significantly to the good behaviour of pupils and their eagerness to learn. Good teaching contributes to rising standards, particularly in Year 6. Planning is satisfactory, with some good features. Most teachers have good knowledge of the pupils and high expectations about what they can achieve.
22. Throughout the school, carefully written learning objectives contribute to satisfactory lesson planning for most teachers. These are shared with the class at the start of lessons so that pupils know what they need to learn. This results in most pupils getting down to work straight away and finishing their work by the end of the lesson. Expectations are high for handwriting and the organisation of pupils' work, with opportunities provided in most lessons for pupils to improve. Consequently, they take a pride in their well-organised and neat work. Pupils' individual learning targets are in the early stages of development; most provide additional clarity for pupils about what they need to learn, but they are not consistently well informed by assessment information.
23. Planning is satisfactory. Teachers pay close attention to the subject planning guidance provided by the local education authority, and this ensures that all classes in each year have similar work. However, there are areas for improvement for some teachers. In the large proportion of good or better teaching, curriculum guidance is used as a planning framework so that lessons consistently challenge pupils of different attainment. Where teaching is less successful, even at times when it is satisfactory, teaching keeps rigidly to the detailed planning guidance and so opportunities are missed to extend the learning of some pupils. This was seen in a Year 4 mathematics lesson, when opportunities were missed for part of the lesson to improve the knowledge of some average attaining pupils when learning multiplication tables. Planning by teachers and support staff is often unsatisfactory for the few pupils who receive additional support for their learning away from the classroom. Consequently, when the pupils return to class there are often too few opportunities provided to reinforce their learning. Where planning for these pupils is good or better, work achieved outside the classroom dovetails into the work the rest of the class are doing when they return. This was seen in a Year 6 English lesson when pupils studied Tennyson's poem, 'The Lady of Shallot'. The support and class teacher planned together using the same learning objectives in order to set demanding work that matched the learning needs of the pupils during their lesson in the library. When the pupils returned to their class, the class teacher reinforced their learning as they and the rest of the class shared their work. In a Year 4 art lesson, imaginative provision for a pupil learning in English as an additional language provided challenging opportunities for the pupil to extend his language skills.
24. The use of assessment information to inform planning is unsatisfactory. There is no system consistently used throughout the school to gather assessment information to help teachers increase pupils' knowledge and understanding, step by step, as they move up through the school. This means there is no secure procedure in place to maintain and improve standards further. Although individual learning targets provide satisfactory information for pupils about what they need to achieve, these targets are not consistently influenced by assessment information and so are not amended frequently enough to make sure pupils of different attainment are constantly challenged. Where teaching is very good or excellent, teachers use information

gathered from work that they mark, as well as from the ways pupils respond to learning in class, to plan lessons and monitor progress towards targets set. This was seen in a very good Year 5 mental mathematics lesson when pupils of diverse attainment were constantly challenged as they swiftly solved mental mathematics problems. As a result, pupils experienced success, wanted to learn more and so made very good gains in their knowledge and understanding.

25. Good subject knowledge partly compensates for weaknesses in using assessment information to plan. This often results in pupils finding that much of the work they do is interesting and so they work hard. Teachers' good subject knowledge enables them to offer advice about how pupils can improve their learning. This results in most pupils sustaining their concentration well, taking a pride in their work and having positive attitudes to learning. In a Year 5 science lesson, the teacher's in-depth knowledge of pollination and fertilisation of plants was used to ask probing questions and set demanding work to which pupils responded enthusiastically.
26. Throughout the school, teachers use a good range of teaching methods that interest pupils and involve them in their learning. In mathematics and science lessons, pupils have numerous opportunities to explain strategies when solving problems and conducting experiments. Teachers are aware of the need to check how boys and girls are learning. As a result, in Years 4 and 5, the handwriting of boys is improving and by the end of the key stage there is no significant difference in attainment in all subjects between boys and girls. In English lessons, challenging questions encourage pupils to increase their understanding of texts studied. Throughout the school, good use is made of the overhead projector to explain what pupils need to learn and for pupils to share their learning with the class. In geography in Year 6, the use of questions, maps and the overhead projector enabled pupils of different attainment to extend their learning as they analysed the different uses of land in two contrasting locations.
27. Throughout the school, literacy and numeracy skills are taught well in English and mathematics lessons and this contributes to rising standards. Numeracy and literacy skills are reinforced well in most other lessons. In geography they use graphs to find out about different locations. In history, numeracy is reinforced when calculating dates, and in science they are practised when measuring, weighing and in mathematics when they calculate and conducting experiments. They practise literacy skills when writing their findings.
28. A significant feature of the purposeful and orderly working atmosphere throughout the school is the skilful way teachers consistently manage pupils' behaviour, ably supported by classroom assistants. This good management of pupils' behaviour contributes greatly to the very good learning atmosphere in the school and rising standards. Teachers exercise control fairly, firmly and often with good humour. They use praise successfully to encourage good behaviour. This good management of behaviour leads to very few instances when learning has to stop due to misbehaviour and contributes significantly to most pupils working hard and wanting to do their best.

29. Most teaching is conducted at a demanding pace to which pupils respond cheerfully. Where teaching is unsatisfactory, for example, in a Year 3 English lesson about punctuation, the pace of the lesson was undemanding because the teacher spent too long talking when the pupils needed to be learning through written work. Where teaching is good or better, pupils are enthused as they learn at a challenging pace. This was seen in most science lessons. In an excellent English lesson in Year 4 about haiku poems, pupils and their learning resources were very well organised so that no time was wasted. Teaching was brisk and enthusiastic, work was challenging and the pupils were inspired by their sense of achievement.
30. Homework is satisfactory and prepares pupils for their next lessons. Throughout the school, pupils take books home to practise their reading. They have weekly literacy and numeracy tasks to do at home, such as learning times tables, spellings and completing work begun in class. In most classes, homework is set each week to be returned by Monday. However, there is no system in place to make sure homework becomes progressively more demanding as pupils go through the school. Inspectors agree with parents who attended the meeting before the inspection, who said that there is no system in place to make sure pupils regularly receive homework. Inspectors also agree with parents' concerns that homework is not matched to the learning needs of pupils, resulting in some pupils having work that is either too easy or too difficult for them. Parents at their meeting said that they would welcome information about the type and amount of homework that their children are to receive for the term.

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

31. The school meets most statutory requirements to teach national curriculum subjects and the locally approved syllabus for religious education. The curriculum for information communications technology does not meet statutory requirements. By the end of the key stage, pupils have too few opportunities provided for them to reach standards expected in their information communications technology knowledge, skills and understanding. Few opportunities are provided in lessons for pupils to increase these skills while learning in other subjects. Although the school does not follow national strategies to teach literacy and numeracy, it uses similar strategies provided and monitored by the local education authority. These strategies contribute to the rising standards at the end of Key Stage 2 in mathematics and English. Literacy and numeracy skills are reinforced well in most lessons, although there is no system in place to make sure this occurs.
32. Curriculum planning is unsatisfactory for some pupils, who learn at times away from the classroom. Planning does not ensure that pupils who have additional support for learning, or who miss parts of lessons for musical tuition, receive the teaching they are entitled to. In a Year 6 geography lesson, for example, planning did not ensure that pupils who left their lesson for additional literacy teaching did not miss out on important aspects of the geography curriculum. Throughout the school, special needs pupils spend much time outside the classroom receiving additional teaching but there are no procedures to make sure they are not missing out on aspects of the National Curriculum.

33. Improvements since the last inspection are satisfactory. There is good progress in planning since the last inspection, although there is room for further improvement. The school makes good use of subject planning guidance provided by the local education authority so that pupils' learning increases, step by step, as they move up through the school. It has also contributed to improvements in teachers' subject knowledge and helped to raise expectations of what pupils can achieve, but some teachers keep too rigidly to the detailed planning and so miss opportunities at times to extend the learning of pupils. However, improvements in planning have led to standards rising by the end of the key stage in mathematics and English, with significant improvements in science standards.
34. Since the last inspection, there has been satisfactory progress in analysing the results of national test results. Analysis has led the school to target writing as an area for improvement and, as a result, standards by the end of the key stage are rising. The school uses additional, non-statutory tests in Years 3 to 5 in English and mathematics to monitor pupils' learning.
35. There has been unsatisfactory progress since the last inspection in the use of assessment information to plan. Although information is gathered from the analysis of statutory and other tests, the system for assessing the attainment of pupils over time is not developed enough to analyse the performance of boys and girls and pupils from different backgrounds. This means there is no secure system in place to ensure that planning for the year, each term, half term and for the week builds on pupils' knowledge, skills and understanding, step by step, as they move up through the school. There is no assessment system in place to ensure standards continue to rise. Whilst there is detailed subject guidance showing what pupils need to learn as they go through the school, it is not used effectively alongside information obtained from assessing pupils' attainment to ensure that planning consistently meets the different learning needs of pupils so that they are constantly challenged.
36. The school meets fully the requirements to provide a daily act of worship and parents are well informed about their right to withdraw pupils from collective worship.
37. Personal, social and health education are taught satisfactorily, follow the school's policies and contribute to the pupils' good attitudes to learning. At lunchtime, pupils are encouraged to choose healthy eating options. Sex education and information about misuse of drugs are taught as part of the science curriculum.
38. Subject co-ordinators are knowledgeable and make good use of opportunities to develop professionally. Consequently, apart from information communications technology, subject policies and curriculum guidance to help teachers plan meet the requirements of the National Curriculum.
39. The provision for pupils with special educational needs is unsatisfactory. Teachers and their assistants work hard to make sure pupils with special educational needs make satisfactory gains in their skills, knowledge and understanding. Pupils in receipt of a statement that details the provision they are to receive are adequately supported. An area for improvement is for class teachers and support staff to plan together the support these pupils receive. Planning does not always ensure that, when pupils are taught away from their class, learning is reinforced when they return, and that they do not miss out on lessons they are entitled to. Class teachers are not fully involved in the setting and monitoring of learning targets in pupils' education plans and so do not contribute enough to what these pupils need to learn.

40. There is good provision for pupils who learn in English as an additional language because teachers make good use of advice and support offered by the local education authority. As a result, these pupils quickly learn English, join in class activities and make good progress.
41. There is a satisfactory range of activities for pupils at lunchtime and after school. At lunchtime pupils play draughts and chess in the playground and make good use of equipment provided to play games. After school there are opportunities for pupils to join a choir, to learn the guitar, play musical instruments together as an ensemble, and to play football or netball. Sixteen pupils have coaching to improve their badminton skills. Year groups have their own disco each term. These activities have a good effect on the attitudes and learning of the pupils involved. Inspectors disagree with parents who say that there is an unsatisfactory range of after school activities.
42. A satisfactory range of educational visits supports pupils' learning. Year 3 pupils visit the Tate Gallery, the British Museum and they also visit Walton-on-Naze. In Year 6, pupils visit the Millennium Dome and thirty-six of them go on a residential trip to the Brecon Beacons. In Year 5, pupils go on a two night residential trip to an environmental park. A visit in Year 3 to a local parish church helped pupils learn more about Christian worship and a Year 5 visit to a local synagogue extended pupils' knowledge of Judaism. A visit by Year 3 pupils to the local refuse tip raised their awareness of the dangers of playing in such places whilst they learnt about environmental issues. These visits and residential trips support learning satisfactorily and provide opportunities for pupils to develop socially and to use their initiative.
43. Links with other schools are in need of improvement. The school does not work closely with the adjacent infant school so that pupils transfer from this school with the minimum disruption to their learning. Senior staff liaise satisfactorily with the secondary school to which most Year 6 pupils transfer, and pupils visit their new secondary school. However, there are few opportunities planned for teachers to visit each other's schools in order for them to plan the next stage in their pupils' learning. There are satisfactory links with a local college to help pupils learn about social issues through drama productions, such as bullying.

### **Provision for spiritual, moral, social and cultural development**

44. Provision for pupils' moral development is good. The provision for pupils' spiritual, social and cultural development is satisfactory.
45. The school makes satisfactory provision for pupils' spiritual development through school and class assemblies and religious education. In art and in music, there are good opportunities provided for pupils to reflect sensitively on the work of famous artists and composers whilst considering their own efforts and those of others. Since September, teachers have planned quiet times for pupils to think about what makes them special and how they can help other people at school and elsewhere. Although this new provision has not had time to be developed fully, pupils respond well to the opportunities offered. An area for development is teachers' planning to increase opportunities for pupils to reflect. When spiritual development is planned for pupils learn enthusiastically. This was seen in a Year 6 lesson for pupils with special educational needs. Moments of quiet reflection and the sharing of their thoughts when studying Tennyson's poem, 'The Lady of Shallot', led to sensitive comments as pupils worked with great interest.

46. The school provides well for pupils' moral development. They are consulted about the rules of the school and they frequently review their class rules, which are linked to those for the whole school. Daily acts of worship and school and class assemblies provide good opportunities for pupils to think about the effect on others of their actions. In class, during break and lunchtimes, teaching and non-teaching staff manage the school's behaviour policy consistently and they spend time talking with pupils about the impact of behaviour on others and the life of the school. In English, history and in religious education lessons, opportunities are used effectively to link moral issues to pupils' work. Pupils know what to do to prevent bullying and how they need to act should they suspect someone is being bullied. Good provision for moral development contributes to harmonious relationships between pupils and adults and to pupils knowing the difference between right and wrong. It also contributes greatly to the good learning atmosphere throughout the school.
47. Opportunities provided for pupils' social development are satisfactory, with some good features. A 'Golden Book' records pupils' good efforts and achievements, which they celebrate in a 'Golden Assembly' each week. In addition, there are opportunities for all pupils to be the class 'Star of the Week'. 'Golden Time' is consistently well organised throughout the school. It is linked to timetabled periods of quiet reflection and provides opportunities for pupils to understand and celebrate each other's unique qualities. These opportunities contribute significantly to the school having a good learning atmosphere. The school council, to which representatives from each year are elected, provides satisfactory opportunities for pupils to learn about citizenship during their meetings with senior teachers where improvements to the school are discussed. The school has plans in place to increase, and so improve, opportunities for pupils to take more initiatives and responsibility. Throughout the school, pupils help teachers prepare for lessons, pupils in Years 4 to 6 help manage the library. At the end of lessons pupils are expected to tidy classrooms. Satisfactory opportunities are provided for pupils to take increasing responsibilities as they move up through the school. In Year 3, pupils willingly take attendance and lunch registers to the office. In Year 6, pupils help those new to the school settle in. Educational visits contribute to pupils' social development. However, there are limited places for the Year 6 residential trip because the outdoor centre can only manage small numbers, so almost half the pupils are unable to benefit from opportunities to develop further their social skills.
48. Provision for pupils' cultural development is satisfactory. There are satisfactory opportunities provided for pupils to learn about customs, traditions and faiths different from their own. In religious education, pupils learn how different faiths influence the ways people behave, dress and worship. In geography throughout the school, opportunities are satisfactorily provided for pupils to learn how people in different countries live. In art, good opportunities are provided for pupils to learn about the lives of famous artists and different types of art from around the world. In music, pupils learn about, and play, music from diverse cultures. Links with a local college provide opportunities for pupils to learn through drama, for example, how to prevent and deal with bullying. In English lessons there are opportunities for pupils to learn about poets and authors, but too few opportunities to learn about literature from a variety of cultural traditions represented in the United Kingdom and elsewhere in the world. There are too few opportunities for pupils to experience other forms of theatre or to learn from visiting artists representing different cultural traditions.

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

49. The school provides satisfactory pastoral support for pupils, which benefits from good classroom support and effective procedures for monitoring and promoting pupils' personal development. The school offers a secure environment, in which teachers and staff usually set good standards for pupils and act as role models. The acting headteacher is a very good role model and has a very good knowledge of individual pupils, providing very good support for them around the school and out of lessons. Teachers have a good understanding of pupils' personal development. Pupils feel that they are well supported and are confident in approaching staff with any problems. Staff are very effective in promoting self-discipline and good standards of behaviour. There are good procedures to monitor and promote good behaviour within a learning environment that is generally free from oppressive behaviour. Since the previous inspection good strategies have been introduced which have improved behaviour in the classroom and around the school and have benefited learning.
50. Teachers and their assistants manage pupils well to ensure they sustain their concentration in lessons. The effectiveness of the ways teachers and their assistants manage pupils' learning and behaviour has a positive effect on the school's learning atmosphere. When teachers do not make sure pupils know what they are to learn, the management of pupils is unsatisfactory and learning time is wasted. This was seen in a Year 4 mathematics lesson. Behaviour is consistently well managed throughout the school. Pupils respond positively to praise and recognition of their achievements through the award of points, assemblies and the 'Golden Book.' They recognise that the sanctions, such as loss of 'Golden Time,' are applied fairly. However, some parents express concern that they are not consulted when their children are placed on the register for the 'lunchtime club'.
51. There is no evidence of bullying, although there is some name-calling and some pupils become boisterous at break and lunchtimes. Neither pupils nor parents identify bullying as a problem and the school community is free from oppressive behaviour. The school works hard to ensure pupils and staff benefit from good relationships. Staff deal with disputes between pupils swiftly and effectively.
52. Child protection arrangements are satisfactory and comply with legal requirements. The school has a satisfactory child protection policy. Although the acting headteacher is the designated person with responsibility for child protection issues, and is fully trained, she is not named. The school uses the procedures laid down by the local area protection committee. All teaching and support staff receive training in child protection and are familiar with the procedures to be followed. There are good liaison arrangements with outside agencies and the school exercises its responsibilities with vigilance and care. There is a good policy in place for the use of restraint to protect children from harming themselves or others.
53. The school has a satisfactory health and safety policy and the acting headteacher has had some training in health and safety. Staff promote safety well in lessons. For example, in a physical education lesson the teacher took great care in explaining and involving pupils in checking that apparatus was set out, used and stored safely. However, there is a lack of recorded risk assessments for school activities and out of school visits. Safety audits are poorly documented. Accidents are informally reviewed by the acting headteacher to identify any potential risks and appropriate action is taken. Electrical appliances, fire extinguishers and physical education equipment are tested regularly and defective equipment is taken out of use immediately. Fire drills are conducted and recorded regularly.

54. Most staff have a first aid qualification, which ensures that help is readily available in the event of any accidents in the school or on school visits. First aid boxes are properly stocked and accident records are satisfactory. Appropriate care and support is provided to pupils in need of attention.
55. There are unsatisfactory procedures in place to monitor and evaluate academic attainment and progress. Although teachers know pupils well and recognise their learning needs, there are too few opportunities taken to make the best use of information gathered from assessing pupils' attainment when planning. This means that pupils' individual learning targets are not well informed by assessment information or continuously reviewed to make sure they match the different learning needs of pupils. There are no secure systems in place to monitor and record pupils' progress and attainment over time to inform planning and so ensure pupils' learning increases, step by step, as they move through the school.
56. The school makes unsatisfactory use of information from pupils' achievements and national tests to plan. The school analyses information from national tests, but missed information showing differences in attainment between boys and girls in English and in science. The analysis did not include the attainment of pupils from different ethnic backgrounds. The school used well information showing a need to improve writing standards throughout the school. This informed the school's development plan and led to the raising of standards.
57. Although the school records and monitors attendance and punctuality, there are too few strategies in place to improve the unauthorised absences and punctuality of some pupils. A challenging problem in need of solution is for the school to overcome the reluctance of some parents to work in partnership with the school so that their children's attainment and progress improves through good attendance and punctuality. There is little evidence that the school has involved outside agencies in strategic planning to solve this problem.

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

58. The partnership between the school and its parents is unsatisfactory. This represents unsatisfactory progress since the last report. Information from the pre-inspection questionnaire, and from the few parents who attended their meeting before the inspection, shows that most parents are satisfied with the education their children receive. They very clearly state that children like school. There are some areas which give them cause for concern. A large proportion of parents is unaware of after-school activities, or thought there were not enough of them. A few parents express concerns about the way the school works with parents, the amount of homework provided and the information they receive about how their child is getting on. The inspection team agrees with most views of parents. Inspectors disagree with parents who say that the school provides an unsatisfactory range of after school activities.
59. Whilst the school works hard to involve parents in the education of their children, the quality of information parents receive about how their children are getting on is unsatisfactory. Parents receive an annual report about their children's progress. The report does not provide a clear picture about the progress their children make because there are no clear targets for improvement, which could help parents, support their child's learning. Parents receive informative and regular newsletters about the life and work of the school. A home/school agreement has been introduced to reinforce the need for parents and the school to work in partnership.
60. The school has tried numerous strategies to involve parents in the life of the school to



improve parental partnership. For example, a crèche is organised for parents' evenings. Partnership is promoted through social events, such as bingo evenings, and through curriculum and school matters meetings, for example, to explain the home / school contract and curriculum developments. The school sends advice from the local education authority to parents about how they can help with their children's reading. Despite the school's efforts, the links between parents and the school are unsatisfactory. The school and governing body recognise the need for improvements in this area and have appointed a governor to lead on improving parental involvement with the school. Whilst some social events are well-attended, evenings devoted to explaining and demonstrating curriculum developments are poorly attended. There are areas where the school could be more effective. Teachers prepare conscientiously for parental consultation evenings by writing a profile for each parent of items to be discussed at the meeting. However, the school does not contact the one in four parents who do not attend or send them the profiles. The school does not provide parents with a brief overview of the work their children will cover each term, or a timetable for homework. Some parents do not share the books their children take home from school to read as homework, which means that they do not support their children's learning.

61. The school misses opportunities to involve parents in a partnership, which could benefit their children. For example, parents are not advised when their child's behaviour, attitude or lack of social skills means they become members of the 'Lunchtime Club', a fifth of them for up to one year. Similarly, the school does not seek to involve all parents in encouraging good attendance by contacting home on the first day of a pupil's absence if no explanation has been given. However, parents agree the acting headteacher and staff are welcoming and approachable. The acting headteacher is outside school every day when parents collect their children.
62. The school makes good use of parents' time and skills when they help in the school on a regular basis. For example, two parents frequently help in school. For school trips between three and four parents provide help. Their assistance is greatly appreciated by staff and pupils. Some parents support fund raising activities for the charities the school supports. So many parents are reluctant to work in partnership with the school that the effectiveness of parents on the work of the school is poor. The few parents who attended their meeting before the inspection said that, despite the efforts of the school, some parents are unwilling to help their children learn and to send them to school regularly or on time. This reluctance of some parents to be a partner in their children's education has a negative impact on their children's learning.

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

63. The leadership is satisfactory. An acting headteacher is in post whilst the headteacher is on long-term absence. There is good improvement since the last inspection in teaching. Teaching is good and has contributed to good improvements since the last inspection in standards in English and mathematics at the end of Key Stage 2, and to very good improvement in standards in science. There is also good improvement in pupils' behaviour since the last inspection. However, there is unsatisfactory progress since the last inspection in the partnership between parents and the school. There is also unsatisfactory progress in the partnership between the governing body and the school to shape its future.
64. The acting headteacher led the school effectively up to and during the inspection. She has been in post for less than a term, and so has had little time to strategically develop the school further. However, good initiatives have been taken to improve the partnership between the school and its governing body. Effective strategies have

been put in place to improve further teaching and learning, for example, the use of individual learning targets for pupils throughout the school.

65. There is a clear sense of educational direction provided by the acting headteacher and senior staff, with a commitment to raising standards shared by all who work in the school. However, the school and its governing body do not work closely enough together in order to share this sense of direction to develop the school. This lack of critical, informed and helpful involvement by the governing body has resulted in the lack of clarity of the numerous aims of the school.
66. The governing body does not meet fully all its legal requirements in the information it sends to parents, in holding the school to account on the standards pupils achieve, and in the quality of education the school provides. The governing body was not fully involved in constructing the school development plan that prioritises the raising of standards, including improving the involvement of parents in their children's learning. Annual reports inform parents about their children's attainment, but they do not provide clear advice on how their children can proceed to the next stage in learning. The annual report to parents does not contain the required information about special educational needs. The governors have not formally agreed a grievance procedure with the local education authority. The headteacher's salary was not adjusted as part of the appraisal process. Curriculum policies are not formally approved, nor are dates set for their review. The school's policy on drugs and sex education has not been formally approved. However, there are signs of improvement. Two members remain from the former governing body, which was responsible for the adjacent infant school as well as for the junior school. Newly appointed and enthusiastic governors are contributing to a reconstituted governing body with an improved committee structure.
67. There are satisfactory strategies in place to identify the training needs of governors. Governors are committed to helping the school improve, but there are too few strategies in place for them to help the school shape its future. New governors are working hard to understand the strengths and weaknesses of the school. Each class has been invited to adopt a governor. There are governors responsible for improving partnership with parents, for health and safety, literacy and for numeracy. The special educational needs governor is involved in the life of the school and provides good support. However, these improvements have just occurred and have yet to make an impact on the long-term and strategic development of the school.
68. Good financial planning by the acting headteacher and senior staff supports the school's priorities. The finances are well managed and administered. All funds received for specific purposes, such as those for pupils with special educational needs, are efficiently and appropriately managed. Plans are firmly in place for an information communications technology room. The school development plan satisfactorily links priorities to spending. These links are amended to take into account the implications of new or changing priorities. However, the governors have not responded to a recent audit report. The governing body is regularly informed about the school's financial position, but governors exercise strategic financial management in an unsatisfactory manner. The school seeks to obtain best value in securing orders but does not make best use of its assessment data in promoting pupils learning. Inexperienced governors work hard to understand the principles of applying best value and they make good use of advice from the acting headteacher.
69. The school has introduced satisfactory systems to improve teaching and learning. Senior teachers monitor and evaluate the effectiveness of teaching and this had led to improvements. However, there is a lack of clarity between the monitoring and

evaluation that has occurred and performance management. There is no system for teacher appraisal. The school collects information about pupils' attainment in mathematics and English and uses it to track and target pupils in order to improve standards. However, there is little analysis of assessment information by gender or ethnic background. The monitoring of curriculum provision for pupils with special educational needs does not ensure that they all learn what they are entitled to as set out in the National Curriculum. Planning for some of the additional provision for pupils with special educational needs is unsatisfactory. Some pupils miss the same parts of literacy, numeracy lessons and other lessons each week, for example, geography in Year 6. Pupils in receipt of a statement for their special needs receive the provision they are entitled to.

70. The acting headteacher delegates leadership and management responsibilities satisfactorily. There was good practice in the re-organisation of roles and responsibilities of senior teachers when the headteacher took long-term sick leave. Although the acting Headteacher has not been in post long, she has continued to manage effectively changes already taking place and initiated a few others. She has successfully improved the school's partnership with governors. Since the last inspection there have been satisfactory improvements to the roles and responsibilities of subject co-ordinators, although there is an area for further development. They now have job descriptions that provide clear expectations as to their role, and the high standards in science, art and geography show that the co-ordinators of these subjects are effective. Newly appointed co-ordinators have settled quickly into their roles, and are eager to develop their subjects further, for example in mathematics. The management of pupils by all staff is consistent and this contributes to the high standard of pupils' behaviour and the positive relationships with the school. However, the role of co-ordinators is underdeveloped in evaluating the effectiveness of the curriculum and teaching in order to maintain high standards and raise them where necessary. The co-ordination of additional literacy and numeracy support is managed through special educational needs provision. This is unsatisfactory because teachers are not fully involved in the planning of this additional support in order to ensure pupils' learning is reinforced in other lessons, and some pupils regularly miss lessons resulting in teachers having to work even harder so that they catch up.
71. There is an adequate number of suitably qualified teachers to meet the learning needs of the pupils and the demands of the curriculum. There is a good mix of experienced and less experienced staff. Over the past two years, very few teachers have left the school to be replaced. There is a satisfactory induction programme for staff new to the school. Newly qualified teachers are supported by more experienced staff. Teachers make good use of opportunities for professional development and non-teaching staff use training opportunities well. For example, non-teaching staff are trained in behaviour management and this contributes significantly to behaviour being managed consistently throughout the school day.
72. Accommodation and resources are satisfactory; with good provision for the different play spaces in the school grounds. The building is clean and well maintained. Whilst resources are satisfactory in most subjects, there is a shortage of books in English and in the library. The school has plans in place to increase information communications technology resources and improve planning and teaching to make best use of computers to help pupils learn in other subjects.
73. William Bellamy is an improving school. Before the school is able to work with other institutions to train new teachers, there are improvements needed in the partnership between the school and its governing body, in the partnership between parents and the school and in the gathering, analysis and use of assessment information to inform

planning.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. The acting headteacher and senior management team, governors of the school and teachers need to:
- 1) make sure the governing body meets fully its statutory responsibilities by working more effectively in partnership with the school to help shape its future; (Paragraphs 65, 66)
  - 2) improve the involvement of some parents with the school in order to help their children learn, by extending opportunities for parents to work in partnership with the school and by working with outside agencies to improve attendance and punctuality of their children; (Paragraphs 58 to 61)
  - 3) raise standards in information communications technology, by improving the range and use of resources and plans for their use in lessons to help pupils' learn; (Paragraphs 7, 121)
  - 4) make sure standards continue to rise, by improving the role of subject co-ordinators to include monitoring and evaluation of the curriculum and teaching; (Paragraphs 70, 93, 85, 101, 123)
  - 5) improve planning by teachers, by making better use of information gathered when assessing pupils' work; (Paragraphs 23, 24, 35, 55, 56, 69)
  - 6) make sure that pupils who are taught at times away from the classroom have learning reinforced when they return to class and that they have not missed out on lessons they are entitled to. (Paragraphs 32, 23, 70.)
75. The acting headteacher, senior management team, governors of the school and teachers to improve the minor issues set out below. They are to:
- 1) better prepare pupils for the next stage in their education when they are about to arrive at or leave the school, by working more effectively with partner schools; (Paragraph 43)
  - 2) improve the support teachers give to pupils' learning at the swimming pool, and improve the behaviour of a few pupils, by working more effectively with swimming instructors; (Paragraph 132)
  - 3) improve further information in annual reports to parents so that they can more effectively support their children's learning by providing targets for improvement. (Paragraph 59)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	14	37	39	5	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	376
Number of full-time pupils eligible for free school meals	0	165

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	83

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	26

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	96
Pupils who left the school other than at the usual time of leaving	94

### Attendance

#### Authorised absence

	%
School data	7.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	51	51	102

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	35
	Girls	37	31	39
	Total	64	59	74
Percentage of pupils at NC level 4 or above	School	63 (60)	58 (42)	73 (56)
	National	70 (65)	69 (59)	78 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	29	36
	Girls	32	32	39
	Total	51	61	75
Percentage of pupils at NC level 4 or above	School	50 (40)	60 (39)	74 (42)
	National	68 (65)	69 (65)	75 (69)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	22
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	2
Chinese	1
White	354
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	0	0
Other minority ethnic groups	0	0

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

## Teachers and classes

### Qualified teachers and classes: Y3– Y6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	21
Average class size	24

### Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	97.75

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

## Financial information

Financial year	1999-2000
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	£
Total income	804,904
Total expenditure	826,282
Expenditure per pupil	2197.56
Balance brought forward from previous year	59,405
Balance carried forward to next year	38,027



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	396
Number of questionnaires returned	117

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2	1	0
My child is making good progress in school.	48	43	4	1	4
Behaviour in the school is good.	32	52	9	1	6
My child gets the right amount of work to do at home.	21	47	20	3	9
The teaching is good.	42	48	7	0	3
I am kept well informed about how my child is getting on.	34	43	18	1	4
I would feel comfortable about approaching the school with questions or a problem.	43	48	4	2	3
The school expects my child to work hard and achieve his or her best.	45	44	6	0	5
The school works closely with parents.	23	52	17	3	5
The school is well led and managed.	31	49	9	2	9
The school is helping my child become mature and responsible.	30	55	9	1	5
The school provides an interesting range of activities outside lessons.	19	28	24	8	21

### Summary of parents' and carers' responses

Inspectors agree with most views of parents. They disagree with those parents who say that the school could provide more activities after school. Inspectors judge after school activities to be satisfactory. Inspectors judge the amount of work that pupils are expected to do at home is satisfactory, but do agree with parents who say some of the work at times is either too easy or too difficult.

### Other issues raised by parents

Inspectors agree with views expressed at the meeting for parents before the inspection that the school ought to provide more information about what their children are to learn each term and the homework their children are to do.

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

### **ENGLISH**

76. At the end of Key Stage 2, standards are in line with national averages for reading and writing and they reach national expectations for speaking and listening. At the time of inspection, the 2000 National Test results were unavailable. Inspection findings do not match the 1999 National Test results which showed that standards reached in reading and writing were low in comparison with national averages, but in line with the average for similar schools. Analysis of pupils' work and other inspection evidence show that standards for a third of pupils exceed national averages in reading and writing.
77. Between 1996 and 1999, the Key Stage 2 National Tests results show that the gradual improvements in English were broadly in line with the national trend. During this time, girls outperformed the boys in national tests and were just over half a term ahead of the boys in 1999. Inspection evidence showed that there is now no significant difference in standards between boys and girls.
78. Pupils learn well throughout the school and this contributes to their good progress. They enter the school with standards well below those expected for their age and by the end of the key stage most reach nationally expected standards. Pupils with special educational needs make satisfactory progress. Progress is good for pupils who learn in English as an additional language because teachers make good use of advice and support provided by the local education authority.
79. At the end of Key Stage 2, standards in speaking and listening are in line with national expectations. In Years 3 and 4, most pupils' restricted vocabulary means they do not explain their ideas and feelings well, have difficulty listening for sustained periods of time and are reluctant to answer questions. As pupils move up the school, speaking and listening skills are successfully developed through carefully planned opportunities for pupils to express themselves. For example, in science and mathematics pupils learn specialist words which they use well when explaining the results of experiments and investigations. As a result, by the end of the key stage, most pupils reach nationally expected standards. Higher attaining pupils develop a wide range of vocabulary, speak clearly and confidently and they enthusiastically answer questions. Where pupils with special educational needs are included in discussion, they too make good progress. However, when they are withdrawn from class they miss opportunities to increase their speaking and listening skills when working as part of a class, and to discuss their learning with the class at the end of lessons when learning is reviewed.
80. At the end of the key stage, standards in reading are in line with national averages. Most pupils read accurately and with understanding but not with sufficient expression. Higher attainers greatly enjoy reading. Most pupils enter the school with poor reading skills. They take reading books home to improve their skills. Good support from parents who regularly hear their children read has a good impact on pupils' attainment. As they move through the school pupils progress well in using different strategies to improve, for example, by sounding out parts of unfamiliar words to understand them. They use dictionaries and a thesaurus to increase their vocabulary and enjoyment of reading. Pupils in Years 5 and 6 discuss books and their favourite authors, for example Roald Dahl, with good understanding of plot and character. In Year 6, pupils know the difference between fact and fiction and locate information from the limited number of books situated in classrooms and corridors.

Pupils learn well when a consistent approach to teaching reading is used, for example, when teachers' assistants use the same strategies as class teachers. Some teachers extend pupils' reading experiences through visits to the public library, but this practice is not consistent throughout the school.

81. By the end of Key Stage 2, standards in writing are in line with national averages and pupils make good progress. Pupils enter the school with poor writing skills and in Years 3 and 4, the boys' handwriting is less well formed than that of the girls. Teaching stresses the need to organise and present work well, and so by the end of the key stage there is no significant difference in the handwriting of boys and girls. Higher attaining pupils learn well and, by Year 4, use nouns, adjectives and verbs appropriately in written work, and this progress is maintained as they move through the school. They plan stories, review and edit their work in order to improve it. In Year 5, pupils of different attainment use punctuation correctly and improve their work by redrafting it. By the end of the key stage, most pupils develop and sustain ideas well using accurately punctuated short sentences with satisfactory spelling. Throughout the school, in English and in other lessons, pupils use dictionaries and thesaurus appropriately for spelling and to bring interest to their work. They are encouraged to write for a satisfactory range of purposes, although throughout the key stage, some pupils have too few opportunities to develop and extend imaginative ideas at length and to use grammatically correct sentences. Average and lower attaining pupils make good progress because writing skills are reinforced in other lessons. They do not always use full stops and capital letters and take too long, at times, to finish their work. In Year 6, pupils are required to spell subject specialist words accurately in science and mathematics, and in geography they write paragraphs explaining the differences between two locations. Pupils' individual learning targets contribute to their progress by reminding them what that they need to do to improve.
82. Teaching is good and at times it is very good. Very little teaching is unsatisfactory. Throughout the school, 96 per cent of teaching is satisfactory or better, of which 63 per cent is good or better and 4 per cent is excellent. Four per cent of teaching is unsatisfactory. Good and better teaching is typified by well-planned work, which uses the literacy plans provided by the local education authority as a planning framework to provide work that challenges pupils of different attainment. This was seen in an excellent Year 6 poetry lesson where pupils were transfixed with interest. Most teachers have good subject knowledge and use learning objectives well when planning, which they share with pupils at the start of lessons to ensure they know what they have to learn. This represents satisfactory progress since the last report. In a Year 5 lesson, good planning, subject knowledge and use of learning objectives resulted in pupils quickly learning how to write a letter. Probing questions and good use of time are features of good and better teaching. For example, in Year 4, teachers' demanding questions encouraged pupils to draw upon descriptive language from a poem to express their ideas before the pupils settled quickly to their tasks. Less successful teaching relies too heavily on literacy plans provided by the local education authority. This results in assessment information not being used well alongside these plans, in order to provide challenging work that matches the different learning needs of pupils. Teaching that keeps too rigidly to these literacy plans results in missed opportunities to challenge and inspire pupils. However, teachers and their assistants manage pupils' behaviour consistently well throughout the school and most of them have high expectations about what pupils can achieve. Consequently, pupils eager to learn and most classrooms have good working atmospheres. Reading and spelling homework is set each week and sometimes pupils finish work at home. This satisfactorily prepares pupils for their next lessons. Although homework gets more demanding as pupils get older, few teachers match homework to the learning needs of pupils and so, at times, higher and lower attaining pupils find

the work too easy or too hard. Despite the advice from the local education authority available through the school, some parents feel that they are not sufficiently informed about how best to help their children learn at home.

83. Areas for improvement are the provision for pupils with special educational needs and for those in need of additional teaching to improve their literacy skills. These pupils make satisfactory gains in knowledge and understanding over time, due often to the hard work of teachers' assistants. However, at the moment, teachers and their assistants do not plan together enough using individual targets to improve learning. When teachers and support staff plan together, pupils' learning is reinforced when they return to their class so that they make good progress, as was seen in a Year 6 poetry lesson. At times, when pupils are withdrawn from class, they miss out on work taking place within their classroom. When they return, their teachers work even harder to help them catch up. Another area for improvement is the use made of information obtained from the analysis of national and other tests in order to analyse the performance of boys and girls, of pupils from different backgrounds and to review pupils' individual learning targets.
84. Opportunities are limited for pupils to use information communications technology to extend research skills and to draft and present work. The school library is used for small groups of pupils, limiting access to the library and opportunities for pupils to improve their unsatisfactory research skills by the end of the key stage.
85. The co-ordinator provides advice and support for colleagues and is committed to raising standards further. Pupils in Years 4 to 5 sit additional, non-statutory tests. The school uses information from these tests to plan. It identified writing as in need of improvement and planning resulted in satisfactory improvements in standards since the last inspection. Writing is reinforced in most subjects, for example in science when writing up experiments, in history when comparing and contrasting lives lived at different times and in design technology when writing construction plans. The co-ordinator's role does not include evaluating the effectiveness of the curriculum and teaching to make sure standards continue to rise by the end of the key stage.

## **MATHEMATICS**

86. By the end of Key Stage 2, standards are in line with national averages. At the time of inspection, the 2000 National Test results were unavailable. The 1999 National Test results showed standards at the end of Key Stage 2 to be well below the national average when compared to all schools, but in line with the national average when compared to similar schools. However, inspection evidence indicates standards are in line with national averages. The school is using the "Improving Primary Mathematics" programme to raise numeracy standards, which is approved by the local education authority. Pupils in Year 6 have been taught using this strategy since they were in Year 3. Since the last inspection there has been good improvement in standards.

87. Inspection evidence confirms the findings of the 1999 Key Stage 2 National Tests, which showed there to be no significant difference between the performance of girls and boys.
88. The numeracy skills of pupils are reinforced and consolidated well in most subjects, although there is no clear planning strategy to make sure this happens. There is good reinforcement of number work in history, where pupils identify the order in groups of dates, and in science when pupils measure, weigh and use mathematical calculations when conducting experiments. Literacy is satisfactorily promoted through mathematics by reinforcing handwriting skills and spelling. Words special to mathematics are identified and shared with pupils to build their vocabularies and emphasis is placed on pupils responding to teachers' questions in sentences with clear explanations.
89. The results of the National Curriculum tests show that over the past two years improvement has been in line with the national average. The longer four year trend shows similar results, but with two years of poor results in between.
90. Pupils make good progress in their learning. The achievement of pupils with special educational needs is good, as is that of pupils with English as an additional language. In Year 3, pupils learn their 3 times table and recall number facts in 2,3,4,5, and 10 times tables. In Year 4, pupils add and subtract numbers mentally using numbers larger than 10. They use strategies to break down large numbers into small calculations that are more manageable. They identify 2D and 3D shapes and recognise angles. In Year 5, pupils consolidate knowledge and skills of the four rules of number. They identify acute, obtuse and right angles, use timetables and collect and evaluate information from bar and line graphs. They investigate probability. In Year 6, pupils plot co-ordinates on a graph by using the four quadrants of a graph using positive and negative numbers. They use long multiplication and square numbers, estimate and measure angles and use information from pie charts and line graphs.
91. Teaching is good. Ninety-three per cent of teaching is satisfactory or better, of which 36 per cent is good and 21 per cent is very good. Seven per cent of teaching is unsatisfactory. This good teaching contributes to the pupils' positive attitudes to mathematics. They enjoy their work and behave well. They contribute to discussions when asked and work well together in paired groups. Teaching follows the 'Improving Primary Mathematics' scheme and this curriculum guidance provides a good basis for teachers' planning. Subject knowledge is good. Where teachers are very confident in their subject knowledge, they use the scheme as a planning framework, alongside information gathered from assessing pupils' achievements, in order to match work to the different learning needs of pupils. These teachers share their enthusiasm with pupils who respond accordingly so that they make good gains in their learning. Even in some satisfactory lessons, teachers keep too closely to numeracy plans provided by the local education authority, and so miss opportunities at times to extend pupils' learning. Most teaching is brisk and well paced, which challenges pupils' learning. In Year 4, pupils confidently and eagerly use an overhead projector to share with the class the strategies they used to solve problems using times tables. The better teaching is in Year 6. Pupils respond cheerfully to demanding work, often working in silence as they concentrate to solve demanding problems mentally, before enthusiastically sharing their answers with the class. Throughout the school, behaviour is managed consistently very well so that pupils learn in calm, orderly and supportive classrooms. Where teaching is less confident, the pace and expectations of pupils is not so demanding and pupils are not consistently challenged. Whole class teaching is a feature of 'Improving Primary

Mathematics' and teachers are aware that this numeracy strategy stresses the need to allow lower attaining pupils to catch up with the rest of the class. This contributes, at times, to the few teachers who do not have the most secure subject knowledge missing opportunities to extend the learning of some average and higher attaining pupils. Although it is a feature of 'Improving Primary Mathematics' that investigations are not introduced until Year 5, opportunities are missed, at times throughout the school, for pupils to become more effective, independent learners. Homework is not always set according to the 'Improving Primary Mathematics' scheme in order to help pupils learn independently, to reinforce their learning and prepare them for the next stage in their learning. The collecting of assessment information is very good, which represents good progress since the last report. However, this information is not always used well when planning.

92. Assessments are made using optional standardised tests at the end of Years 3, 4 and 5, and termly assessments are made as part of the 'Improving Primary Mathematics' numeracy strategy. This information is used well to plan extra learning support for lower attaining pupils. It is not used well to set learning targets for other pupils, nor is information obtained from marking and other on-going tests used effectively to monitor progress, assess learning and adjust pupils' individual learning targets to increase their rate of learning.
93. The knowledgeable and enthusiastic co-ordinator provides good leadership and manages the subject well, although there are areas for improvement. The co-ordinator has been in post for less than a year and is advising colleagues on the best use of assessment information when setting and managing pupils' learning targets. There are good plans in place to develop the subject further. However, the role of the co-ordinator does not include evaluating the effectiveness of the curriculum and teaching in order to make sure standards continue to rise by the end of the key stage. There is unsatisfactory use of information and communications technology to support and extend pupils learning. Management of the teachers who job-share in Year 3 is good because they plan well together and this ensures that pupils' learn and make good progress.

## **SCIENCE**

94. Standards reached at the end of Key Stage 2 are in line with national averages. This represents good progress since the last report when standards were well below the national average.
95. Between 1996 and 1999, the Key Stage 2 national test results show that improvements in standards were broadly in line with the national trend. Science standards rose gradually between 1996 and 1998 but, in 1999, they improved dramatically from being well below to being near to the national average. However, over this four-year period, the girls outperformed the boys in national tests. The results of the 1999 National Test showed the girls to be just over half a term ahead of the boys.

96. At the time of inspection, the 2000 national test results had not been published. Inspection evidence showed that improvements continue and that at Key Stage 2, standards are on course to be in line with national averages by the 2001 National Test. Analysis of pupils' work in Year 6 show there is no significant difference in attainment between boys and girls, and this contributes to the steep rise in standards by the end of the key stage.
97. By the end of the key stage, pupils have satisfactory knowledge of life processes as well as human and plant growth. They understand the significance of food chains and that micro-organisms are living things, which can be harmful or beneficial to humans. Pupils know the properties of materials, understand that materials can be separated by filtration and know the sources of sound and light. They construct electrical circuits to include current breakers, such as switches. Pupils who have special educational needs make satisfactory progress, but for some this could be better. At times, some of them do not have the same opportunities as others to participate fully in lessons in order to learn alongside other pupils because they are withdrawn from some lessons for all or part of the time. Teachers and support staff do not always plan additional work together to ensure that when these pupils return to their class their learning is reinforced.
98. The good emphasis on investigative work throughout the school contributes significantly to pupils' learning and represents good progress since the last inspection. Year 4 pupils, for example, mix different substances with water and by observing the effects they learn what will and what will not dissolve. Year 5 pupils study soil types, and carry out tests to learn about the best conditions for plant growth. In Year 6, when learning about organisms, pupils learn how mould grows on different food samples.
99. Pupils develop satisfactory recording skills and present their work neatly and clearly and this reinforces literacy skills well. They apply mathematical skills effectively, for example when drawing graphs to show results, or recording measurements. There is unsatisfactory use of information communications technology to research and present scientific evidence. There is an unsatisfactory range of information communications technology resources to help pupils learn, such as sensor equipment or scientific software. This weakness contributes to pupils' underdeveloped recording skills.
100. Teaching is good and contributes significantly to rising standards throughout the school. Eighty-four per cent of teaching is satisfactory or better, of which 32 per cent is good and another 32 per cent is very good. There was one unsatisfactory lesson. This represents good improvement since the last inspection. Most teachers' good subject knowledge enables them to plan well and teach with confidence. Pupils respond positively to the demanding pace of most lessons and this contributes to most of them making good gains in their knowledge and understanding. Teachers' good preparation, subject knowledge and use of resources also help pupils of different attainment to learn effectively. In a very well taught Year 5 lesson about the cross-pollination of plants, pupils were fully involved in challenging tasks because the teacher's very good subject knowledge contributed to their good understanding of the lesson's learning objectives. The pupils' learning and resources were also very well managed. Consequently, the pupils used special resources expertly and with care when working in groups and when sharing their learning with the rest of the class. Pupils and teachers enjoy good relationships because most teachers manage pupils' learning and behaviour very well. This contributes significantly to the good learning atmosphere in classrooms and pupils enjoying demanding work. This was seen in a Year 6 lesson, when the teacher worked well with a group of pupils to demonstrate

the molecular structures of solids, liquids and gases. Pupils work hard and take a pride in the presentation of their work because teachers have high expectations of what they can achieve. Teachers monitor pupils' progress well during lessons, preparing work to match their learning needs. Marking is clear and helpful because it assesses pupils' attainment well, measures their progress against their individual learning targets and provides advice on how they can improve. Where teaching is unsatisfactory, the teachers' subject knowledge is insecure; the pace of learning is undemanding, resulting in pupils not always being sure what they need to learn. In addition, when pupils' learning is not managed effectively time is wasted and learning for most pupils of diverse attainment is unsatisfactory.

101. The co-ordinator provides good leadership and manages the subject well. Curriculum development is well managed. Enthusiastic colleagues receive good advice and support and there is a shared commitment to raise standards even higher. The role of the co-ordinator does not include evaluating the effectiveness of the curriculum and teaching, and in the use of assessment information to plan, to ensure there are secure systems in place so that standards continue to rise.

## **ART**

102. The standards at the end of Key Stage 2 are better than those seen in most schools. This represents satisfactory progress since the last inspection because high standards have been maintained. There is little difference in standards or presentation of work between boys and girls. Throughout the school, pupils with special educational needs make satisfactory progress and progress is good for pupils who learn in English as an additional language.
103. By the end of the key stage, pupils have very good observational drawing and painting skills due to well developed techniques when using pencil, brush and pastel. Some samples of figure drawing by pupils in Year 6 are outstanding. There are examples of good oil pastel pastiche inspired by the work of Van Gogh. These are complemented by paintings of Dagenham Parish Church, which demonstrate pupils' sensitive use of colour and tone. Pupils achieve high standards when applying printing techniques and when working with textiles. Pupils in Year 4, for example, use string and card to create imaginative and well observed raised fish designs, which they use for block printing. Samples of earlier work include an attractive representation of autumn leaves made from fabrics. The characters from Alfred Noyes' poem, 'The Highwayman', shown in fabric and paint make a colourful and lively display.
104. Teaching is good. Teachers demonstrate good subject knowledge in their planning and teaching. They teach skills and techniques well. Consequently, pupils' attitudes to learning are good. They are interested, motivated to do their best, and they work creatively and with enthusiasm, taking great pride in their work. This was evident in a Year 5 lesson, where pupils conscientiously applied techniques taught to their still life paintings. Teachers plan and organise lessons well, so that the resources are well organised and easily accessible. This ensures pupils make the best use of time available to learn. Teachers' good subject knowledge contributes to the setting of interesting and demanding work and the pace of lessons, which challenges pupils of different attainment. These elements of good teaching were seen when Year 4 pupils learnt to select the most important details as they sketched different kinds of fish to use as a block print design. As a result, in one challenging lesson they learnt the difference between observational drawings and block print designs.
105. The subject is managed well by the knowledgeable co-ordinator, who supports and



advises colleagues effectively. The good scheme of work supports teachers' planning well and ensures all national curriculum requirements are met. However, in order to make sure high standards are maintained and improved where possible, the role of the co-ordinator needs to include evaluation of the effectiveness of the curriculum, teaching and use of assessment information to plan. There are few information communications technology resources to develop pupils' skills when experimenting with design, colour and shape, and for pupils to research the subject.

## **DESIGN AND TECHNOLOGY**

106. By the end of Key Stage 2, standards in design and technology match the levels expected nationally. There is little difference in standards or presentation of work between boys and girls. Pupils with special educational needs make satisfactory progress. Progress is good for pupils who learn in English as an additional language.
107. In a Year 3 class, pupils work in groups to design a sandwich with more than one filling. They order their actions into a chronological sequence, beginning with the purchase of ingredients. They explain that, by taste they evaluate the sandwich made and, if necessary, change the bread or fillings to improve it. Pupils understand clearly that a sandwich designed to appeal to a group needs ingredients that they all like. They know that to succeed they need to plan well to ensure that ingredients and the tools needed to make the sandwich are accessible. Using their previously prepared design, Year 6 pupils were set the task to sew a design using chain stitch, which they successfully transferred to fabric. They evaluate designs critically in order to improve and identify possible difficulties, which may be encountered when transferring their pattern to a sewn design. Pupils are confident in talking about their work and comment on ways their work can be improved. Carefully planned opportunities for pupils with special educational needs and the good quality support for pupils with English as an additional language, enable these pupils to learn well alongside their peers in designing and making activities.
108. There have been significant improvements over two years in the provision for, and standards reached, in design and technology. Lessons are planned in great detail and this helps pupils learn specialist vocabulary. There are carefully planned opportunities for pupils to evaluate their work so that they improve. This represents good progress in planning and teaching specialist vocabulary since the last inspection. Progress is due largely to the improved scheme of work, which has increased teachers' subject knowledge, provided good guidance for their planning and contributed to improvements in teaching. Very clear lesson introductions clarify learning objectives for pupils by involving them in demonstrations about what they will do and learn. Probing questions challenge pupils of different attainment and thoughtful class discussions about what they will do examine the pupils' creative suggestions. Relationships between pupils and their teacher are excellent. The teacher's sense of humour in one lesson was particularly effective in creating an atmosphere within the classroom in which all pupils were eager to learn.

109. Excellent classroom management contributed significantly to pupils' very good behaviour and the quality of their learning. As a result, the pupils enjoyed the lessons and contributed ideas readily. Good attention was given to safety issues. Pupils have good opportunities to be independent within a supportive environment. They make good progress because they are constantly challenged intellectually. Very good support from a voluntary worker also promoted successful learning. The opportunities provided for pupils to design and make have a significant impact on the pupils' learning. They take pride in what they make and are keen to share their work with others.
110. The enthusiastic and knowledgeable co-ordinator manages and leads the subject well. She is responsible for the excellent scheme of work. Good use is made of professional development opportunities and advice and support from the local education authority. Clear planning guidance contributes to teachers, their assistants and voluntary workers increasing their subject knowledge. As a result, pupils' work on wheels and the use of cams displayed in the school entrance hall impressively demonstrates the high standards pupils achieve. Resources are regularly audited and reorganised. Although not formally planned for, pupils' literacy skills are reinforced when reading and writing construction plans and numeracy skills are reinforced when measuring and calculating. There are good links with science when learning about gears and the properties of different materials. There are very few opportunities planned for pupils to use information communications technology to extend their learning. Assessment information is not always used well when teachers plan. Whilst the co-ordinator supports and advises colleagues well, the role is not fully developed to include evaluation of the effectiveness of the curriculum and teaching.

## **GEOGRAPHY**

111. By the end of Key Stage 2, standards in geography exceed those expected nationally. In Year 3, pupils' knowledge, skills and understanding are below the standards expected for their age. They make good gains in learning by the end of Year 4 and this rate of learning increases in Years 5 and 6. Pupils with special educational needs, and those who learn in English as an additional language, make similar good progress in their learning as they move up through the school. There is little difference in standards or presentation of work between boys and girls. The school development plan identifies writing as an area for improvement and work seen throughout the school shows improvements in writing and in the organisation of work.
112. Standards are above national expectations by the end of the key stage because teachers use time well in Years 3 and 4 to make sure pupils improve their basic geographical skills. For example, a teacher in Year 4 made sure pupils had good understanding of geographical features, such as 'harbour', 'river tributary' and 'rain forest' as the class researched why people settled first in parts of the island studied. This insistence that basic knowledge is understood and applied to the work pupils do ensures that high expectations are set for what pupils of different attainment can achieve. Pupils quickly learn to use different types of maps to investigate their own locality and to find out how the weather varies in the United Kingdom and around the world. Good learning in Years 4 and 5 provides a secure base from which learning improves swiftly. As a result, by Year 5 pupils are learning how eco-systems work, how people affect the eco-system and how they can improve the environment. The use of geographical language improves by Year 5 and pupils' knowledge of history helps them explain how people changed landscapes. Pupils of different attainment use various types of maps to locate and compare geographical features of different locations. In Year 6, average and higher attaining pupils use geographical language

well to express ideas and opinions, which is a good improvement since the last inspection. They use maps and books well to investigate different places, although opportunities for them to learn more independently are limited at times. They locate places and geographical features on maps using co-ordinates of four or more figures. They make swift gains in learning how to compare and contrast different places in the United Kingdom and elsewhere in the world, for example their home town with the Caribbean island of St Lucia. Standards rise significantly in Year 6. For example, a Year 6 class used a sophisticated research technique to investigate different land uses between Hay-on-Wye and Dagenham using maps with work reinforcing numeracy skills very well. They calculated percentages and plotted information on different types of graph in order to reach conclusions. Their findings were discussed as a class. This led to thoughtful writing, which reinforced literacy skills well, because there was a focus on grammatically correct, clearly expressed writing with accurate spelling.

113. Teaching is good, although there are areas for improvement in order to maintain high standards at the end of the key stage. Each lesson begins with teachers sharing the lesson's learning objectives with pupils. This results in pupils knowing what they need to achieve, the setting of high expectations and pupils getting down to work straight away so that most work hard all the time. Although little work is planned to match the different learning needs of pupils, teachers' good subject knowledge and pupil management skills allow them to spend time helping and advising so that pupils of diverse attainment receive demanding work. Most teachers' knowledge of information communications technology is unsatisfactory and this results in opportunities missed to extend pupils' subject knowledge and research skills whilst reinforcing their information communications technology skills. Teachers manage pupils' behaviour well so that good efforts and achievements are praised and rewarded. This contributes greatly to the good learning atmosphere in classrooms. Although teachers have good knowledge of their pupils, which they use well when planning, there are no procedures in place to make best use of assessment information to increase pupils' knowledge, skills and understanding, step by step, as they move through the school. Consequently, there are no secure systems in place to maintain high standards and improve them where necessary.
114. The school makes satisfactory use of its locality for pupils to learn the geography of their area. School visits to Walton-on-Naze provide good opportunities for pupils to reinforce and to extend their geographical knowledge and skills.
115. The knowledgeable co-ordinator is committed to raising standards and works well with colleagues to help them plan. The subject is well led and managed. The role of the co-ordinator has improved satisfactorily since the last inspection, although the role of evaluating the effectiveness of the curriculum and teaching is underdeveloped. Resources are satisfactory, well organised and easily accessible to pupils and teachers. However, there is a shortage of globes. There is a lack of information communications technology resources to extend pupils' geographical knowledge and research skills whilst they reinforce their information communications skills.

## **HISTORY**

116. By the end of Key Stage 2, standards in history are in line with national expectations. Throughout the school, pupils' learning is satisfactory and those with special educational needs make satisfactory progress. Progress is good for pupils who learn in English as an additional language because teachers make good use of advice and support from the local education authority. There is little difference in standards or presentation of work between boys and girls.
117. Pupil's attitudes are good. Relationships between pupils and between pupils and their teachers are good. Pupils' work is neat and clear and standards of presentation are good.
118. Teaching is satisfactory. Planning and the analysis of pupils' work shows all aspects of the history national curriculum are taught. Teachers do not effectively use assessment information they gather, when planning for the term, for each half term or for the week. Unsatisfactory use is made of information gathered from the marking of work, from testing or from discussions with pupils about their learning. This lack of assessment information contributes to most teachers having too low expectations of what pupils can achieve. There are also too few opportunities for pupils to carry out research using a range of texts and sources. Although historical words are identified and used, there is insufficient use made of this specialised vocabulary to challenge pupils and extend their range of writing.
119. A scheme of work provides satisfactory curriculum guidance to help teachers plan, but there is not enough emphasis on raising standards. Resources are satisfactory and easily available to all. Satisfactory use is made of visits to the British Museum, Colchester Museum and to a local manor house, to reinforce learning. Improvements are needed in the monitoring and evaluation of the effectiveness of the curriculum and teaching. Not all teachers provide the stated allocation of time across the key stage year and so, whilst standards by the end of the key stage meet national expectations, they are not high enough.

## **INFORMATION COMMUNICATIONS TECHNOLOGY**

120. At the end of Key Stage 2, standards are well below national expectations. Pupils of different attainment, including those with special educational needs, make unsatisfactory progress, as do pupils who learn in English as an additional language. This represents unsatisfactory progress since the last inspection.
121. Most teachers have unsatisfactory subject knowledge. As a result, throughout the school standards in most classes are below national expectations. There are too few opportunities provided to reinforce information communications technology skills and knowledge whilst pupils learn in other subjects. Opportunities to use applications, such as CD-ROM or spreadsheet modelling, are very limited. In mathematics, in Years 5 and 6, opportunities are missed to use computers to calculate areas, perimeters and volume. In geography, there are no opportunities for pupils to use e-mail and CD-ROMs to learn about different localities in the United Kingdom and abroad. In science, there are no plans from Year 4 onwards for pupils to produce different types of graphs using computers to show differences in the properties of various materials and the life spans of different creatures. As a result, pupils of different attainment do not build on their skills and understanding, step by step, as they move through the school. However, throughout the school, the teaching of basic word processing skills is satisfactory. Teachers make effective use of a new large monitor screen when teaching the whole class. Where teachers have satisfactory or

better subject knowledge, teaching is imaginative; pupils enjoy lessons and learn well. This was seen in a Year 3 lesson, when pupils chose different style, colour, size or layout of text in order to match particular words. For example, they used enlarged text for 'big' or a vertical layout for 'down'. Year 6 pupils learnt similar skills because they had not been taught in previous years. In Year 6, pupils design a sweet packet using different styles and colour of text.

122. Poor progress has been made since the last inspection to improve provision. However, there are plans in place to improve standards through the better use of a satisfactory range of resources, bought over the past six months, and the equipping of a room dedicated to teaching information communications technology. There are plans securely in place to boost the knowledge and skills of teachers and their assistants, with good use being made of advice and support from the local education authority for teachers' professional development. A local education authority scheme has been adopted to help plan the curriculum over time and this provides a clear strategy for the teaching of basic skills and the raising of standards.
123. The co-ordinator has been in post for less than a year and knows what to do to improve resources and their use so that standards rise throughout the school. As a result, monitoring of the curriculum and teaching has improved satisfactorily since the last inspection. The role of the co-ordinator does not include evaluating the effectiveness of the curriculum and teaching to improve standards.

## **MUSIC**

124. By the end of Key Stage 2, standards in music match those expected nationally. Pupils' achievements are good. Pupils enter school with standards well below those expected for their age and by Year 6 they make good gains in their musical knowledge, skills and understanding. This represents satisfactory progress since the last inspection. Pupils with special educational needs make satisfactory progress, and progress is good for those who learn in English as an additional language. Satisfactory opportunities are provided for pupils to learn about music from diverse cultures and the work of famous musicians.
125. Teaching is satisfactory and occasionally it is excellent. Good planning is carefully linked to the National Curriculum and the school's scheme of work. Probing questions challenge pupils of different attainment. This was seen when Year 6 pupils revised their learning about key aspects of Renaissance period music and discussed changes since medieval times. Teachers have high expectations of what pupils can achieve but not all of them use a broad enough range of methods or assessment information to boost pupils' achievements consistently. This was seen in a Year 3 class, where about five pupils did not hold their instruments correctly, or treat them with enough respect. Where teaching is of a high standard, pupils are taught musical skills well so that they make very good progress in controlling the sounds they make with their voices and instruments. In Year 6, pupils confidently performed their extremely amusing composition of a new verse to an existing song during an assembly, which was thoroughly enjoyed by all present. Pupils' learning and behaviour are well managed throughout the school. This means pupils work hard, listen carefully to teachers and each other, follow instructions and are eager to participate. Pupils take a pride in their achievements. For example, in Year 5 pupils learn about ostinato and bass rhythm. They maintain a steady pulse and, with rehearsal, successfully follow the teachers clapping and heel tapping in the more complicated seven beat patterns. They take pride in knowing how different musical elements can be combined. In a Year 3 class, pupils know the names of various instruments, and what a 'rest' is. They listen and follow instructions well when using

a pictorial chart as guidance to maintain simple, clapping rhythms.

126. The standard of singing is satisfactory throughout the school. Pupils sing with control of diction and phrasing during assembly. They follow the teacher's signals to successfully maintain independent parts and they are aware of other performers.
127. A few pupils have additional instrumental tuition in strings, brass and woodwind instruments. There is also a recorder ensemble and there are plans to extend this provision. Discussion with pupils who play guitars demonstrates their interest and commitment to improving their skills. The school choir occasionally participates in musical festivals and Christmas activities. Many of the additional musical activities take place during lunchtime or after school, and they have a good impact on pupils' learning. Planning does not ensure that when instrumental lessons take place in school time pupils do not miss the same lessons each week.
128. Most teachers' good knowledge of the pupils and the subject, and effective planning guidance, contribute to most pupils learning well over time. An area in need of improvement is the use of assessment information gathered, when monitoring pupils' progress and attainment, in order to plan so that pupils of diverse attainment are consistently challenged throughout the school. This means that there are no secure systems in place to raise standards further. The co-ordinator is reviewing the use of assessment to plan and track pupils' attainment. The role of the co-ordinator has improved satisfactorily since the last inspection but does not include the evaluation of the effectiveness of the curriculum and teaching. Resources are satisfactory. Information communications technology is not used well to extend learning, for example, to use computers to compose.

## **PHYSICAL EDUCATION**

129. By the end of Key Stage 2, standards in physical education match those expected nationally. The broad and balanced curriculum meets the requirements of the national curriculum. Pupils with special educational needs make satisfactory progress and those pupils who learn in English as an additional language make good progress. There has been satisfactory improvement since the last inspection in opportunities for pupils to participate in dance. A short residential experience for 36 Year 6 pupils increases their physical education skills and knowledge when abseiling, canoeing and caving.
130. By the end of the key stage, almost all pupils of diverse attainment reach standards expected in swimming. About a third of pupils exceed these standards and about a sixth are below standards expected. More than three out of four pupils are confident in water and all enjoy swimming lessons, although some use flotation aids and do not use their legs well.
131. Teaching is good, although improvements are needed in swimming. Lessons begin by teachers sharing the lesson's learning objectives with pupils so that they know what they need to learn. This contributes to pupils enjoying their carefully planned lessons so that they consolidate and reinforce skills as they move through the school. Teachers pay good attention to safety and pupils check the safety of equipment before and after use. Pupils' attitudes to learning are usually good. Most show an enthusiasm for the subject. In team games and group work, pupils work well together and show good respect for each other and their teacher. Teachers' probing questions reinforce the learning of specialist language and help pupils evaluate and improve their own performance and that of others. This was seen in a Year 5 lesson when pupils improved rugby skills and strategies through increased

accuracy in sending, receiving, controlling and travelling with a ball whilst learning to attack and defend. Teachers have satisfactory subject knowledge and methods to help pupils learn. These are seen throughout the school in 'warm up' activities at the start of lessons, where pupils of different attainment become increasingly agile when running and changing direction. Planning for gymnastics ensures that pupils throughout the school are challenged so that they make good progress when performing sequences of travelling and balancing movements. In swimming, by the end of the key stage, three out of four pupils reach or exceed standards expected nationally. Throughout the school, teachers manage pupils' learning and behaviour well most of the time and this has a good impact on learning. However, during swimming sessions the management of some pupils is unsatisfactory. Pupils receive good quality instruction but there is unsatisfactory support provided by teachers at times to ensure that pupils are attentive and behave well. As result, a few pupils fail to respond to instructions quickly enough and their poor behaviour has an unsatisfactory impact on their learning.

132. At times, a few of the parents who attend the swimming sessions as observers interfere in lessons and so do not encourage their children to benefit fully from the good instruction.
133. The good subject co-ordinator is committed to raising standards and improving the curriculum by revising the physical education policy and the scheme of work to improve further teachers' planning. Teachers have good knowledge of their pupils. Good curriculum guidance is used well by teachers to improve further their satisfactory subject knowledge. As a result, most pupils' learning increases satisfactorily, step by step, as they move through the school. However, there is unsatisfactory use made of assessment information when planning to make sure pupils of different attainment throughout the school are consistently challenged. There is no secure system in place to ensure assessment information is used well to raise standards further. The co-ordinator's role is underdeveloped and does not include evaluating the effectiveness of the curriculum and teaching in order to make sure standards continue to rise. There is, however, satisfactory improvement since the last inspection in teachers' subject knowledge. There are satisfactory opportunities provided after school to extend pupils' skills and interests in sport. There are good links with Essex cricket team and West Ham Football Club.

## **RELIGIOUS EDUCATION**

134. By the end of Key Stage 2, standards in religious education meet the requirements of the locally agreed syllabus. Throughout the school, progress is satisfactory for pupils with special educational needs and those who learn in English as an additional language. Pupils' knowledge of Christianity and other religions is satisfactory and they understand how people's faiths influence their lives.

135. The school has effectively adapted the locally agreed syllabus to reflect the needs and experiences of pupils. Pupils learn about Christianity by studying Old and New Testament stories. They study the most important festivals and celebrations and reflect upon Christian values within their own daily lives. Pupils also consider the fundamental beliefs of Islam and Judaism. They know how different faiths influence the ways people behave and dress and the food they eat. They learn about the significance to the lives of others of traditions and faiths different to their own, and the importance of religious artefacts, such as the Torah and Qu'ran. For example, Year 4 pupils improve their understanding of Christian values when studying the story of the prodigal son. They think about how the son would feel on his return home. Year 6 pupils learn about the Five Pillars of Islam, and of the Muslim respect for the prophet Mohamed. They deepen their understanding of 'commitment' by thinking about the five rules for Sikhs, and about those that are important to the pupils' themselves in order to be respected members of the community.
136. Pupils' good attitudes to learning are reflected in the way in which they present their work. Pictures and diagrams are completed with care and handwriting is neat and legible. Pupils' personal writing about prayer is thoughtful and their ideas about Jesus are clearly and honestly expressed.
137. Teaching is good and some outstanding teaching was seen in Year 6. This is a good improvement since the last inspection and has resulted in improved standards throughout the school. Most teachers' subject knowledge is satisfactory and at times it is good, which results in pupils of different attainment understanding clearly what they have to learn. A good range of teaching strategies help pupils learn. For example, throughout the school pupils are involved in classroom drama and this enthuses them. Resources are used well. Excellent use was made of visual materials in one lesson. A copy of a Family Qu'ran was brought in by a Year 5 Muslim pupil who described its importance and use in worship. This captivated other pupils so that their learning about Islam improved significantly. In another Year 5 lesson about Judaism, the teacher set out wine, bread and herbs on a table to help pupils' understanding of Shabbat. However, there are too few opportunities planned for pupils to use CD-ROMs to extend their research skills, or to use computers to improve their subject knowledge and understanding whilst reinforcing information communications technology skills. Teachers' reinforce literacy skills satisfactorily when pupils write in sentences and spell words special to religious education, although there is no strategic planning to ensure this occurs. Numeracy skills are reinforced when pupils are required to calculate mentally how long ago events took place and how much time elapsed between significant religious occurrences. Throughout the school, teachers manage pupils' learning and behaviour consistently well. Teachers' very good use of open questioning stimulates pupils' thinking and enables teachers to assess their understanding of a topic.
138. The subject is well led and managed. Resources are satisfactory. There is satisfactory curriculum guidance to help teachers plan. There has been good progress in planning since the last inspection to teach pupils about faiths, worship and religious traditions different from their own. The school makes good use of the local synagogue and mosque in order to extend pupils' knowledge and understanding of different faiths. The co-ordinator monitors the standards of pupils' work and uses information gathered to consult colleagues about how to improve



standards further. The role of the co-ordinator does not include evaluation of the effectiveness of the curriculum and teaching. There is no secure system in place to make sure information obtained from assessing pupils' attainment is used to inform planning so that pupils of different attainment, throughout the school, are consistently challenged.