

# INSPECTION REPORT

## **THORPE HALL PRIMARY SCHOOL**

Walthamstow, London

LEA area: Waltham Forest

Unique reference number: 103060

Headteacher: Mr B Wray

Reporting inspector: Mr J G F Parsons  
22546

Dates of inspection: 13<sup>th</sup>-16<sup>th</sup> November 2000

Inspection number: 224688

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hale End Road Walthamstow London
Postcode:	E17 4DP
Telephone number:	0208 527 4062
Fax number:	0208 523 0397
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Exton
Date of previous inspection:	8 <sup>th</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J G F Parsons (22546)	Registered inspector	Art and design	What sort of school is it?
		Physical education	What should the school do to improve further?
			How well is the school led and managed?
			School's results and achievements
Mr J R Lovell (14756)	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Mrs L M Parkinson (23221)	Team inspector	English	How well are pupils taught?
		Areas of learning for children in the Foundation Stage	
		English as an additional language	
Mr G R Logan (11810)	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
Mr R Willey (28320)	Team inspector	Science	
		Equal opportunities	
Mr E S Morris (25787)	Team inspector	Information and communications technology	
		Design and technology	
		Geography	
		Special educational needs	

Dr D P Lowe (11901)	Team inspector	History	How well does the school care for its pupils?
		Music	
		Religious education	

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>23</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>25</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>27</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>28</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>32</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Thorpe Hall is a large urban primary school that caters for pupils between 3 and 11. There are 385 boys and girls in the main school and 31 full time equivalent children in the nursery. The school is larger than other primary schools and it is larger than it was at the time of the last inspection as the catchment has widened. It is now a two-form entry school and is over-subscribed. The general attainment of the pupils is below average on entry. The majority of pupils live locally. Since a new fence was erected vandalism is low. Employment in the area is high, although at 20.6 per cent, the number of pupils eligible for free school meals is above the national average. There are 22.59 per cent of pupils who are from minority ethnic groups and 10.38 per cent of pupils who speak English as an additional language. A few children of travellers have recently joined the school. On the special educational needs register there are 23.55 per cent of pupils of these 1.92 per cent have statements of special educational needs. The majority of pupils with special educational needs are on the first two stages identified in the Code of Conduct. A few have moderate or specific learning difficulties, autism, dyspraxia, speech or communication difficulties and visual impairment.

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

Thorpe Hall is an effective school. Standards have improved and are above the national average compared to all schools and well above average compared to similar schools in English. In mathematics, compared to all schools, standards are in line with the national average and compared similar\* schools they are above in the year 2000 national tests at eleven. Except for English at Key Stage 1 which is well below average, in all other subjects the inspection found standards to be at least in line with expectations for pupils' age, and above in some subjects. The quality of teaching is good overall and a significant proportion was very good. There was no unsatisfactory teaching during the inspection. The good leadership of the headteacher and key staff together with the sound support of the governing body has enabled the school to make good improvement since the last inspection. The good teaching, improved standards and the average cost per pupil indicate the school offers good value for money. The school has very effective strategies in place to promote educational inclusion and equal opportunities.

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

- Standards in the year 2000 national tests for pupils at age eleven are well above the national average for similar\* schools in English and above average in mathematics.
- The quality of teaching and learning is consistently good. There was no unsatisfactory teaching during the inspection. Teachers' management of pupils and use of support staff is effective.
- The school cares for its pupils. It promotes good behaviour, attitudes, personal development and relationships. The provision for pupils' spiritual, moral, social and cultural development is good.
- Pupils have a good range of learning opportunities and the range of extra-curricular activities is very good.
- The school is well led and managed. The monitoring of the school's performance by the senior management team is very effective. All the staff share the school's commitment to raising standards.

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

- Standards in reading and writing for pupils at age seven are not high enough.
- The scheme of work at the Foundation Stage (children under five) does not enable children to fully achieve the Early Learning Goals.
- The governing body and the subject co-ordinators are not sufficiently involved in monitoring teaching and learning.
- The marking of pupils' work is not evaluative enough and does not promote their learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected on the 8<sup>th</sup> July 1996. There has been good improvement overall since the last inspection. There has been a good response by the leadership of the school and many new initiatives have been implemented. The school development plan and the financial planning of the school are now good and this has been effective at raising achievement. The careful costing of initiatives has made a good impact on the cost effectiveness of the school's provision. Curriculum development is good. There are schemes of work for every subject which give strong guidance to teachers and the school is on track to adopt the Curriculum 2000 initiatives introduced by the Qualifications and Curriculum Authority. However, the scheme of work for the Foundation Stage is not fully effective. There has been a marked improvement in the accommodation; particularly the addition of a purpose built nursery unit. The lack of stable staffing of the nursery remains a weakness in provision. There is a good range of resources for the nursery unit but resourcing for reception remains unsatisfactory. Effective monitoring of teaching and learning by the senior management team has been introduced, however the governing body and some subject co-ordinators are insufficiently involved. The improvement in assessment and record keeping is very good and a strength of the school at Key Stage 2. The high quality assessment and individual tracking of pupils has had a significant impact on standards. Teachers know pupils' rate of progress and what targets to set so that they achieve well in the future. Monitoring of attendance is very good and is linked to assessment so that the school is aware of the impact absence has on individual pupil's standards. The school has a good capacity to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar* schools
	1998	1999	2000	2000
English	C	C	B	A
Mathematics	C	A	C	B
Science	C	C	D	C

**Key**

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

\* This is based on comparing this school with the results of schools with a similar level of pupils' entitlement to free school meals nationally.

In the Foundation Stage (children under five) the majority of children are achieving satisfactorily and attain the Early Learning Goals. In personal, social and emotional development children are exceeding the goals. Standards in communication, language and literacy are less well developed and remain below that expected for children's age. In the year 2000 national tests in reading and writing, for pupils aged seven, standards were both well below the national average and below compared to similar schools. Inspection findings confirm this. In mathematics, pupils' standards at age seven, in the year 2000 national tests were above the national average and when compared to similar schools. Inspection findings confirm this. In the year 2000 tests, standards in science of pupils aged seven were well below the national average and below those of similar\* schools. The high number of pupils with special educational needs in this age group was one of the contributory factors to the low results at seven. The inspection found pupils' standards in science were in line with national expectations at seven due to improved teaching this year. In English, the year 2000 national tests for pupils aged eleven show standards that are above the national average compared to all schools and when compared to similar schools they are well above. The school exceeded its targets at the end of Key Stage 2 in English, in both 1999 and 2000. The inspection found that standards in English were above



those expected for pupils' age. The effective introduction of the National Literacy Strategy is an important factor in these improved standards. Standards in mathematics in the year 2000 national tests were in line with those expected for pupils' age compared to all schools and above average compared to similar schools. Inspection findings confirm this. The school set challenging targets in mathematics which it just failed to meet. Standards in the 2000 national tests in science were below those expected compared to all schools nationally but in line with similar\* schools. The work the school is doing on improving practical and investigative science is raising standards. The inspection found standards are in line with those expected for pupils' age across the school. The school set challenging but achievable targets for English and mathematics but no targets were set in science. Using statistical information available indicates pupils' progress compared to similar schools between Key Stage 1 and Key Stage 2 is well above average in all the tested subjects. In information and communications technology and religious education standards are in line with those expected for pupils' age across the school. In all other subjects (design and technology, geography, history and physical education) pupils' standards are in line with those expected for their age at both key stages, except art and music which are above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have a positive attitude to school.
Behaviour, in and out of classrooms	Good. Pupils' behaviour around the school and in most lessons is good.
Personal development and relationships	Good. Overall relationships and the personal development of pupils are good.
Attendance	Satisfactory overall

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. In 100 per cent of lessons teaching was satisfactory or better, in 76 per cent it was good or better, in 23 per cent it was very good or better. There was no unsatisfactory teaching. This represents a very good improvement since the previous inspection when 19% of teaching was unsatisfactory. In both the nursery and reception classes there is a calm, purposeful, working atmosphere. The teaching and learning are based upon sound early years principles and practice. Literacy and numeracy are well taught across the school. The teaching and learning in mathematics and English are good overall and teachers' skills have benefited from literacy and numeracy training. Examples of good teaching were observed in all three key stages, and examples of very good teaching at both Key Stage 1 and Key Stage 2. Very good assessment and careful planning ensures that the teaching is good at meeting the needs of all pupils. This overall good quality of teaching makes a substantial contribution towards promoting pupils' enthusiasm for school, their positive attitudes towards work, and their quality of learning. Pupils learn particularly well in literacy, art and music lessons, which they enjoy and find stimulating.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There are good opportunities for pupils to study the subjects of the National Curriculum and religious education.
Provision for pupils with special educational needs	Good. Pupils with special educational needs make good progress as they move through the school.
Provision for pupils with English as an additional language	Good. Pupils who have English as an additional language are fully integrated and achieve at a similar level to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision of pupils' moral, social and cultural development is good, and spiritual development is sound. This represents a significant improvement since the last inspection, when cultural development was unsatisfactory.
How well the school cares for its pupils	Good. The school's care of its pupils, and support provided for them, remains good since the time of the previous inspection.

The school has a satisfactory partnership with parents. It works hard to involve and consult parents on issues affecting the school and their children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The effective leadership of the headteacher ensures that the school has a clear educational direction. Together with all staff, the headteacher has a clear commitment to high standards.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is satisfactorily involved in holding the school to account and supports the headteacher and senior management team.
The school's evaluation of its performance	Good. The school has very good procedures in place for tracking individual pupils' performance at Key Stage 2, enabling teachers to set targets and plan more effectively. Similar procedures are not yet in place for Key Stage 1 and so assessment is less effective.
The strategic use of resources	Good. Resources, including specific grants, are used well to promote pupils' learning and the school development plan is costed to ensure that the school's priorities are addressed in its expenditure.
Adequacy of staffing accommodation and learning resources	Satisfactory. The school has a good range of well-qualified teachers, who have extensive expertise in many subjects. The accommodation is much improved since the last inspection; particularly the addition of a purpose built nursery unit.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

26 parents attended the pre-inspection meeting (6 per cent) and 99 questionnaires were returned (27 per cent)

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Most parents agree that their children like school and are making good progress.</li><li>• They agree that their children are well behaved and teaching is good.</li><li>• They agree that the school expects their children to work hard and helps them to become mature.</li><li>• Most parents consider the school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• Some parents do not consider that their children get the right amount of homework and they are not kept sufficiently well informed about their children's progress.</li><li>• Some parents do not feel the school works closely with parents.</li><li>• A few do not consider the school is well led or managed.</li><li>• Some parents do not consider the school is providing a wide range of interesting activities.</li></ul>

The inspection team agrees with parents' positive views. The inspection found the homework provision is good at Key Stage 1 and very good at Key Stage 2. The quality of information given to parents and links with parents are satisfactory. Leadership and management are good, and the provision of extra-curricular activities is very good.

## **PART B: COMMENTARY**

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

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

- 1 A significant number of children enter the nursery with limited skills in speaking and listening and language development and attainment overall is below average. By the end of the Foundation Stage (for children under five), the majority of children are achieving satisfactorily and attain the Early Learning Goals in mathematical development, knowledge and understanding, creative development and physical development. In personal, social and emotional development children are exceeding this goal. In the areas of communication, language and literacy standards remain below those expected for pupils' age and are less well developed than the other Early Learning Goals.
- 2 In the year 2000 national tests for pupils aged seven, 78 per cent achieved Level 2\*\* or higher in reading and 71 per cent in writing. These standards were both well below the national averages of 83 per cent and 84 per cent respectively and below compared to similar schools. The high number of pupils with special educational needs in this age group was one of the contributory factors to the low results at seven. An important factor now is the particularly strong teaching at Key Stage 1. The national tests in English for pupils aged eleven in year 2000 show a good improvement on the previous year's results. The standards are above the national average and when compared to similar schools they are well above. The trend in pupils' progress from 1996 to 1999 was slightly above the national average and the school exceeded its challenging targets at the end of Key Stage 2, in both 1999 and 2000. The inspection found that standards in English were above those expected for pupils' age at eleven. Although the percentage that achieved the higher Level 5\*\* was below the national average. The effective introduction of the National Literacy Strategy is a major factor in raising standards of English.
- 3 In mathematics, pupils' standards at age seven in the year 2000 national tests were above the national average and when compared to similar schools. In mathematics, 92 per cent of pupils achieved Level 2\*\*, the national average, compared to 90 per cent nationally. Standards in mathematics for pupils at eleven are in line with those expected for their age nationally and above similar schools. Inspection findings confirm this. Overall, standards are improving, with evidence of challenging opportunities. On present evidence, however, performance is stronger at Key Stage 1 than in Key Stage 2. The very strong teaching and the enthusiastic response of pupils boost the standards by the end of Key Stage 1. The effective introduction of the National Numeracy Strategy has been a major factor in improving standards at Key Stage 1. The school set challenging targets in mathematics which it just failed to meet.
- 4 In the year 2000 teacher assessments of standards in science of pupils aged seven were well below the national average and below those of similar\* schools. However, the results were not representative as the school had a particularly high proportion of pupils with special educational needs in the tested year. Standards in the year 2000 national tests for pupils aged eleven were below those expected nationally but in line with similar\* schools. The inspection found science standards at seven and eleven are in line with national expectations, the work the school is doing, particularly on improving practical and investigative science, is raising standards.

- 5 Statistical evidence available indicates pupils' progress compared to similar\* schools between Key Stage 1 and Key Stage 2 is well above average in all the tested subjects.
- 6 Standards in information and communications technology are in line with those expected for pupils' age by the end of both key stages. Pupils make good use of the ageing equipment that is to soon be replaced. Standards in religious education are in line with those expected for pupils' age and with the locally Agreed Syllabus. In all other subjects, standards are in line with those expected for pupils' age by the end of both key stages, except art and design and music, which are above average. Both the art and design and music curricula are rich and the very good co-ordination of the subjects and high quality teaching has led to high standards. There is no significant difference in standards between boys and girls at both key stages. There has been good overall improvement in standards since the last inspection, especially in English by the end of Key Stage 2. The school's improvement of standards is broadly in line with the national trend over recent years.
- 7 Pupils with special educational needs make good progress as they move through the school. Their individual education plans are carefully tailored to their specific needs; pupils are set realistic yet challenging and achievable targets that are reviewed regularly. Pupils often achieve at least appropriate standards in their work and sometimes, as can be seen from national test results, exceed expectations in literacy and numeracy. Work in class is provided at a suitable level, based on prior attainment and this results in pupils making good progress. Pupils who have English as an additional language, who are from minority ethnic groups, and children of travellers, are fully integrated and achieve at a similar level to their peers in all subjects.

\*This is based on comparing this school with the results of schools with a similar level of pupils' entitlement to free school meals nationally. \*\*Level 2 is the national expectation in national tests for pupils at seven. Level 3 and 4 are above and well above expectations. Level 4 is the national expectation in national tests for pupils at eleven. Level 5 and 6 are above and well above expectations.

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

- 8 As at the time of the previous inspection, pupils have good attitudes to school and learning, good behaviour, good relationships and a positive response to opportunities to take responsibility. These benefit pupils' learning and attainment.
- 9 Pupils are keen and eager to come to school. The attitudes of the significant majority of pupils to learning are good. Pupils' responses to teaching are very rarely less than satisfactory. They are often good. Throughout the school, pupils show an interest in their work and usually they concentrate well, persevering with challenging tasks. For example, in a Year 5 swimming lesson, a pupil who was attempting to swim a width of the pool was determined to complete the entire width despite needing to stop on several occasions. From an early age, pupils share resources well and are able to work co-operatively. For example, children in the nursery who built a model train track carefully avoided '*derailments*' when trains approached each other on a single line. Pupils have very good attitudes towards the activities provided and over 200 pupils throughout the school participate in extra-curricular activities such as '*Language of Dance*', sports, drama, chess, music and gardening.

- 10 Pupils' behaviour around the school and in most lessons is good, and most pupils are self disciplined. However, on occasions, a small minority behave in an inappropriate manner. Pupils have a good understanding of the school's *'Golden Rules for Learning'* which are shared with parents. The school functions as an orderly community with a positive set of principles and values. Pupils understand the high standard of behaviour that is expected from them and respond well to this. This assists in both teaching and learning. Pupils have a good understanding of the school's code of behaviour that is displayed in all classrooms. It successfully encourages pupils to take responsibility for their own behaviour and to respect others. Pupils value recognition of good behaviour, work or effort and share in its celebration within the classroom and at weekly celebration assemblies. During the course of the inspection there was no evidence of any oppressive behaviour or bullying. Staff quickly address any systematic bullying and breakdowns in relationships between pupils. During the last school year there have been six fixed term exclusions, involving four pupils, and this sanction is used appropriately, as a last resort. Pupils take good care of school equipment and resources. The majority of parents believe that the school's good values and attitudes have a positive effect on their children and that their standards of behaviour are good.
- 11 Overall relationships and the personal development of pupils are good. They are polite and respectful to adults and courteous to each other. Pupils show an appreciation of each other's contributions during group work. For example, during a religious education lesson, pupils used a text to research and develop their understanding of the special nature of the Sabbath in Judaism. They listen attentively to their teachers and classroom assistants and show respect for other pupils' feelings, beliefs and values. The provision of a discussion period called *Circle Time* provides a good opportunity for pupils to talk over issues that face them as part of everyday life. From an early age, pupils are involved in the daily routines of the school, undertaking class responsibilities. They take the registers to the office, looking after the *'art corner'* and tidying up after activities. As they progress through the school, they respond with maturity, care and pride, when opportunities are provided for them to take responsibility. For example, in paired reading, Key Stage 2 pupils work well with those in Key Stage 1. They also act as librarians looking after and distributing books responsibly. Thorpe Hall pupils receive visiting pupils from the nearby Whitefield Special School. Good relationships and mutual respect are evident. Children in the nursery are encouraged to develop responsibility, and social skills, by choosing when they will have their snack and with whom they will share it. Relationships throughout the school are good, and pupils work and play happily with each other in lessons and at breaks. Pupils regularly support local, national and international charities such as the *Mayor's Charity*, the *National Dyspraxia Organisation* and *Children in Need*. Pupils' understanding of the needs of others is developed through assemblies and visiting speakers, and their efforts for others include fund-raising through activities such as Harvest Festival and a Christmas concert.
- 12 There has been an improvement in attendance since the time of the previous inspection. Attendance is now satisfactory and broadly in line with the national average. However, large numbers of pupils are still withdrawn for holidays during term time. Unauthorised absence still remains above the national average at 0.7 per cent compared to 0.5 per cent. In the previous term almost one fifth of pupils had a 100 per cent attendance record which is excellent and has positive benefits for their learning and attainment. During the same term, one in twelve pupils had poor attendance levels. From the school's own analysis of data, it is clear that the learning of pupils with poor attendance records is adversely affected.
- 13 The majority of pupils arrive at school punctually for the start of the day, although a minority arrive late and such instances of lateness are properly recorded. Lessons begin on time. Registers are called efficiently and pupils quickly settle to work.

Attendance is marked accurately.

- 14 Pupils with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks. They participate fully in lessons and their behaviour is not detrimental to their own learning or to that of their classmates.

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

- 15 The overall quality of teaching is good. In 53 per cent of lessons teaching was good, in 23 per cent it was very good, and it was satisfactory in 25 per cent of lessons. There was no unsatisfactory teaching. This represents very good improvement from the previous inspection when 19% of teaching was unsatisfactory. Examples of good teaching were observed at all three key stages, and examples of very good teaching at both Key Stage 1 and Key Stage 2. This overall good quality of teaching makes a substantial contribution towards promoting pupils' enthusiasm for school and their positive attitudes towards their work and learning.
- 16 Teaching in the Foundation Stage is good, overall, and never less than satisfactory. The organisation of resources and activities in both the Nursery and Reception classes are based upon good early years principles and practice. Good provision is having a beneficial effect on children's personal, social and emotional development. Staff have high expectations of children's behaviour. Management of children is kind and firm. Learning support staff are well deployed and make a positive contribution to children's learning. Activities are appropriate for the age of the children in both classes and support their development in basic skills and understanding in all areas of learning. In one reception class lesson the teacher gives children the opportunity to count and match numbers and learn specific mathematical vocabulary. In the Nursery the teacher uses flash cards to enable children learn to recognise the letters of the alphabet and their associated sounds. However, in some lessons children are not given sufficient opportunities to learn to recognise words that are most frequently used in reading. In the reception class, the children continue to develop their initial letter and sound work and the reading of large texts. Staff work well as a team.
- 17 At Key Stages 1 and 2, teachers' implementation of the National Literacy Strategy is good. Teaching in literacy is never less than satisfactory, at both key stages, and in two thirds of lessons teaching is frequently very good. In a good Year 1 English lesson, for example, the teacher had very good classroom management skills; good relationships with the pupils and the teacher's planning for the lesson was thorough. Good emphasis was given to pupils about correct spelling, handwriting and the use of capital letters. Direct teaching in literacy lessons is good, but the management of group work is less secure in a few classes and slows the rate of pupils' learning. Sometimes pupils are split into too many groups with too many activities taking place. In these instances, the teacher is not always able to give sufficient support to each group, especially if there is no support assistant. In mathematics, teaching is never less than satisfactory and the proportions of good and very good teaching are similar to English. In a good Year 6 numeracy lesson the teacher had clear objectives for the

lesson which were largely achieved and the teacher paid particular attention to the quality of pupils' presentation. Relationships were strong, pupils worked quietly and effectively showing good independence. The implementation of the Numeracy Strategy is good.

- 18 There are a number of features common to good and very good teaching seen during the inspection. For example, teachers' good subject knowledge frequently ensures effective teaching. This is clear in subjects in which teachers have undergone rigorous in-service training. For example, in teaching the basic skills in literacy and numeracy. Teachers have good range of teaching methods that keep pupils motivated and on task. Work is well matched to pupils' needs. Lessons usually have a good pace with a good mix of whole class, group and individual work that helps to keep pupils' interest and concentration. A good example is a Year 6 art and design lesson, in which pupils dye material. The teachers' very thorough planning includes extension work for gifted and talented pupils and high attainers. Good relationships and the very good support given to groups ensures a very effective lesson. A strength across the school is the good management of pupils, especially in Key Stage 2. Teachers have high expectations of pupils' work and behaviour. Some pupils have very challenging behaviour, but relationships are good and teachers generally have a good approach to and manner with pupils. Only very occasionally does a teacher not have enough strategies to maintain sufficient order in the classroom for pupils to achieve at their maximum. In a Year 6 English lesson, for example, the constant disciplining of pupils slowed the lesson and made it less effective. Teachers are well supported by classroom assistants who are well informed. The atmosphere in most classes is purposeful and pupils show good concentration and productivity.
- 19 Teachers' expectations are directly related to the quality of teaching. Where teaching is good or very good, expectations are high and where it is less effective, expectations are lower. Teachers' weekly planning varies in quality from good to unsatisfactory. Weaker planning is a list of activities. This does not help teachers in subjects in which they are less secure in terms of subject knowledge and have lower expectations. The detail and clarity of some of the teachers' planning is sometimes inadequate and imprecise as to what they intend pupils to learn. At best, clear learning intentions determine the teaching methods, tasks and activities and provide a benchmark against which teachers and pupils can see how successful they have been. In a very good Year 5 religious education lesson about Remembrance Sunday, for example, the teacher plans effectively and sets clear, achievable but demanding objectives. There is a very good structure to the lesson and it is reviewed for effectiveness at the end. Assessment is not as well developed in Key Stage 1 as in the other key stages. At Key Stage 2 there is very effective individual tracking of pupils to inform teachers' planning. Pupils have individual targets at Key Stages 1 and 2 that are displayed in classrooms and to which pupils refer. These targets are instrumental in helping teachers to guide and ensure the pitch of work for pupils is appropriate. The quality of marking written work, however, is inconsistent and does not always fully follow the school's policy. Examples of pupils' previous work show marking is usually restricted to ticks and insufficient direction is given to pupils in terms of improving the content or the presentation of their work.
- 20 Teachers give good support in class to those pupils who have special educational needs. Work is set at an appropriate level to enable pupils to learn well and, where possible, it is linked to the targets set in the individual education plans. Teachers use special needs assistants effectively, especially when teachers' work is carefully



planned, as in literacy and numeracy. The school has made good gains in raising staff's awareness of pupils with English as an additional language and has improved resources to support their learning. This is having a positive effect on their learning, and is an improvement since the previous inspection. The good teaching and support ensures pupils from minority ethnic groups, those with English as an additional language, and the children of travellers are fully integrated and achieve to a similar level to their peers.

- 21 Although much of the information and communications technology equipment is old, teachers plan well for its use in lessons. The use of homework is good at Key Stage 1 and very good at Key Stage 2. Homework is regularly and consistently set, especially in Key Stage 2 and supports and extends what pupils do in class. Results are also recorded so pupils and parents know that it is important and is contributing effectively to pupils' learning. The provision of homework has improved since the previous inspection.

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

- 22 The school provides a curriculum, which give good opportunities overall for pupils to study the subjects of the National Curriculum and religious education. The curriculum meets statutory requirements. Care has been taken to ensure that the time given to each subject is sufficient for its pupils to learn effectively. The school uses the six areas of learning recommended for young children as a basis for its planning. The lack of an effective scheme of work adversely impacts on the rate of development of children's skills especially in communication language and literacy. There is insufficient support and guidance on teaching and learning in both the nursery and the reception class. Current planning does not ensure pupils build on knowledge and understanding already gained. At Key Stages 1 and 2 the school provides a good curriculum that meets all National Curriculum requirements. Religious education is taught in accordance with the locally agreed syllabus. Good provision is made for pupils' personal, social and health education including sex education, drug awareness and first aid. The school prepares pupils for the next stage of their education successfully.
- 23 The quality of the curriculum has improved since the previous inspection and the school has successfully adopted appropriate strategies for teaching the basic skills of literacy and numeracy. The National Literacy Strategy is securely established with good practice evident at both key stages. The National Numeracy Strategy was introduced at the beginning of the last school year and has been implemented effectively. Both are having a positive effect upon standards.
- 24 There is documentation in place for all statutory subjects, revised to take account of recent curriculum changes. The school has adopted the Qualifications and Curriculum Authority's schemes of work directly, or modified them where necessary, to provide a structure to support pupils' learning. There is an overall curriculum map, although the summary grids have not yet been updated. Planning is satisfactory overall, although in practice it does not always provide a consistently secure framework for teaching. Subject documentation, a key issue at the previous inspection, has, however, improved significantly.

- 25 The amount of teaching time allocated to subjects is generally appropriate, with three-fifths of the time available being spent on English, mathematics and science. This has been a deliberate decision by the school, with the intention of raising standards in these crucial core subjects. While this creates an inevitable pressure on the remaining subjects, the school has been very successful in keeping balance and breadth in the foundation subjects, while maintaining the necessary strength in the core areas.
- 26 Overall, the pupils have good equality of opportunity and access to the curriculum. The school takes appropriate account of pupils' ages, attainment, gender, ethnicity and needs. Good arrangements are in place to ensure that pupils with special educational needs have full access to all activities. The provision made for these pupils is of a good standard and the Code of Practice is being fully implemented. Pupils on the special needs register have been set appropriate targets in their individual education plans and the in-school support for these pupils is good. The curriculum is fully inclusive and pupils who have English as an additional language, pupils from minority ethnic groups, and travellers are fully catered for and achieve at a similar level to their peers.
- 27 The programme for extra-curricular activities is very good. The school provides a very wide range of clubs, including drama, choir, orchestra, chess, gardening, netball and football. A very high proportion of the pupils on roll take part in these activities. Year 6 pupils have an annual residential visit and there is a good programme of visits and of visitors to school.
- 28 The school has good links with the community and good links with neighbouring schools and partner institutions. There is a particularly successful partnership with the nearby special school. The school also has good links with the national organisation 'Age Concern'. Volunteers from this organisation help with reading and other activities. Pre-school links and links with secondary schools are satisfactory. The quality of induction procedures when pupils move on to secondary school is variable. It depends on the procedures of the very wide range of secondary schools in which pupils are enrolled.
- 29 The provision of pupils' spiritual, moral, social and cultural development is good, overall. This represents a significant improvement since the last inspection, when cultural development was unsatisfactory. The provision for pupils' spiritual development is satisfactory, as it was at the last inspection. It is fostered mainly through acts of collective worship and the programme for religious education. Assemblies create an atmosphere that encourages appropriate spiritual awareness. Collective Worship takes place daily. It satisfies statutory requirements and provides opportunities for pupils to pray and to reflect on their own lives and the lives of others. For example, during assembly, pupils enact the story of the *Good Samaritan* and reflect on the value of friendship and ways in which they can help other people. Throughout the school, pupils are encouraged to develop an appreciation of the changing seasons and the wonders of the natural world. In an assembly, pupils show awe and wonder as a globe is lit up during a discussion on the beauty of the world and pupils reflect on how we can sustain it. In a religious education lesson, pupils in Year 6 are enthralled at the beauty of the minaret and the arabesque on a mosque. The beliefs, stories and values of Christian and other world religious communities are related to everyday life and concern for others. Appropriate extracts from poems, stories, songs and music, such as 'Sonata in A major' by Handel are selected to develop pupils' spirituality. There are links with the local church, which support pupils' spiritual development. As they study Christianity and other world faiths, pupils are encouraged to think about the effects of religion on the lives of followers.
- 30 Provision for pupils' moral development is good; similar to the last inspection. Most

pupils adhere to the behaviour policy and the home-school agreement and benefit from the school's efforts to promote moral values. The school emphasises positive actions. The reward system, praise and encouragement, care for others and moral values apply to all aspects of school life. Pupils' moral development is emphasised in assemblies and in religious education lessons. Pupils learn about the moral codes associated with Christianity and other world religions. The majority of pupils demonstrate a sense of fairness and respect the views and property of others. From the time that they enter the school, children are taught the difference between right and wrong. All adults set a good example of the positive behaviour that they expect from the children. Pupils generally respect and keep the *golden rules*, which are displayed around the school. They are encouraged to realise that each person has a rightful place in society and to relate positively to everyone. Circle time and personal, social and health education sessions are used to explore issues and reflect upon ideas. Circle time in Year 3 encourages positive behaviour towards others and recognition of their good qualities. In Year 4, pupils are helped to reflect on the impact of words and actions on others.

31 Provision for pupils' social development is good. This represents an improvement since the last inspection when it was satisfactory. Adults act as good role models and set standards by personal example. Relationships are good and are based on mutual respect. The school's expectations of social behaviour are very clear and are reinforced by sanctions where necessary. Personal, social and health education is very much a part of the social enhancement programme. Within all classes, pupils are given some responsibility in organising themselves and carrying out small tasks. They co-operate well in class and play together sensibly in the playground. Their social skills are developed through an extensive programme of extra-curricular activities. These provide a wide variety of opportunities for appropriate interaction. A residential school visit makes a significant contribution to pupils' social development. Children of all ages successfully take part in fund raising for charity. The school choir sing carols in the shopping precinct and money is raised for the *Marie Curie Foundation*. Paired and group work within lessons helps to promote social skills and collaborative learning. Regular homework helps to foster independent learning. A number of parents and people from the community help in the school and pupils benefit from social interaction with them. A good programme of visits helps pupils to develop a wider sense of their place and role in society.

32 The cultural development of pupils is good. This represents a substantial improvement since the last inspection, when it was deemed to be unsatisfactory, due to the fact that teachers' knowledge of different cultures and multicultural resources were limited. Cultural development now takes place through a range of activities in history, literature, geography, music, art and design, assemblies and religious education. In history, for example, pupils in Year 5 study *English for Egyptologists*, working on plurals, homophones (words which sound similar) and apostrophes using words of Egyptian origin. Pupils participate in a range of visits both locally and further afield, for example, to:

- the British Museum;
- the Globe Theatre;
- the Imperial War Museum;
- the Queen Elizabeth Hunting Lodge;
- the '*Golden Hind*';
- and Colchester Castle.

The works of composers and artists are introduced to pupils in all year groups. There is a range of multicultural books. Pupils study Christianity, Judaism, Hinduism, Islam, Buddhism and Sikhism. They are introduced to festivals in addition to those celebrated

by Christians. For example, they appreciate the meaning of the Passover and Diwali and the traditions associated with these festivals. In this way, pupils are helped to understand that our society is made up of people of different beliefs, values and customs. Pupils show genuine respect for the beliefs of others. The work in literature, particularly the texts and poetry studied, contribute to pupils' cultural development. Pupils compose their own poems, for example, about relatives whom they have never known, because they were killed in the Second World War. The school recently held a '*Black History Month*' when pupils learnt about a number of famous people and their contribution to society. These included:

- Imhotep, an African mathematician, physicist, lawyer, architect, high priest and designer of the Step Pyramids;
- Benjamin Banneker, an African from America who, in the eighteenth century, laid out the plans for the capital state, Washington DC;
- Garrett Morgan, who invented the traffic signalling system in 1913, and the first gas mask in 1914;
- and George Washington Carver, a great African scientist from America who made over 300 products from peanuts, soya beans and sweet potatoes.

- 33 Pupils took part in a *Black History Quiz*. The school successfully demonstrates that everyone has equal worth and that it values diversity. Since the last inspection, the school has considered and developed opportunities to raise pupils' awareness of the richness and diversity of other cultures and to equip them for growing up in a multi-ethnic society. Multicultural resources promote positive images of people of all races.
- 34 The curriculum for pupils with special educational needs is good and, where possible, is closely linked to their individual education plans. Such pupils are given access to the full curriculum and receive good quality support in lessons from teachers and special needs assistants. Where appropriate, the curriculum is modified to meet the specific needs of individual pupils. Class teachers, special needs assistants and the special educational needs co-ordinator, closely monitor pupils' progress to ensure that they are learning effectively in all subjects.

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

- 35 The school's care and support of its pupils is good. This was identified in the previous inspection. The school is effective in monitoring pupils' personal development. This information is used to track pupils' progress, inform teachers' planning and raise standards.
- 36 Child protection procedures are good and comply with requirements. The headteacher is responsible for child protection and is ably supported by his deputy and the special needs co-ordinator. They have all undertaken appropriate training. In addition, one additional member of staff attends child protection training each year. He or she helps in the provision of up-to-date in-service training for all staff. Also guidance is given to other adults who help within the school, such as the reading volunteers. Adults working within the school are familiar with the procedures to be followed in the case of any concerns. There are sound liaison arrangements with outside agencies and the school exercises its responsibilities with care and sensitivity.
- 37 There is a satisfactory awareness of safety throughout the school, which uses the appropriate local education authority health and safety policy. This is supported by a statement which refers to school specific issues such as working alone on the site and care of pupils who are unwell. Safe practices are promoted in lessons. Teachers are successful in ensuring that pupils understand the need to behave and act sensibly for

the safety of themselves and others. The school carries out regular safety audits. Informal risk assessments, such as one regarding the siting of refuse bins, are carried out but are not recorded. Evacuation procedures are tested regularly, and equipment, including electrical appliances, is regularly tested. However, the school is aware that fire appliances have not been tested for over one year and is pressing the contractor for an early visit. Equipment is checked visually and any defective equipment is taken out of use immediately.

- 38 Three staff are designated to provide first aid and have current qualifications. This ensures that support is available throughout the school day. Satisfactory care and support is provided to those pupils in need of attention. Accident records are satisfactory. However, there is insufficient formal monitoring of the records to ensure that potential risks to pupils are identified. Parents are appropriately advised of accidents and in particular those involving injuries to children's heads.
- 39 Procedures to monitor and promote attendance have improved significantly since the previous inspection and are very good. Registers are marked efficiently and accurately at the start of each session. The data is transferred to a computerised system. This is regularly analysed to identify and address any concerns, involving parents, the education welfare officer and external agencies in appropriate cases. Parents usually contact the school on the morning of the first day of absence. However, the school contacts parents immediately in the case of those pupils who have poor attendance records, who come to school unaccompanied, or who are considered to be at risk. The school identifies the impact of poor attendance on progress and seeks to persuade parents not to withdraw their children during national tests or for holidays during term time. Regular attendance is encouraged as a positive benefit to pupils' learning. All requests for holidays are considered by the headteacher and, during the previous year, a high number of applications were considered. Good attendance of whole classes is celebrated through recognition in assemblies and the award of certificates. This avoids penalising individual pupils whose parents fail to ensure that they attend school regularly. Parents are encouraged to ensure the punctuality of pupils through personalised letters and direct contact.
- 40 Adults working within the school have high expectations and consistently apply strategies to promote and monitor good behaviour. They are successful in encouraging pupils to be self-disciplined and to attain good standards of behaviour in and around the school and during lessons. The school has an effective behaviour policy, which is well understood by pupils and is effectively supported by a programme of personal and social education. This enables pupils to understand the impact of their actions on others and the importance of establishing a learning environment in which everyone's contribution is valued. Pupils respond positively to the praise of others and to rewards, such as individual mini-certificates. They recognise that the sanctions, such as *time out* when pupils are sent to another class or teacher, are applied fairly. The strategies employed are effective. The good monitoring, by teaching and support staff, contributes to good standards of behaviour and personal relationships. This has positive effect on both attainment and progress.

- 41 Since the previous inspection the school has involved parents in developing an effective anti-bullying policy. The school has also involved them in the development of the playground to provide a more stimulating area, which benefits behaviour and relationships. The pupils' use of the outside areas also benefits considerably from the involvement of a play leader who helps to organise activities and games at lunchtime. Bullying is not a problem that pupils or parents identify and the school acts as a community which is free from oppressive behaviour. The school is rigorous in addressing any concerns and mediating in the case of difficulties which may arise in relationships. Incidents that are identified are dealt with effectively by staff, who seek to fully involve parents.
- 42 Pupils with special educational needs are identified early in their school life and are accurately assessed. They are given suitable work and, where applicable, good quality individual education plans drawn up by the special educational needs co-ordinator and their class teacher. These plans are reviewed regularly with new and appropriate targets set. Pupils with statements of special educational needs receive good and well-focused support appropriate to their specific needs and as outlined in their statements. The school fully meets the statutory requirements of the special educational needs Code of Practice.
- 43 The school's arrangements for assessing pupils' attainment and progress are very good overall. A variety of good assessment procedures are securely in place for the Foundation Stage, satisfactory procedures for Key Stage 1, and very good procedures for Key Stage 2. This is a very significant improvement since the last inspection when the quality of assessment and record keeping was a key issue. Assessment procedures continue to be improved and the school has recently reviewed and updated its assessment policy.
- 44 The results of the tests for pupils in Year 2 and Year 6 and the optional tests in English and mathematics, which are used in Years 3 to 5, are very carefully analysed to identify individual and specific groups of pupils who may need additional support in their learning. Support for such pupils is then put in place. For example, pupils identified as needing to make better progress in English are given additional literacy support in small groups. Appropriate targets are set for year groups, classes and other specific groups of pupils. For example, those pupils with English as an additional language, pupils from minority ethnic groups and travellers. Teachers ensure that all pupils are given work closely matched to their prior attainment and maximise the progress they make. Every pupil has a folder containing pieces of work, matched to National Curriculum levels in English, mathematics and science. These folders are kept up-to-date with at least three pieces of work per subject each year, including practical and investigative work in mathematics and science. School targets are based on cumulative individual targets set for pupils. Pupils are monitored carefully to check the ongoing progress towards reaching them. The analyses of the Year 6 national tests are also used effectively to identify areas of the curriculum in which pupils are underachieving. This enables teachers to focus more on weak learning effectively in their planning and raise standards overall. Specific short term English and mathematics targets are prominently displayed in classrooms as a constant reminder to pupils of exactly what they need to improve to reach a higher level in their work. As yet, Key Stage 1 data is not similarly analysed to help teachers plan their work, which makes their planning less focused. Assessment, and the use of assessment data at Key Stage 2 to help planning, has had a significant impact in raising the attainment of pupils by the time they leave the school.

- 45 Pupils with special educational needs make good progress as they move through the school. Their individual education plans are carefully tailored to their specific needs. Pupils are set realistic yet challenging and achievable targets which are reviewed regularly. They often achieve at least satisfactory standards in their work and sometimes, as can be seen from national test results at Key Stage 2, exceed expectations in literacy and numeracy. Work in class is provided at a suitable level, based on prior attainment, which results in pupils making good progress.
- 46 Pupils who have English as an additional language or are from minority ethnic groups are fully integrated into school life and achieve at a similar level to their peers. The very good assessment procedures at Key Stage 2 ensure that any difficulties they have in learning are quickly picked up by teachers and acted upon.
- 47 Pupils from traveller families quickly settle in and enjoy good relationships with other children. They enjoy school and are being provided with very good support to help them benefit from the full educational opportunities offered. In conjunction with the Borough's traveller advisory service, a very good partnership has been established with their parents and this is ensuring excellent attendance and support at home. The Borough has provided additional resources, such as a laptop computer with appropriate software, and the pupils are making good progress.

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

- 48 Partnership with parents is satisfactory and the school works hard to promote effective links that will benefit pupils' learning. This is encouraged through satisfactory communications and information regarding pupils' progress and good information regarding the curriculum. The involvement of parents in consultation exercises ensures all parents are involved in the life of the school. For example, parents have helped with the development of an anti-bullying policy and the improvement to the environment within the playground.
- 49 Almost one quarter of parents responded to the questionnaire sent out prior to the inspection. The views expressed are generally positive. However, they include some significant areas of concern for a small number of parents, particularly at the end of Key Stage 2. These concerns relate to:
- the information provided about how pupils are progressing;
  - the amount of homework that is provided;
  - the relationship between the school and home;
  - and the range of activities provided outside lessons.

Inspectors found that the school seeks to encourage parents to work in partnership with it by providing good information on the curriculum and, satisfactory information on their children's progress. For example, each year the school holds an effective '*Maths Week*' and exhibition. The school focuses on mathematics and parents are invited to attend and participate. The school holds meetings and consultations with parents whose children are to take the national tests at seven and eleven. A *book fair* is held annually to encourage pupils and parents to purchase and read them. Staff are also readily accessible to parents to discuss any concerns. Homework diaries are not always used effectively to develop a dialogue between school and home, which could benefit pupils' learning. Good information is provided to help parents in supporting their children's reading at home. Particular care is taken to include parents from minority ethnic groups, those parents who have English as an additional language,

and travellers, in all aspects of school life. Despite follow-up letters, only 60 per cent of parents have returned the home school agreement, which was developed to encourage an effective partnership between school and home, to benefit pupils' learning. This is a disappointing response from parents. Over 200 pupils throughout the school participate in a very good range of extra-curricular activities and, although numbers have had to be restricted in some groups, such as the '*Language of Dance*' and drama, this has been based on very practical considerations.

- 50 The information provided for parents is satisfactory overall and some elements are good. The inconsistency in the quality of pupils' reports identified at the time of the previous inspection is still evident. However, the quality of reports has improved in style and format. Reports are satisfactory and detail pupils' knowledge and understanding. In English, for example, and mathematics, they include targets that can help parents support their children's learning at home. Parents also receive a good overview of the curriculum that pupils are to study. This helps them in providing opportunities to support learning or when making family visits. In the autumn, parents are invited to an open evening at which they are provided with very good information about the curriculum that their children will be studying. Details are given to them of how they can support their children's learning, particularly in literacy and numeracy. They also have an opportunity to see their children's new classroom. In February, almost 90 per cent of parents attend a consultation meeting with teachers and they have the opportunity to make a further appointment to see teachers after the annual reports have been issued. Staff are very accessible to parents to discuss any anxieties. The school seeks to involve parents where there are any concerns. It contacts those parents who do not attend the February consultation meeting, to make alternative arrangements.
- 51 The impact of parents' involvement on the life and work of the school is satisfactory. Their support is valued by staff and pupils and benefits pupils' progress. About ten parents and other members of the local community including *Age Concern* provide regular, effective assistance in classrooms. with activities such as reading, craft activities and baking. Parents provide assistance with the supervision of pupils participating in visits and activities such as swimming at the local college. The Parent Teacher Association provides valuable support through fund-raising activities such as a Christmas Fair, keep fit sessions and a '*magic*' family evening. The money raised is used for the benefit of pupils in a variety of ways such as by subsidising the residential trip offered to all pupils in Year 6, improving the outdoor environment, and refurbishing the library.
- 52 Parents of pupils with special educational needs are kept fully informed about their child's progress. They are invited to, and the majority attend, review meetings and make useful contributions to the discussions. If their child has an individual education plan then they are always provided with a copy. The school actively encourages parents to be involved in the provision to maximise the progress made by their child.

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

- 53 The headteacher is an effective leader. He manages the school efficiently and works closely with all staff, particularly the deputy headteacher and subject co-ordinators, to raise standards. He has a clear vision for the future of the school. The strategies the headteacher and governing body have adopted have been successful. During the last report here were some weaknesses identified, although at that time the headteacher had only been in post for less than a term. Management structures were lacking and



the school lacked direction. All the weaknesses have been effectively addressed since then. The exception is the role of monitoring teaching and learning by the governing body and some of the subject co-ordinators, which is not fully developed. Overall, there has been good improvement since the last inspection.

- 54 Statistical information available on the National Curriculum subjects which are tested shows the progress that pupils make between Key Stage 1 and Key Stage 2 is well above average. One important factor in improvement is the sophisticated assessment and tracking system which the school has introduced at Key Stage 2. Using the detailed information gained, teachers set individual targets for pupils and plan in a more focused and effective way. Particularly effective is the monitoring of pupils who are absent for significant periods. Using this assessment technique the headteacher evaluates the impact on pupils' standards and feeds this back to teachers and to parents. It also enables the school to closely follow the development of particular groups of pupils. For example, pupils with special educational needs, those from minority ethnic groups, pupils who have English as an additional language, and the children of travellers. This assessment information enables the school to put in appropriate support when required.
- 55 The headteacher and all adults in the school are committed to good relationships. The school has a significant number of pupils from minority ethnic groups. The headteacher has addressed the issue of equal opportunities during his stewardship of the school. Teacher questioning and allocation of jobs within the classroom showed no bias towards ethnicity, gender, or ability. Pupils are not deprived of visit opportunity on the basis of cost. The occurrence of racial or gender based incidents is rare and, when they do occur, is promptly and seriously addressed. The school has recently improved disabled access to the school building and is currently negotiating with the local education authority in order to improve disabled access to the main school entrance. The school community harmoniously celebrates the diversity of its cultures. For example, '*Black Month*' display. These initiatives have ensured that all those associated with the school have the commitment to improvement and there is a good capacity for success. The strong leadership and guidance given by the headteacher, supported by all adults in the school has contributed to a good climate for learning.
- 56 Monitoring of teaching and learning by the headteacher and deputy headteacher has been effective and the school has developed a culture, which enables them to be critical friends to teachers and to advise on teaching technique and lesson expectations in a non-threatening way. There are written observations of teachers' work and these are used to feedback on the effectiveness of lessons. Not all of the subject co-ordinators have a full monitoring role. This restricts their effectiveness and although they manage their subjects well, it is mostly in terms of curriculum coverage rather than the quality of teaching and learning.
- 57 The management of special educational needs is very good. The co-ordinator performs her administrative duties efficiently. She gives willingly of her own time to keep records up-to-date, write individual education plans, meet with teaching staff and support staff and parents. She keeps meticulous records of pupils' progress on the special educational needs register. She liaises very well with support agencies, particularly the health agencies, to ensure that pupils receive their full entitlement. The governing body is kept fully informed of the effectiveness of the provision. This is gained through the co-ordinator and the designated special needs governor, who visits the school very regularly.

- 58 The governing body provides sound support for the headteacher and holds the school to account. The close contact and the good relationship between the chair of governors and the headteacher is an important factor in the effective management of the school. The governing body has formed a number of committees to improve its effectiveness. This includes a performance management committee. This is required under a new government initiative, to set targets for the headteacher's performance. However, the governing body is insufficiently monitoring teaching and learning in the school in order to be fully aware of the impact of new initiatives. For example, in literacy and numeracy and to develop a clear understanding of the school's strengths and weaknesses.
- 59 The school has good systems in place to induct new staff. The deputy headteacher acts as a mentor to new staff, including newly qualified teachers and quickly integrates them into the school. The staff hand-book is a useful guide to new staff on the systems in the school. The school has had trainee teachers for the past few years from the University of East London and one of the school's current staff started as a trainee teacher from this University.
- 60 Professional development and focused in-service to develop teachers' expertise is given a high priority. The school has continued an appraisal system for teachers and is to adopt performance management systems that will replace staff appraisal once they have been finalised. These initiatives are incorporated into an effective school development plan. This gives a detailed and costed analysis of the school's future needs and gives a very clear picture of the direction the school is taking with an appropriate focus on raising standards.
- 61 The school benefits from being a large organisation and the range of staff qualifications and expertise is good. In subjects such as music and art and design, this expertise is used most effectively to raise standards in these subjects, in other instances the school does not make best use of the staff it has available. For example, by grouping some subjects by ability, such as English, to give smaller and more focused groups, and by using expertise to specialist teach subjects such as design and technology and physical education. The quality of resources is satisfactory overall but the library is lacking in sufficiently high quality and quantity of books to enable pupils to take them home and continue to develop their reading skills. The range and quality of the computers in the school limits the effectiveness of information and communications technology, but they are due for replacement.
- 62 The financial planning of the school is effective. The governing body has a committee, which oversees the school's expenditure. All initiatives are prioritised in the school development plan. Subject co-ordinators bid for finance to resource their subjects. By prioritising expenditure the school has been able to target priorities such as literacy and numeracy. This ensures that the focus is always on raising standards. Grants are appropriately used to support special educational needs and English as an additional language, for example. Information and communications technology is used satisfactorily within the school and the day-to-day financial control and administration of the school is also satisfactory. All statutory requirements are met.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The governors, headteacher and staff should:

- Improve standards in reading and writing by the end of Key Stage 1 by developing:
  - the provision for reading at the Foundation Stage and Key Stage 1, including more and better reading books;
  - the management of group work in literacy at Key Stage 1;
  - opportunities for spoken language in the Foundation Stage and Key Stage 1;
  - the breadth of written vocabulary in Key Stage 1.  
(paragraphs: 2, 16, 49, 61, 72, 78, 79, 85, 86, 87, 88, 89, 93, 132)
- Create a scheme of work which enables pupils in the Foundation Stage to achieve the Early Learning Goals and improve the quality of medium term planning in order to:
  - give greater guidance to the teachers;
  - and raise standards in literacy, especially reading and writing;  
(paragraphs: 1, 2, 3, 68, 70, 71, 72)
- develop the monitoring role of the governors in order that they more effectively:
  - evaluate the quality of teaching and learning;
  - know the strengths and weaknesses of the school. (paragraphs: 57, 58)
- develop the monitoring role of all the subject co-ordinators in order that they more effectively manage their subject by:
  - evaluating teaching and learning;
  - evaluating the impact of initiatives introduced.  
(paragraphs: 40, 55, 56, 58, 96, 118, 132, 133, 136, 148, 155)
- Implement an effective marking policy in order to guide pupils learning and improve standards.  
(paragraphs: 19, 95, 102, 111, 130, 155)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	89

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	53	25	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	416
Number of full-time pupils eligible for free school meals	0	75

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	4	7
Number of pupils on the school's special educational needs register	1	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	40

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	34	24	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	23	31
	Girls	18	18	22
	Total	45	41	53
Percentage of pupils at NC level 2 or above	School	78 (75)	71 (75)	92 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	30	31
	Girls	17	20	17
	Total	42	50	48
Percentage of pupils at NC level 2 or above	School	73 (71)	86 (82)	83 (86)
	National	84 (82)	82 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	24	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	21	25
	Girls	19	20	20
	Total	42	41	45
Percentage of pupils at NC level 4 or above	School	83 (78)	70 (76)	81 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	26
	Girls	19	20	22
	Total	40	39	48
Percentage of pupils at NC level 4 or above	School	65 (74)	76 (72)	69 (89)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	26
Black – African heritage	12
Black – other	25
Indian	2
Pakistani	9
Bangladeshi	1
Chinese	0
White	324
Any other minority ethnic group	12

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	3	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

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

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

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	22.6
Average class size	27.5

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

Total number of education support staff	10
Total aggregate hours worked per week	107

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

Total number of qualified teachers (FTE)	1.5
Number of pupils per qualified teacher	15

Total number of education support staff	3
Total aggregate hours worked per week	158

Number of pupils per FTE adult	31
--------------------------------	----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	858,741
Total expenditure	817,841
Expenditure per pupil	1,938
Balance brought forward from previous year	19,146
Balance carried forward to next year	60,046

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	364
Number of questionnaires returned	99

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	4	0	0
My child is making good progress in school.	33	54	7	6	0
Behaviour in the school is good.	31	55	5	4	5
My child gets the right amount of work to do at home.	16	39	24	14	6
The teaching is good.	36	46	7	6	4
I am kept well informed about how my child is getting on.	18	43	27	9	2
I would feel comfortable about approaching the school with questions or a problem.	47	30	9	11	2
The school expects my child to work hard and achieve his or her best.	40	43	6	6	4
The school works closely with parents.	27	41	16	11	4
The school is well led and managed.	30	43	5	10	11
The school is helping my child become mature and responsible.	32	49	9	5	4
The school provides an interesting range of activities outside lessons.	16	36	29	6	12

### Other issues raised by parents

A significant number of parents with children in Year 5 were disappointed in their children's progress last year because of disruption to staffing.

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

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

- 64 There is a nursery and reception class. Children come into the nursery class part-time and full time in reception. The majority of children have attended the nursery before joining the reception class. Children experience three terms in the nursery but not all children have the same number of terms in the reception class. Children are admitted to the reception class in the term they turn five. Depending on children's age, some have three terms, some two, and some only one in the reception class. This causes difficulties in planning for the Foundation Stage and difficulties for children's progression through the Foundation Stage and into Year 1.
- 65 A good number of children enter the nursery with limited skills in speaking and listening and language development. Children's attainment on entry, overall, is below that expected for their age. By the time they are ready to start in Year 1 the majority of children are achieving satisfactorily and attain the Early Learning Goals in the areas of mathematical development, knowledge and understanding, creative development and physical development. In personal, social and emotional development, children are exceeding the goals. This is due to good teaching in this area of learning. Standards in communication, language and literacy are less well developed and remain below that expected for pupils' age. Pupils who have special educational needs or who have English as an additional language achieve appropriately and make good progress.
- 66 The quality of teaching seen in the Foundation Stage was good overall, eighty per cent of the teaching was good and twenty per cent satisfactory. There was no unsatisfactory teaching. In both the nursery and reception classes there is a calm, purposeful, working atmosphere. The teaching and learning are based upon sound early years principles and practice. Teachers use their good pupil management skills and strong relationships with pupils to provide an effective working environment. Teachers' phonic skills are good and they use these well when teaching children the letters of the alphabet, for example.
- 67 Since the previous inspection, there has been a very good improvement in the accommodation for the nursery class. A new nursery classroom has been built and an area created for outdoor activities, to which, the reception class also has limited access. The new nursery is now well established and the reception class is well organised. Resources for the nursery class have been greatly improved. In contrast, the reception classroom is cramped and restricts the space available to children and to provide opportunities for role play activities. Resources in the reception class are unsatisfactory, especially regarding role-play. There is a difficulty in providing stable staffing in the nursery, which weakens provision.
- 68 The previous inspection report stated that teachers' long, medium and short-term planning was appropriate. However, the links with the main school to ensure that pupils continued to progress well were under-developed. There has been some improvement in strengthening links. Children visit the reception class before they move up from the nursery. The re-positioning of classes near to each other has improved communication. Staff work as a team. The teachers plan on the same basis as previously and do part of it together. However, there is no effective



Foundation Stage scheme of work, based upon the national Early Learning Goals, which is appropriate for the particular needs of the school. Expectations for each year group are not always clearly defined to ensure strong progress and secure learning. The co-ordinator has written long-term objectives and activities for each area of learning with reference to the early learning skills. However, medium and weekly planning is mainly a list of topics and activities. Planning does not give a clear direction to activities, because learning objectives are not precise and sharp and there is little reference to methods and techniques.

- 69 Assessment in the Foundation Stage is very good. The nursery staff work hard on assessing children's learning and achievements. They concentrate as a team on three children per week. Their combined observations are recorded systematically in order to inform their teaching. In the reception class, the teacher effectively records his observations. This takes place as he teaches a focus group and adds annotations to samples of work which are kept in individual portfolios. Both Foundation Stage classes have portfolios of work.
- 70 The Foundation Stage co-ordinator has been effective in establishing the new nursery and working with the nursery teacher to build an early years team. He is writing an early years policy and has effectively introduced the new Early Learning Goals. The co-ordinator is given time to monitor teaching and learning in the nursery on a regular and structured basis.

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

- 71 Children are on course to exceed this Early Learning Goal. This reflects the good quality of teaching in this aspect. The children experience and show interest in the well structured and organised activities. In both year groups children play and work well together. Confidence in their own learning ability is growing and is nurtured by staff who provide good role models. Teachers and support staff in the nursery treat the children with respect. The calm manner of the reception teacher encourages children to feel secure. Relationships are good. Children are given good opportunities to exercise choice and are making good progress towards working independently. Children in the nursery are allowed to make their own decision as to when to have their snack. Teachers have high expectations of children's behaviour and the children have learnt what is expected of them. They are well behaved and respond quickly to teachers' requests. Support assistants are well informed and briefed and they have a positive impact on children's learning.

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

- 72 Children are working towards the Early Learning Goal in language and literacy by the time they are five. This aspect is not as well developed as other areas of the curriculum. In the nursery, children learn to recognise the letters of the alphabet and their corresponding sounds. This work is continued in the reception class, where children consolidate and extend their knowledge through the very good use of resources such as individual white boards. The teacher's clear explanations and questions reinforce this work well. Children use the words learned to write independently and confidently try to write sentences. In both classes children enjoy listening to stories and enjoy books. In the reception class, several children chose books to '*pretend read*' to themselves and each other with enthusiasm. In the nursery, the children discuss the stories with their teachers and make attempts at

predictions. In reception, the *big book* or whole class reader element of the literacy strategy is used well with the whole class. It helps to develop children's good understanding of phonics, as the teacher helps children sound out unfamiliar words. At story time in the nursery, noise from one group sometimes disturbs the concentration of the other group. There are missed opportunities in the nursery for children to build up a sight vocabulary of words that are used frequently in reading simple repetitive stories. For example, this is not done alongside the teaching of the letters of the alphabet. No time is set aside for this kind of activity with small groups and there are insufficient large books with large, simple, very repetitive texts to do this. In the reception class there are also missed opportunities to follow up the *big book* work in small groups to reinforce the development of a sight vocabulary of frequently read words.

- 73 In both classes all adults are good, active listeners and show children that they value their efforts at communicating. However, opportunities are missed in the nursery to talk to the children individually or in groups to develop their spoken language. Children in the reception class enjoy role play but the opportunities are very limited because of a lack of space and resources.

### **Mathematical Development**

- 74 Children satisfactorily achieve this early learning goal by age five. In the reception class the children count reliably to 40. They recognise numbers one to nine and can say and use number names in the correct order. They match the correct number of objects to the numeral and understand how to match one-to-one. They learn to draw objects in order of size and use correct mathematical vocabulary such as tall, taller, short, shorter. In the nursery, children take part in interesting activities such as baking biscuits. They learn to count to five by counting the number of scoops of flour and sugar needed in this activity. Children in the nursery learn the concepts of weighing and use balances when weighing objects such as conkers. However, they do not have the experience of weighing with scales. They recognise simple shapes such as triangles and rectangles. A few children count the number of sides of a square. The nursery children have secure knowledge of the main colours and can sort coloured cutlery into sets with confidence. The quality of teaching is good overall.

### **Knowledge and Understanding of the World**

- 75 Children satisfactorily achieve this early learning goal. The nursery builds effectively on children's basic knowledge of the world. The quality of teaching is good, teachers use effective strategies and provide a good learning environment for children. They observe how ingredients change when they are mixed and baked. They develop their senses by identifying a variety of different smells such as lemon, onion, apple and potato. They then discuss the strengths of the smells and whether they were easy or difficult to identify. Developing scientific concepts. Continuing the theme of food, the children identify and correctly name foods and then compare cooked and uncooked pastas and identify their differing qualities such as '*soft*' and '*hard*'. In the reception class they show the differences between day and night in their writing books. They understand they can use their reflections in the mirror to draw self-portraits and they learn about sea creatures. In each class there is one computer available at all times. There is often one or more children operating them. Children are effectively developing keyboard skills and can use the mouse quite easily. This is good improvement since the previous inspection.

## Physical Development

- 76 Pupils achieve this early learning goal satisfactorily by age five. The new outdoor play area has been a strong contributory factor in helping children to effectively develop their physical skills. Reception children have a period of physical education in the school hall as well as limited access to this outdoor area. By the time they are in the reception class children jump, skip, and hop. They know to lift their knees when jogging. They use space well. They have good control over the parts of the body and co-ordination when moving round the hall. Children throw and catch beanbags well over very short distances, either individually or in pairs. Finer movements and control of small tools, such as scissors, and construction equipment are developing well.

## Creative Development

- 77 Children make satisfactory progress towards this goal by age five. The children learn to cut and stick from the time they begin in the nursery. Children in reception have a good sense of colour when painting flowers, and in the nursery they have opportunities to paint every day and explore sound on instruments in the outside play area. Most nursery children join in singing rhymes and simple action songs at story time, unaccompanied and in large groups. Children enjoy and sustain role play in both classes. In the reception class children used their imaginations well when pretending that a bowl of split peas was porridge in the enactment of the story of the *Three Bears*. Their enthusiasm could not be further encouraged because of a shortage of split peas to continue the role-play. Staff in both classes did not always support and extend their activities by joining in with the children themselves.

## ENGLISH

- 78 The national tests by the end of Key Stage 1 in year 2000 show that standards in reading and writing were well below the national average both in comparison with all schools and with similar\* schools. National tests by the end of Key Stage 2 in year 2000 show a good improvement on the 1999 standards. They are above the national average and compared to similar\* schools they are well above.
- 79 The trend in Key Stage 1 shows a sharp decline in reading from 1996. In writing, there was a sharp decline from 1997. In the year 2000 tests, the results show that the percentage of pupils reaching higher Level 3\*\* in reading at age seven was below the national average. In writing, there were no seven year olds achieving the higher Level 3\*\*. The high number of pupils with special educational needs at Key Stage 1 over recent years was one of the contributory factors to the low results. This is now showing in below average standards of English in Years 3 and 4. By the end of Key Stage 2 the trend from 1996 to 1999 showed standards in English were above the national average and the school exceeded its targets in both 1999 and 2000. However, the number of pupils attaining the higher Level 5\*\* in English at age eleven is below the national average.
- 80 Overall, boys achieve better than girls do at both key stages although not to a significant degree.
- 81 The comparison made using national statistics, between 1995 and 1999, indicates that pupils' progress in English between Key Stage 1 and 2 is well above the national average.

- 82 The inspection findings confirm these standards, but found the improved teaching at Key Stage 1 has raised standards in English, which are now at least in line with those expected for pupils' age.
- 83 When pupils enter the school their language development and breadth of vocabulary is limited. Standards overall are below that expected for their age. When pupils start Key Stage 1, their language development and speaking and listening skills have improved but remain below average. They have developed an interest and active liking for books and stories and have a steadily increasing knowledge of the initial letters and sounds. They use this knowledge to write independently. The school has implemented the National Literacy Strategy well and it is having a significant impact on pupils' learning by the time they are eleven. Standards by then are at least in line with those expected for their age and frequently higher. Pupils' spelling is good throughout the school and is well supported by their secure knowledge of phonics. This is an improvement since the previous inspection.
- 84 Pupils' listening skills are developing well throughout the school. Higher and average attaining pupils in a Year 3 class discuss the purpose of speech bubbles and different forms of print. Pupils use appropriate expression when reading out the speech bubbles they have written. Pupils' language development and imaginative use of words increases at Key Stage 2. For example, in Year 5 when pupils suggest words such as '*ecstatic*' and '*harmony*' and idioms such as '*over the moon*' to describe the state of peace in a lesson on *war and peace*.
- 85 Standards in reading in the present Year 2 are in line with those expected nationally. There has been good improvement this year due to the good teaching at Key Stage 1. Lower and average attaining pupils read with few mistakes. All pupils' first method of working out unknown words is by sounding them out. High attaining pupils read confidently. In a Year 2 class, for example, these pupils were having group reading with their teacher. They showed very good comprehension and were even beginning to make inferences from the text when guided by their teacher. The majority of pupils in Year 1 and 2 enjoy reading and most can recall the plot and identify the main characters in the stories. Pupils usually have definite opinions about the kinds of reading material that they enjoy. Reading continues to develop well at Key Stage 2. By the time pupils are in Year 6, the high attainers and gifted and talented pupils are using higher order reading skills. Middle and lower attaining pupils read fluently, mostly accurately and with some expression but do not yet appreciate the deeper feelings and meanings in their stories. Pupils do not have a wide knowledge of different authors. Pupils' reading competency is weaker in lower Key Stage 2, especially in Year 4, a legacy from previous low attainment at Key Stage 1. Pupils' reading strategies are restricted and they are unable to discuss their books at any length.
- 86 The present system of home/school books and diaries does not fully support the effective development of the pupils' reading at Key Stage 1. There is considerable variation in the quality of the reading diaries. Pupils take home reading record books which have been stamped with the date and title of the book to show their parents. Some of these record books have constructive comments from the teacher; others do not. Some contain parents' comments; others do not. There is no opportunity for pupils' comments. Pupils take library books home regularly to read with parents, but they are not always properly selected by the teacher and the range and quality do not always fully meet pupils' needs.
- 87 The use of paired reading between the older and younger pupils is very useful. It raises interest in practising reading and in promoting relationships and an awareness of others. It has less effect on raising the level of skills in reading. Information and

communications is used satisfactorily in English across the school and pupils frequently use the computer to draft text, saving it on to a floppy disc and printing out the results.

- 88 At Key Stage 1, writing of average and more advanced pupils is clear and organised. Pupils' punctuation is developing well; they use exclamation marks, for example. Less advanced pupils use simple punctuation but not consistently. The school teaches joined writing in lessons but pupils do not yet apply this skill to their everyday writing, where they continue to print. Higher attaining pupils in Year 2 use some imaginative vocabulary such as '*he noticed he was the size of a flea*'. In other respects pupils' breadth of imaginative vocabulary is somewhat limited. By the end of Key Stage 2 pupils' writing is lively and thoughtful with sentences becoming more complex. Ideas are developed and words are chosen for effect. More advanced pupils use paragraphs. Pupils know the different forms of punctuation. These are not always consistently applied in their everyday work. Handwriting is legible but frequently uneven, and presentation is often untidy across both key stages. Handwriting was highlighted as a weakness in the previous report and has not significantly improved. Low attainers at both key stages find it difficult to put their thoughts down on paper.
- 89 Writing is used quite well in other subjects. In science, pupils write instructions and labels. In religious education, pupils use descriptive and narrative writing to illustrate and record their work. Across the curriculum there are pockets of imaginative writing in evidence, but overall opportunities are restricted for this kind of writing.
- 90 Teaching is good across the school, although there are variations in teachers' skills. A third of the teaching is very good and there was no unsatisfactory teaching. Teachers' good understanding of the National Literacy Strategy and its structure is having a very positive effect on the rigour and pace of the lessons. Teachers have high expectations. The pupils are expected to put good effort into their work. In many lessons they are encouraged to give reasons for their answers to develop their intellectual and creative thinking. Teachers have good strategies for teaching spelling. In a Year 2 lesson, individual pupils '*had a go*' at trying to write unknown words on a piece of paper. The teacher encouraged the pupils by ticking the correct letters and then wrote the required word correctly. The pupils then copied it on the paper before including it in their writing.
- 91 When teaching is good, it is usually because of the teachers' very good subject knowledge. In a Year 3 lesson, the teacher made objectives clear to pupils. In the collective session at the end of the lesson pupils shared their work on the use of different kinds of print in text and the use of speech bubbles. They showed good knowledge and understanding in this lesson. This demonstrated that pupils' learning had met the objectives of the lesson. Teachers use imaginative ideas to promote pupils' interest in and development of writing. Pupils in a Year 5 lesson responded well to the fact that the poem '*Peace*' is written by a young boy. In this effective lesson the teacher encouraged the imaginative use of words, such as *black hole, suffocating, chlorine gas, slimy mud, pain, dread, gloom*, when the pupils were trying to write their own poems based upon *war and peace*. Teachers are skilful in asking questions of pupils. In a Year 4 lesson on an animal poem the teacher asked the

questions, *'Why does the poet do this?'*, *'How does the poet feel about this?'* The resulting discussion by the class extended pupils' knowledge of differing formats for poems and the important use and purpose of punctuation in writing.

- 92 Direct teaching to the whole class is a strength of the teaching throughout the school. Carefully planned teaching of individual groups is also effective. For example, when high attaining pupils in a Year 2 reading group were given concentrated teaching, they made good progress in comprehension and were learning to make inferences from the text. At Key Stage 1, however, there are sometimes too many individual group activities for the teacher to manage effectively. This was apparent in some literacy lessons and in extended writing sessions.
- 93 In the majority of lessons work is exceptionally well matched to the needs of all the pupils and they are suitably challenged throughout the school. Only in a very few lessons does the pace of learning slow because the teacher has less secure subject knowledge. In a Year 3 lesson the teacher was unclear about the objectives in the National Literacy Strategy concerning the teaching of verbs. There was insufficient detail in her weekly planning to guide the teacher in this lesson.
- 94 Very occasionally lessons are less effective because pupils' attitudes to learning are unsatisfactory, this affects their progress during the lesson. In a Year 6 class the teacher constantly checked pupils' behaviour which adversely affected their pace of learning.
- 95 Assessment is a very strong feature of the teaching of English. Pupils are fully aware of their own individual targets at both key stages. Assessment of test results and progress is less well developed at Key Stage 1 than at Key Stage 2. Marking is dutiful at best and does not give pupils guidance on how to improve their work. Pupils with special educational needs and those who have English as an additional language are usually well supported. The learning support assistants are well briefed and pupils make good progress.
- 96 Management of English is good. The subject has been developed well and there has been a good improvement since the previous inspection. The literacy co-ordinator has recently taken over responsibility for the subject. The role of the co-ordinator has been well developed since the previous inspection. When the National Literacy Strategy was first introduced monitoring was very intensive. However, there is little opportunity for the co-ordinator to monitor teaching now. There has been a strong focus on increasing resources for the Literacy Strategy and they are good. Other book resources such as those for the library and books available to be taken home by pupils to read are inadequate.

\*This is based on comparing this school with the results of schools with a similar level of pupils' entitlement to free school meals nationally. \*\*Level 2 is the national expectation in national tests for pupils at seven. Level 3 and 4 are above and well above expectations. Level 4 is the national expectation in national tests for pupils at eleven. Level 5 and 6 are above and well above expectations.

## **MATHEMATICS**

- 97 Pupils at age seven are attaining standards which are above national expectations in numeracy and the other areas of mathematics. This reflects the improving picture of attainment for pupils aged seven which emerged in the national tests in year 2000. Results were above average compared to nationally to all schools and in relation to

similar\* schools. Pupils in Year 6 attain standards in line with those expected for their age. In Key Stage 2, standards achieved by the eleven year olds have been more secure overall. Pupils achieved well above national average standards in 1999. Pupils achieved average standards in year 2000 but these standards were above average in comparison with similar\* schools. Overall, standards are improving, with evidence of challenging opportunities. Inspection evidence indicates, however, performance is stronger at Key Stage 1 than in Key Stage 2. In Year 2, the very strong teaching and the enthusiastic response of pupils boost their standard.

- 98 Across the school, there are no significant variations in the attainment of boys and girls. Pupils with special educational needs are supported well and make good progress in relation to their prior attainment. Pupils who are from minority ethnic groups, speak English as an additional language, or are travellers, achieve a similar standard to their peers.
- 99 By the age of seven, pupils have a secure understanding of place value to hundreds, tens and units and can add and subtract two digit numbers. They estimate length in appropriate units and measure accurately in centimetres. They recognise and sort by attribute a range of two and three-dimensional shapes. By the age of eleven, pupils have a confident approach to mental calculations and perform these briskly and generally accurately. They have a growing understanding of fractions, decimals and percentages. They represent information in bar charts, line graphs and pie charts. They undertake long multiplication, identify *mean*, *mode*, *median* and *range* from a data set and understand the basic principles of probability. They are increasingly able to apply their knowledge to practical problems and there are opportunities for applying their mathematical skills in curriculum areas such as science, geography, and design and technology.
- 100 The quality of teaching and learning is good overall. Across the school at Key Stage 1 and Key Stage 2 the quality of teaching ranges from satisfactory to very good. The strongest teaching, and the best progress, occurs in Year 2. The pace of learning accelerates as pupils move through Key Stage 2, after a slow start in Year 3. For some pupils, this momentum is lost in the current Year 6 where there is a disparity in attitude and performance between the two classes. A significant number of often able pupils in one class are disengaged during lessons, work too slowly and appear poorly motivated. In spite of the best efforts of the teacher, these pupils are underachieving. The school feels that the strengths in teaching are due to the positive effect of the structure provided by the National Numeracy Strategy. This has been effectively implemented and provides a very clear framework within which staff plan their work.
- 101 In one of the best lessons observed, Year 2 pupils were building strategies to enable them to subtract two digit numbers within a range of 30, using steps along a number line. The high quality of interaction between teacher and pupils, the high expectations, effective questioning pitched appropriately at different ability groups, was very effective. The meticulous management of the lesson meant that all pupils were highly motivated to learn. By the end of the lesson, almost all of the objectives had been met. In a successful lesson in Year 6, the teacher motivated the pupils very well, sustained a lively pace throughout and provided tasks well matched to their needs. Around half the pupils confidently convert fractions to percentages or calculate percentages of a given shape. Occasionally in group work, and particularly in the early stages of a new topic, there is a limited range in the tasks provided. This form of group work does not challenge high attaining pupils.
- 102 Teachers are confident in using the National Numeracy Strategy. Planning is generally clear and effective and follows a consistent pattern throughout the school. The final collective session is used well, providing time limits are observed earlier in

the session. Teachers are keen to reinforce the use of correct mathematical vocabulary. Oral sessions are particularly good and are supporting the development of greatly improved mental skills and agility. The quality of written work in some year groups does not reflect fully the learning that is going on. Standards of presentation are too varied. There are too many commercial worksheets still in use at Key Stage 1. The quality of evaluative marking of pupils' work is unsatisfactory. More often than not it is superficial and does not help pupils to improve their performance. There is some use of information and communications technology to promote learning, although this is not consistently used and in some year groups the range of software is insufficient.

103 The school has well-developed structures for assessment in mathematics and, as a result of effective record-keeping and the target-setting process, teachers have a clear view of the strengths and weaknesses of individual pupils. There is detailed analysis of national and optional test data in order to track pupils' progress and to identify areas of weakness across the school.

104 The school has made good progress since the last inspection. There has been considerable input to the mathematics curriculum and the co-ordinator provides very strong leadership for the subject. Standards continue to rise.

\*This is based on comparing this school with the results of schools with a similar level of pupils' entitlement to free school meals nationally. \*\*Level 2 is the national expectation in national tests for pupils at seven. Level 3 and 4 are above and well above expectations. Level 4 is the national expectation in national tests for pupils at eleven. Level 5 and 6 are above and well above expectations.

## SCIENCE

105 In the year 2000 teacher assessments at seven, pupils teacher assessment indicates standards in science were well below the national average and below those of similar\* schools. However, the results are not representative, as the school had a particularly high proportion of pupils with special educational needs in the tested year. Standards in the 2000 national tests at eleven were below those expected nationally but in line with similar\* schools. Pupils with special educational needs achieve appropriately and make good progress. Pupils who have English as an additional language, those from minority ethnic groups and travellers all achieve well frequently at a similar standard to their peers or above. The inspection found that pupils standards at both Key Stage 1 and Key Stage 2 are now in line with those expected for pupils' age. The weakness in experimental and investigative science identified at the previous inspection has improved, particularly within the Year 2 curriculum for science. This is evident from teacher planning for the current year in which many opportunities are provided to improve pupil attainment in practical and experimental science across the school.

106 By the end of Key Stage 1, pupils possess a sound scientific vocabulary and knowledge. Pupils understand that force can be used to push, pull and turn. They recognise and name parts of a flowering plant. They know that electricity flows through wires and can be a source of danger. Pupils differentiate between living, dead and objects that '*never-lived*'. They know about a variety of light sources and differentiate between natural and artificial sources. They investigate the habitats of



various creatures and plants and name parts of the body. They know the five senses and the parts of the body associated with them. Pupils understand the need for fair testing and differentiate between a fair and an unfair test. Presentation and layout are generally satisfactory. High attaining pupils write clear explanations, often with carefully drawn and labelled diagrams. There is evidence of good progress, particularly amongst low attaining pupils.

- 107 By the end of Key Stage 2, pupils distinguish between natural and man-made materials. They differentiate between conductors and insulators. They sustain investigations over a period of time as in an investigation of the best design for a parachute. Pupils discriminate between solids, liquids and gases. They determine which changes are reversible and which aren't, which substances are soluble and which are insoluble. Pupils understand the difference between pulse and heart rate and the beneficial effects of exercise. They possess a sound understanding of the parts, structure and functions of the human body. There is evidence of satisfactory progress across all the attainment targets. Progress is particularly strong in the development of experimental and investigative work. Provision for health education, particularly drugs awareness and sex education, is good in upper Key Stage 2. Pupils develop a good scientific vocabulary. In a Year 6 class, pupils talked of '*air resistance*', '*velocity*', '*control*' and '*gravity*' with assurance. In a Year 3 class pupils talked of '*hypothesis*', '*vibration*', '*observation*' and '*conclusion*'. Pupils in Year 4 know of '*incisors*' and '*molars*' in terms of their work on teeth. Presentation and layout of work is usually clear, neat and makes effective use of annotated diagrams, tables, graphs and drawings.
- 108 Numeracy skills are frequently used in data handling and often takes the form of graphs and tables. Computers are frequently used within science lessons. The ageing equipment sometimes impairs this aspect. In a Year 1 class, a program on plant growth, which was very relevant to the lesson, could not be accessed because of a malfunction in the mouse. Progress is satisfactory across both key stages and is good for pupils with special educational needs where there is support from classroom assistants.
- 109 Pupils' attitude to science is good across the whole school. This reflects the findings in the previous inspection report. Pupils respond positively to the challenges set by their teachers. Pupils confidently put forward ideas, make predictions and draw conclusions. They listen well to each other and value each other's opinion. Pupils co-operate and collaborate well, particularly in investigative work. They demonstrate a mature and responsible attitude towards caring and supporting each other and towards the creatures and plants that are in their charge. Behaviour is always satisfactory and often it is good. Pupils use equipment and materials sensibly and safely.
- 110 Overall, the quality of teaching is good. This represents an improvement since the previous inspection. At Key Stage 1, all lessons observed were satisfactory or better and three quarters were at least good and frequently very good. Planning is good and resources are used well. Teachers use books well as an introduction and this makes a good focus for vocabulary used later in the lesson. Teachers know their pupils well. In a Year 1 lesson the teacher made good use of questioning involving all pupils, which prompted quick recall of facts, articulation of opinion and prediction. Questions were directed carefully so that appropriate responses resulted. Work is appropriately differentiated to challenge pupils at different levels of ability. For example, high attaining pupils in a Year 2 class were challenged to write the reasons

for their match of creature to habitat. The pace of lessons is often brisk. Lessons build on previous knowledge and experiences. Pupil activities are relevant and linked to the learning objectives that the teachers indicate in planning. Teachers' subject knowledge is good and learning is effective.

- 111 At Key Stage 2 all teaching is satisfactory or better and two-thirds of teaching is at least good and frequently very good. Throughout the key stage much of the work contains an investigative element. Teachers look for the opportunity to link attainment targets to an investigative element and to other subjects. This is a very positive feature in lessons within the key stage. In a Year 3 lesson, pupils investigated pitch. They attempted to make different sounds using elastic bands of various thickness. The work demonstrated a good link with music. A Year 6 lesson investigated air resistance, designing and testing model parachutes and helicopters. The teacher effectively linked this activity with design and technology. Teachers' knowledge of the subject is good and expectations are high. This is reflected in the quality and range of questioning. Open-ended questions promote pupils' thinking. This is reflected in the sensitive and thoughtful responses and predictions that pupils give. Questioning techniques are appropriately used to assess pupils' learning and promote progress. Questioning is a strength in science teaching across the school. Teachers usually conduct lessons at a brisk pace. Homework is regularly set and recorded in the class homework file. Marking at Key Stage 1 is largely superficial and only occasionally are there encouraging comments. At Key Stage 2 this is expanded by some good use of comment and question. In these instances marking is designed to improve standards. This high quality marking was more evident in the work of Years 5 and 6. However, the overall quality of marking is unsatisfactory.
- 112 Teachers' planning is good overall. Science is taught as a discrete subject at both key stages, although within a topic framework in Key Stage 1. The long-term plans have been recently reviewed in the light of Curriculum 2000 and the unit on '*Power and Energy*' amended for pupils in Year 6. The Qualifications and Curriculum Authority's scheme of work was adopted in 1998. Medium-term planning is sound. Short-term planning is less effective and is sometimes unsatisfactory, having insufficient detail. Learning objectives are usually clear and sufficiently well defined to ensure that outcomes are successful. One piece of work is assessed annually and levelled for inclusion in the pupil's individual, on-going record. At least one piece of work included is of an investigative or experimental nature. This is well supported by on-going assessment and recording of pupil achievement at the end of units of work. A school portfolio of work is being compiled. However, this has not been rationalised and is not accessible to teachers as a resource-bank for the subject.
- 113 The subject is very well supported by a hard-working and knowledgeable co-ordinator who has been in post for only two months. The co-ordinator is effectively encouraging links across the attainment targets in science as well as links with other subjects. There has been no opportunity for the co-ordinator to obtain a strategic over-view of the subject and only one lesson observed. Senior members of staff undertake classroom observations in science. Staff expertise has not been developed through courses and in-service education. The previous report stated that resources for science were inadequate. The new co-ordinator has worked very hard to assemble existing resources and make them more accessible to teachers.

Although there is some improvement in provision, the subject is under-resourced. Much funding has been spent on replacing damaged or exhausted items, such as books.

\*This is based on comparing this school with the results of schools with a similar level of pupils' entitlement to free school meals nationally. \*\*Level 2 is the national expectation in national tests for pupils at seven. Level 3 and 4 are above and well above expectations. Level 4 is the national expectation in national tests for pupils at eleven. Level 5 and 6 are above and well above expectations.

## ART AND DESIGN

- 114 All the lessons in art and design observed during the inspection were at Key Stage 2. Evidence is taken from these, talking to pupils, examining teachers' planning and analysis of work displayed in classrooms and corridors. The standards achieved by pupils at seven and eleven are above those expected for their age. There are however, some very good features across the school, such as printing using different materials, which is of very high quality. Standards are better than those found at the last inspection when they were in line with those expected for pupils' age across the school. Pupils with special educational needs and those with English as an additional language, minority ethnic groups and travellers achieve a similar standard to their peers and are fully integrated in this subject.
- 115 The provision for art is very good and pupils have the opportunity to experience a very wide range of techniques. In Year 1, for example, pupils show good observational skills when drawing plants. They show dexterity using pencil, crayon and paint. Potatoes are imaginatively carved to make interesting designs for potato prints. Self-portraits are recognisable and show good observational skills. In Year 2, pupils mix paint well and explore shades of colour for a background using a colour wash technique and add silhouettes to them. Pupils do much work on colour, there is good quality work on the topical colours of autumn, painting leaves and making leaf prints. Other high quality work using colour shows skilful work when pupils paint balloons and butterflies and backgrounds to their pictures.
- 116 Across the school, pupils use sketch-books or art-pads to record their ideas visually and these have improved their observational skills. In a Year 3 class, pupils used a variety of materials to develop a collage technique, that is sticking a variety of materials to make a picture in relief. Pupils show good skills with cutting and pasting and informed choices when selecting materials. There was some good conversation between pupils as they discussed the options for their collage. They used a rich variety of materials, fabric, foil, buttons and various types of pasta to produce a collage on their drawing of a face. In Year 4, pupils had effectively covered balloons in papier-mâché. These were cut in half to make a mask. All pupils managed to complete the mask template, even those pupils who found the task difficult persevered and completed a finished product. Pupils designed animal face masks, some chose insects such as a ladybird and stuck straws on the mask to make multiple legs. In a Year 5 class, pupils followed up some history work on the Egyptians by making their own 'mummies', moulding the shape out of a tube of paper they effectively covered this with bandages impregnated with plaster of Paris. This gave them a good insight into the techniques used by the ancient Egyptians and was a good link with history. Pupils showed good dexterity in this lesson and confidence using the materials. Their sketch books showed some good drawings of mummified pharaohs and death masks. In conversation, pupils indicate that they recall much about the ancient Egyptians including that *'the slaves were buried with*

*their master*'. In a Year 6 lesson, pupils show that they have learned the skill of sewing. Pupils use a running stitch to sew a collage and most thread a needle themselves and show confidence in the task. Information and communications technology is used a little in art and design and there were examples of computer generated pictures printed out. However it is under-represented as an artistic technique and the age of the equipment limits the application of information and communications technology in this subject.

- 117 In lessons fifty per cent of the teaching was good and fifty per cent satisfactory never falling below this standard. The high quality of pupils' work on display indicates that teaching is good overall. In effective lessons teachers use a wide range of materials and resources, including audio-visual. In one Year 4 lesson the teacher showed an excerpt from a television programme to illustrate how to make a mask. Teachers show good subject knowledge in the use of a variety of media and techniques such as modelling in clay, collage and printing. They concentrate on teaching pupils specific skills of how to hold their brush and pencil, how to sew material, and print using different materials. From the evidence of displays around the school, pupils have been taught how to make models using clay, glazing them and firing them. In all of the lessons seen pupils were enthusiastic and enjoyed the subject. In the best lessons the teachers had good pupil management techniques and this enthusiasm was channelled into pupils' work, keeping the lesson brisk and productive. Where lessons were less effective, pupils were still enthusiastic but became rather noisy and the lesson lost its pace and pupils their productivity. However, never to the point where the lesson was unsatisfactory.
- 118 The very enthusiastic co-ordinator has a very good subject knowledge and is a great enthusiast for art and design. She is particularly interested in developing pupils' artistic awareness so that they appreciate the work of great artists. She considers it important to give the opportunity for pupils to experience as many aspects of art and design as possible and to develop their artistic skills. One way to achieve this is through a rich provision of activities in the curriculum, which has been achieved. She provides strong leadership for this subject, and the curriculum that the school uses provides a very extensive range of artistic activities for pupils. The school is already comparing its curriculum with the Curriculum 2000 initiative, although the current curriculum already gives pupils a rich provision in this subject. Samples of pupils' work are kept to show how they progress. The co-ordinator monitors work satisfactorily through discussion with teachers and by observing the quality of work displayed. However, no first hand monitoring of teaching takes place. There has been a significant improvement in the standards and provision for art since the last inspection.

## **DESIGN AND TECHNOLOGY**

- 119 Only two lessons in design and technology were observed during the inspection but, from these, looking at teachers' planning, talking to pupils and a scrutiny of finished work on display, the standards attained by pupils aged seven and eleven are judged to be in line with those expected for their age. This is a similar judgement to that made in the last inspection. Pupils in Year 1 make houses using a good variety of materials and showing developing cutting and joining skills to produce work of a pleasing quality. They use food technology to make soup linked to their reading of the book *'The Hungry Giant'* in their literacy lessons. In Year 2, pupils can use paper plates to make amusing puppet heads with mouths which open and close, and

effective stick puppets with moving parts. Pupils plan their designs and evaluate the finished product making suggestions as to how the design could be improved. Year 3 pupils use a variety of linkages to make good quality shadow dragons that move most effectively. They also evaluate commercial products for their effectiveness and then make their own designs based on their findings. A good example of this was a Year 3 class investigating soft drink cans and then making their own labels for a can complete with bar code, recycling advice, contents and manufacturer. They successfully selected their own style of lettering and colour scheme to match the brand name they had chosen for the can. Prior to the inspection, Year 5 pupils had made interconnecting levers from card and paper fasteners to be used in a later lesson to make a model Egyptian mummy rise from its sarcophagus. One aspect of the subject still to be fully developed is the use of control technology to operate models made by pupils. Construction kits are used to make working models but these are rarely controlled or programmed by computer links. As pupils move through the school they follow the correct design processes of planning, making, testing, refining and evaluating their work. The standard of pupils with special educational needs, travellers, and those with English as an additional language is similar to that of other pupils.

- 120 The quality of teaching is at least satisfactory, with teachers successfully planning a design and technology project each term. These projects are often linked to other subject areas such as the pyramids being made in Year 5 as part of their history and numeracy work. The pupils making the pyramids were set an appropriate challenge by the teacher to make the pyramid as large as possible given the size of the card they were using. This they did well and with obvious enjoyment, working in pairs sensibly and developing a range of solutions to the problem. Finished products are valued by both teachers and pupils and are prominently displayed in classrooms and around the school to raise the profile of the subject. Pupils are enthusiastic about design and technology and apply themselves well to the interesting work provided.
- 121 The co-ordinator gives good advice to colleagues and has produced a useful scheme of work to support the planning. He has run recent training workshops for teachers in the use of linkages in design and technology to make moving models. The results of this training can be seen in the many good examples of pupils' work around the school using this technique. The co-ordinator monitors the provision for this subject effectively through the outcome of pupils' work, although has little opportunity to monitor teaching and learning first hand. Examples of products are rarely kept but the co-ordinator has plans to use a digital camera to record finished work when the proposed improvements in the information and communications technology equipment are in place.

## **GEOGRAPHY**

- 122 The standards attained in geography are in line with those expected for the age and ability of pupils at both seven and eleven. This is a similar judgement to that made in the last inspection. Pupils in Year 1 learn basic geographical skills through finding and colouring the main features of the school grounds on a plan and by describing and drawing the route they take to school each day. They successfully identify and name the countries that comprise the British Isles on a map. In a Year 2 lesson pupils make interesting plans for their own ideal bedroom with some idea of a suitable scale for the contents. They learn about world geography through following the travels of *Barnaby Bear* who, to their amazement, manages to send them postcards from a variety of locations that they find on a map of the world.
- 123 Older pupils, in Years 3 to 6, build on the skills and knowledge they acquire as they

progress through the school. By the time they leave, they have a sound understanding of world geography. This is often linked to events in the news, map work and physical phenomena such as rivers and coastal erosion. They study countries such as St. Lucia in the Caribbean and compare and contrast them with their own environment. Pupils in Year 6 visit the Suntrap Field Study Centre in nearby Epping Forest and follow the course of a stream as it flows through the woodland. They measure the flow, depth and width of the stream at various points and understand how it erodes the land. They also have the opportunity to go on a residential school journey to the Isle of Wight where they put their mapping skills into practice. All read four figure map references, with high attaining pupils managing six figures confidently. They also study coastal erosion at first hand on the South side of the Island. This gives them a good understanding of how erosion occurs as well as the effect it has on the landscape and on human and animal life. These visits have a very positive impact on pupils' learning and the progress they make, as well as firing their imagination and interest. Geography is often successfully linked to other subject areas. It makes a good contribution to numeracy through studying co-ordinates and scale and to history by using maps to locate such places as Greece and Egypt. Pupils with special educational needs, those with English as an additional language, pupils from minority ethnic groups, and travellers make the same satisfactory progress as their classmates.

- 124 Only one lesson was timetabled during the inspection but from this, teachers' planning, analysis of pupils' books and displays in classrooms, the quality of teaching is judged to be at least satisfactory. Work is planned according to the scheme of work and covers all aspects of the subject. This is commendable given the recent strong focus on literacy and numeracy. Pupils enjoy work in the subject and those in Year 6 talked animatedly about their trip to the forest. This high interest level is a direct result of the enthusiasm of their teachers and their determination to maintain provision.
- 125 The co-ordinator has very good subject knowledge and has worked hard to ensure that suitable resources are available for teachers to use in their lessons. He helps teachers with their planning and has a good overview of the provision throughout the school. The scheme of work has been successfully adapted to meet the demands of Curriculum 2000 and ensure that all areas are covered successfully.

## **HISTORY**

- 126 Attainment at the end of both key stages is in line with those expected for pupils' age. This maintains the position by the end of Key Stage 2 at the last inspection but represents a decline in standards at Key Stage 1, due to the high number of pupils with special educational needs at Key Stage 1. All pupils, including, those for whom English is an additional language, pupils from ethnic minority groups and traveller children, achieve at a similar standard to their peers. Those with special educational needs make good progress at both key stages, due to high quality teaching. During the inspection, one lesson was observed at Key Stage 1 and three lessons at Key Stage 2. Judgements are based on these lessons, analysis of work, teachers' long-term and medium-term planning, the scheme of work, current displays, photographs and discussion with the co-ordinator.

127 In the lesson observed at Key Stage 1, attainment is above average. Pupils in Year 1 watch a video of life in their grandparents' time. They identify differences between bathrooms and personal hygiene practices today with those in their grandparents' day. They have previously compared kitchens and other aspects of houses and daily life. They demonstrate a developing sense of chronology and use appropriate historical vocabulary. They are amazed that people generally had only one bath per week, that it took place by the fire and that the water had to be heated up. They recall that there was no electricity. They are surprised that the toilet (privy) was in the yard and that children often slept top-to-tail in bed. They are engrossed as they watch the video and are able to describe fully what they have seen when they return to the classroom. They show great interest in artefacts that have been brought in by staff and parents. These include:

- old irons;
- a stone hot water bottle;
- a milk jug;
- a thermos flask;
- a razor;
- a knife sharpener;
- an inhaler;
- some scales;
- and a wind-up gramophone.

By the end of the key stage, they are able to compare seaside holidays today with holidays in the past. They know about famous people in the past, such as Florence Nightingale.

128 By the end of Key Stage 2, pupils have a sound knowledge of Tudor times and of Britain since the 1950s. In a lesson observed, they look at the structure of society and compare Tudor towns with modern towns. They already have a sound knowledge of the Tudor monarchy and the different lifestyles of the rich and poor. They examine a picture of a Tudor town, noting similarities and differences. They have a sound sense of chronology and most pupils are able to place the Tudor period on a timeline. Pupils in Year 5 have a particularly good knowledge of life in Ancient Egypt, since history is linked to many areas of the curriculum. Their work on '*English for Egyptologists*' reinforces literacy work on plurals, homophones (words which sound similar) and apostrophes. Links with mathematics are made through a study of hieroglyphics and Egyptian numerals and the designing and making of pyramids based on triangular and square bases. Pupils in Key Stage 2 are familiar with videos on Greek, Egyptian and Roman mathematics and they make links with history in art and design through making *mummies*, pyramid patterns, frescos and historical drawings.

129 Pupils' attitudes to history are good. They show interest, enthusiasm and involvement in their work. They are motivated and contribute readily to class discussions. They raise questions and listen with interest to what the teacher and other pupils have to say. The relationship with their peers and with the teacher and other adults is good and, together with their good behaviour, contributes to learning. They are very interested in artefacts from the past and demonstrate a developing sense of responsibility in treating resources with care. They show respect for the contribution made by others in discussion.

130 Teaching is good, overall, at both key stages. It is good in the lesson observed at Key Stage 1 and in the three lessons observed in Key Stage 2. Teachers' knowledge and understanding of history is good. They teach historical skills well and use methods that enable pupils to learn effectively, with the result that pupils' acquisition of knowledge, skills and understanding is good. Teachers' planning and expectations are satisfactory. The management of pupils is good and, together with the good use of time, support staff and resources, leads to good learning. Pupils apply intellectual and creative effort to their work. The quality and use of ongoing assessment is satisfactory at Key Stage 1 and good at Key Stage 2, and pupils are made aware of what they can do and how well they are doing it. However, marking does not make clear what they should do to improve further. All pupils make gains in learning, including pupils with special educational needs, those for whom English is an additional language, pupils from minority ethnic groups and traveller children. Pupils' learning is good, as a result of their interest and concentration, aided by their good relationships and behaviour. Homework is sometimes used to extend the work in the lesson.

131 The appropriate statutory curriculum is in place. The scheme of work is based on guidance from the Qualifications and Curriculum Authority. It is supported by adequate resources, which are readily accessible. The provision for all pupils is good. The curriculum is enriched by regular visits to places of historical interest. These include:

- the British Museum;
- the Imperial War Museum;
- Colchester Castle;
- Stansted Mountfitchet;
- the Queen Elizabeth Hunting Lodge;
- places of local interest, such as Waltham Village;
- Walthamstow Town Hall;
- and Lea Valley.

Pupils visit Wood Street and look at nineteenth century shops and public houses, the oldest lamppost in Waltham Forest and Wood Street Market, once the Penny Picture Theatre. They study photographs to compare life in modern and former times. Their historical knowledge, understanding and skills are developed through visitors to the school. Personnel from *'Building Technology Works'* have visited for the past four years and conducted workshops on the Greeks (Year 3), the Romans (Year 4), Egypt (Year 5) and the Tudors (Year 6). Actors from the Globe Theatre have visited for the past two years and worked with Year 6 on Tudor dance and music, using Tudor instruments. An Egyptian dance group have worked with Year 5, demonstrating Egyptian dance and using traditional tales from Egypt. Information and communications technology is adequately used to support the subject in terms of research using CD-ROM.

132 The subject is well led by an enthusiastic co-ordinator who gives good support to staff. Attainment is beginning to rise as standards of teaching improve. The monitoring, evaluation and development of teaching is satisfactory, but the monitoring role of the co-ordinator is insufficiently developed. The match of teaching and support staff to the demands of the curriculum is good. There is scope for an improvement in assessment and recording procedures and for more independent and imaginative writing linked with more evaluative marking, in order to improve attainment.



## INFORMATION AND COMMUNICATIONS TECHNOLOGY

- 133 Attainment in information and communications technology is in line with those expected for pupils ages at seven and eleven. This is a good improvement since the last inspection when attainment throughout the school was judged to be below expectations. This improvement is commendable given that the resources, although improved, remain barely adequate. Improvement is due mainly to teachers' good subject knowledge and very good use of the available resources. All aspects of the subject are taught over time with an emphasis on word processing and graphics due to the facilities of the equipment in use. Other areas, such as control and monitoring, are less well developed, although they are included in the planned work. Firm plans are in place, with funding, to improve resources considerably in the near future, including the setting up of a computer suite to enable whole classes to be taught new skills more effectively. These future plans are a clear indication of the importance the school places on the development of information and communications technology, not just as a discrete subject, but also as a tool to be used to enhance learning in all curricular areas. For example, pupils use CD-ROM to research the history and geography and in music a computer is linked to a CD player and an electronic piano and is used to help compose musical scores.
- 134 Pupils in Years 1 and 2 successfully use a computer for word processing and change the style and size of the font to present their work in a more interesting manner. They merge text and graphics to make attractive calendars for their parents. They demonstrate good control of the mouse and are developing keyboard skills. They instruct a programmable moving toy with a set of simple instructions to make it move, changing direction and distance travelled. By the time pupils reach Year 6 their work in word processing is in line with that expected for their age. They edit, copy and paste work linked to other subjects. For example, in English, where pupils used the computers to write obituaries. They use the mouse effectively, although few pupils have sufficiently well developed typing skills to input text at a reasonable rate. This often frustrates them and limits their output in the allocated time. Pupils successfully use a program to control a screen 'turtle' and make it move according to a set of pre-planned procedures. The use of the laptop computers has had a significant impact on the development of skills for all pupils, especially those with special educational needs and pupils with English as an additional language. Other groups of pupils from minority ethnic groups and travellers achieve at a similar level to their peers. Pupils have a good understanding of the uses of information and communications technology in the wider world and its impact on our daily lives. For example, they know how to communicate and find information by using the Internet.
- 135 Only a few class lessons were timetabled during the inspection. From observations of these, looking at teachers' planning, talking to pupils and scrutinising their finished work, the quality of teaching is good overall. Teachers have a good understanding of the subject and make great efforts to utilise the available equipment to the full. Their enthusiasm is passed on to their pupils, who are willing and eager to learn. Teachers plan work carefully and keep useful checklists of pupils' access to the class based computers as well as their attainment. They display the information and communications technology task for the week in their classrooms. This helps pupils focus on learning a new skill. The teacher usually teaches the new skill to the whole class first, in a discrete lesson. The time for practising and consolidating such skills is limited. Pupils may have to wait a week or more before they have individual time using the class computer. Teachers manage their pupils well and create a calm

working atmosphere that enables them to concentrate on their work and make good progress. Despite the difficulties of organising the pupils to see the small screen of the one classroom computer, teachers teach new skills effectively. This was clearly seen in a Year 2 lesson where the teacher ensured that all pupils could see the monitor and they listened most attentively, resulting in good quality learning. Teachers give clear explanations to pupils of new work and ask searching questions to assess understanding before moving on to new tasks. Pupils respond well and willingly answer questions and make sensible contributions of their own. They work well together in pairs, often giving each other good support and encouragement. Pupils behave well and handle all resources very carefully.

- 136 The co-ordinator has produced a very well thought out development plan for the next four years which includes training for staff, improved resources, assessment and monitoring of the effectiveness of the provision. He gives good leadership in the subject and is most excited about all the new initiatives planned. His infectious enthusiasm motivates the staff and they are very positive about all the developments ahead. Funds are in place to fully support initiatives and information and communications technology is the main focus for development next year.

## MUSIC

- 137 During the inspection, five lessons were observed, one lesson in Year 2, a combined lesson of all classes in Key Stage 1, two lessons at Key Stage 2 and a combined lesson of all classes in Key Stage 2. In addition, the recorder group and choir were observed and the contribution made by music to assemblies was recorded. Further evidence was obtained from an examination of teachers' long-term and short-term planning, pupils' reports, an examination of resources, photographic evidence, current displays and a discussion with the co-ordinator. This evidence shows that standards of attainment are above those expected for pupils' age by the end of each key stage. This represents an improvement since the last inspection when standards were in line with those expected for pupils' age at Key Stage 1 and above those expected for pupils' age at Key Stage 2.
- 138 By the end of Key Stage 1, pupils select and explore untuned percussion instruments. They use sounds to create musical effects, develop an awareness of pulse, keep up a simple repeated rhythm, echo a melodic pattern and recognise changes in dynamics. Pupils recognise ascending and descending scales. They follow non-standard notation, maintain a simple beat, compose music and rhythms and recognise a scale of notes going from a high to a low pitch. They sing songs from memory and show an awareness of pitch. During the inspection, pupils in Year 2 clap the rhythm of words to do with food, such as '*cake, butter, coca cola*'. They learn a new song and add rhythm to it. They sing tunefully and demonstrate a good sense of rhythm. They experiment on percussion instruments with confidence. In a combined singing lesson of all the pupils in Key Stage 1, pupils control sounds through singing, playing and performing. They demonstrate clear diction, pitch control and a sense of phrase and musical expression. They listen attentively and internalise and recall sounds with developing aural memory. They are learning that sounds can be produced in different ways and be used to achieve particular effects. They respond to musical elements by means of dance.
- 139 By the end of Key Stage 2, pupils control dynamics and tempo in their compositions. They compose rhythmic sequences in a certain style, clap or play a calypso rhythm. Pupils invent rhythms to accompany melodies, use a musical score which they have

drafted, and express dynamics and pitch. They sing songs and rounds in two parts and play pieces which have several parts, developing the ability to listen to other performers. They explore, create, select, combine and organise sounds in musical structures. Pupils use sounds and structures to achieve an intended effect, for example, to suggest the sound of trains. They refine and record compositions using notation if appropriate. During the inspection, pupils in Year 5 organise and notate sounds within a timeline to create a short composition. They listen to and appraise the effects of combining sound and silence within a composition. In a combined singing lesson of all the pupils at Key Stage 2, pupils show good control of diction and musical elements, particularly phrasing. In a lesson in Year 4, pupils use chime bars and recorders to build up the chords *C* and *G* and use them to accompany a melody/song. They practice recorder techniques using notes '*do (G)*', '*re (A)*', '*mi (B)*' and '*so (D)*'. They play chords well and are able to play a rhythmical beat pattern. They use chime bars well to provide this beat for accompaniment. In a recorder practice session, pupils in Year 5 practice '*mi, re, do*' and learn to add '*ti*'. At a weekly choir practice, pupils sing very tunefully, in parts. Pupils listen quietly to music in assembly and learn to appreciate the works of the great composers. During the inspection week, they listen to '*Sonata in A major by Handel*'.

- 140 All pupils, including those with special educational needs, those for whom English is an additional language, pupils from minority ethnic groups, and traveller children, make good progress. They effectively develop their listening, appraising, composing and performing skills. This is due to the fact that provision for music in the school is good and there is a commitment to developing pupils' musical appreciation and skills. Pupils' attitudes to music are good and lead to good learning. Many pupils actively seek to increase their knowledge and develop their understanding. They sing with great enjoyment and enthusiasm and put creative and intellectual effort into their work. They contribute and perform confidently, knowing that their contribution will be valued. They show a developing sense of responsibility and treat resources with care.
- 141 Teaching is good, overall, at both key stages. It is very good in a lesson in Year 2 and in the combined lesson at Key Stage 1. In the three lessons observed at Key Stage 2, teaching is good in one lesson and very good in two lessons. Overall, throughout the school, teaching is good. Teachers' knowledge and understanding are good. They teach the basic skills well. Teachers use methods that enable pupils to learn effectively, with the result that pupils' understanding, knowledge and acquisition of skills is good. Teachers' planning and expectations are satisfactory, overall. Expectations are high in some lessons. The management of pupils is good and leads to good learning. Time, support staff and resources are used well. The quality and use of ongoing assessment is good at both key stages. Pupils' good behaviour and relationships create a positive approach to their learning. Homework is sometimes used to extend the work in the lesson.
- 142 The appropriate statutory curriculum is in place. A good scheme of work is supported by good resources, which are stored centrally and give easy access. The provision for pupils with special educational needs and visiting pupils from Whitefield Special School, is good. The subject contributes to pupils' literacy development, through pupils' developing musical vocabulary, studies of the works of the great composers and the promotion of speaking, listening and performing skills. The co-ordinator develops pupils' vocabulary by concentrating on a new word each week. In the week of the inspection, it was '*duration*' at Key Stage 1 and '*ensemble*' at Key

Stage 2. Information and communications technology make a very good contribution to pupils' development in music through a commercial program and the use of a combined compact disc and personal computer. It gives background music for pupils to sing to, transposes and speeds up or slows it down. It plays on two tracks, the melody line and the accompaniment; it links up to the electronic piano in the Hall. The curriculum is enriched by extra-curricular activities, including an orchestra, choir and recorder groups; all pupils in Years 4 and 5 learn the recorder. Pupils have the opportunity to learn the violin, trombone, trumpet, cello, guitar and clarinet; they are taught by visiting teachers. The choir, of approximately 60 pupils, sings at the Stratford and East London Music Festival; last year they were awarded a merit. The choir also sings carols in the shopping precinct, and collections are made for charity by various organisations. The Christmas Carol Service takes place annually at the local church and there is a Christmas Concert in school in which every child takes part. The curriculum is further extended by visitors to the school. Actors from the Globe Theatre have visited the school for the past two years and have worked with Year 6 pupils, encouraging them to compose their own music using Tudor instruments. A Tudor consortium visited earlier this year. Last year, pupils in Year 3 had the opportunity to hear Asian and African music by visiting musicians. Next term, all pupils in Key Stage 2 are going to hear the London Symphony Orchestra.

- 143 The subject is very well led by a gifted, experienced and enthusiastic co-ordinator, who gives strong support to staff. The monitoring, evaluation and development of teaching is good. The match of teaching and support staff to the demands of the curriculum is good. The quality and use of ongoing assessment is good at both key stages and formal assessment sheets have been finalised in line with the updated scheme. There is a shared commitment to further improvement and a strong capacity to succeed.

## **PHYSICAL EDUCATION**

- 144 At both key stages pupils' standards are in line with those expected for their age and are similar to the last inspection. All pupils are fully integrated into all physical education lessons and achieve at a similar standard to their peers. This includes pupils with special educational needs, those who have English as an additional language, pupils from minority ethnic groups, and travellers.
- 145 Pupils participate in a full range of physical education activities including gymnastics dance and swimming in Year 5. In a Year 2 dance lesson, pupils dance to popular music, they show good rhythm and co-ordination for their age. Using a skipping rope as a marker they move around it making up a series of steps which they repeat. Pupils then move around the hall, from one rope to another and they show good spatial awareness. They do not bump into each other. They work well collaboratively, and with partners make up routines, which they are proud to demonstrate to their class. The teacher and other pupils appreciate the efforts of others by pointing out what is good about their movements or what could be improved.
- 146 In a Year 3 gymnastics lesson, pupils use a full range of apparatus and climb and balance safely and with confidence, they work out gymnastic routines include rolling, balancing and jumping. They are careful, sometimes after a reminder, to finish off their movements to complete their routine. In a Year 4 dance lesson, pupils start by stretching carefully to warm up before the lesson. They understand this is important

if they are not to hurt themselves when moving around the hall. They also know that this raises their blood pressure. Pupils show good co-ordination when moving about the hall. They make short and longer jumps both forwards and sideways in time to the music. In a Year 5 swimming lesson, pupils develop the skills of propulsion and floatation, using arms and legs to improve strokes. This lesson is taught by a swimming instructor. More advanced swimming techniques are taught to more competent swimmers, such as breathing correctly and learning how to crouch dive. All the pupils are confident in the water and immerse their faces, two thirds of the group swim unaided and safely for 25 metres.

- 147 The majority of the teaching is good, sometimes very good and never less than satisfactory. Teachers have good subject knowledge. They use a full range of resources, from large gymnastic apparatus to small games equipment to teach pupils the appropriate physical skills. In the best lessons the teacher uses demonstration effectively to take the lesson forward. In a Year 2 lesson, the teacher shows some appropriate dance steps to help pupils with the formulation of their steps. Sometimes individual pupils will be chosen to illustrate a good technique whilst dancing. At other times a whole group in gymnastics will watch the routines of another group. This has the effect of raising standards by making it clear what the teachers' expectations are.
- 148 The subject is without a co-ordinator at the moment due to staff reorganisation. The headteacher has taken on this role at present. Care is taken to ensure all pupils have a full physical education entitlement. Pupils have two hours a week for the subject. The scheme of work used for physical education was written in 1993. It does not differ significantly from the requirements of the new curriculum 2000 requirements. However, the lack of provision for the use information and communications technology in physical education is a weakness. All pupils in Year 5 learn to swim at a nearby local college pool and 95 per cent can swim 25 metres by the time they leave school. Physical education has had a low profile in the school in recent years. This is due to many other more pressing initiatives such as the introduction of the National Literacy and Numeracy Strategies. There has been no effective monitoring taking place. Nevertheless, due to the enthusiasm of the staff and pupils for physical education it still plays a full role in the curriculum and standards have been maintained. The range of equipment and resources is satisfactory for a school of this size.

## **RELIGIOUS EDUCATION**

- 149 Religious education is taught in accordance with the locally agreed syllabus. At the end of each key stage, pupils attain standards that are in line with those specified in the syllabus. This maintains the position at the time of the last inspection. Pupils are taught to have some understanding of the major world religions and to engage in enquiry and evaluation. They are also encouraged to give explanations of related elements in their own experience and to communicate their thoughts and ideas. All pupils, including those with special educational needs, pupils for whom English is an additional language, those from minority ethnic groups, and travellers, make good progress in lessons seen at both key stages.
- 150 By the end of Key Stage 1, pupils have some knowledge of the sacred books of Christianity, Islam and Hinduism. They know about the buildings which are special to each religion, important times and days, food and fasting and beliefs and values.

During the inspection, pupils in Year 2 develop their understanding of Hinduism. They learn more about Diwali and how it is celebrated as a festival of light at the end of the Hindu year. A Hindu parent supports the lesson. She helps pupils to understand the festival and the importance of symmetrical *rangoli* designs, which pupils make using coloured rice.

- 151 By the end of Key Stage 2, pupils have a sound knowledge of the six major world religions, Christianity, Judaism, Hinduism, Buddhism, Sikhism and Islam. They have learnt about: beliefs; sacred books and buildings; important people; festivals; pilgrimages; journeys and values and beliefs, in relation to each religion. In a very good lesson observed in a Year 6 class, pupils learn more about the key features associated with a mosque. They have previously watched a video about the mosque in Leyton. They recall many features. For example, the fact that the Qur'an has to be in the highest place in the room. That Muslims turn towards Mecca to pray. They are fascinated by the teacher's account of his respect for his religion. They admire his substantial knowledge of Muslim beliefs and practices. They are challenged in their work of describing the Muslim prayer structure and giving reasons why a mosque is built as it is. They express their thoughts and ideas confidently, knowing that they will be respected. They increase their knowledge as they learn that the *zulla* is the main room for prayer. They understand that the *minar* is a raised platform from which a talk is given at the special prayers on Friday. They know that that the *qiblah compass* shows the direction of a building that is important to Muslims. Pupils in Year 5 also demonstrated very good learning in a lesson during the inspection. They investigated the symbols, colours and ceremony associated with Remembrance Sunday and explained their meaning. They expressed and explored the symbolism of colours and their connection with moods and feelings.
- 152 Pupils' attitudes to religious education are good. They show very good levels of interest and involvement in their work. Good relationships and behaviour contribute to their progress. Their personal development is good. They have a developing sense of responsibility to themselves and others. Their understanding of the impact of their actions on others is good. They show respect for the feelings, values and beliefs of others. Their motivation for learning enables them to feel confident in expressing their views and feelings and in seeking further clarification and understanding. They know that their contribution will be accepted in the spirit in which it is offered and will be understood. They show initiative and a developing sense of personal responsibility as they reflect on their own beliefs and values.
- 153 Teaching is good, overall, at both key stages. It is satisfactory in one lesson seen at Key Stage 1 and very good in the other lesson observed. Of the six lessons observed at Key Stage 2, teaching is satisfactory in one lesson, good in three lessons and very good in two lessons. Teachers' knowledge and understanding of the Christian religion and other major religions is good. They use effective teaching methods and teach the basic facts well. This results in pupils' good acquisition of skills, knowledge and understanding. Teachers' planning and expectations are satisfactory, overall, and sometimes good. The management of pupils is good and time, support staff and resources are used effectively. Consequently pupils' productivity and pace of working is good and they apply intellectual effort to their work. The quality and use of ongoing assessment is satisfactory at Key Stage 1 and good at Key Stage 2. This results in pupils' good understanding of their own learning. All pupils make gains in learning, including pupils with special educational needs. Those for whom English is an additional language pupils from minority ethnic groups,

and traveller children are well catered for. Pupils' interest, concentration and developing independence, aided by the good relationships that they form and their good behaviour lead to good learning. Homework is used sometimes to reinforce and extend work in the lesson. There was no evidence of information and communications technology being used during the inspection.

- 154 The appropriate statutory curriculum is in place, based on the Waltham Forest locally agreed syllabus. The curriculum is broadly Christian but pays due attention to Judaism, Hinduism, Buddhism, Sikhism and Islam. The provision for pupils with special educational needs, those from minority ethnic groups or for whom English is an additional language, and traveller children is good. There is equality of access and opportunity for all pupils. Literacy skills are used effectively. Religious education lessons make a significant contribution to pupils' spiritual, moral, social and cultural development. In particular, there are opportunities for reflection and for discussions on caring and sharing, and right and wrong. Visits to the local church at Christmas and the study of all the major religions help to prepare pupils for life in a multicultural society. Pupils are encouraged to relate the content of each lesson to their everyday lives.
- 155 As a result of the enthusiastic leadership of the new co-ordinator and the improvement in teaching, standards are beginning to rise and teachers' confidence in teaching religious education has improved. The monitoring, evaluation and development of teaching and the taking of effective action is satisfactory, but the monitoring role of the co-ordinator is insufficiently developed. The match of teachers and support staff to the demands of the curriculum is good. Accommodation is adequate. Resources are adequate and are stored centrally for easy access. They are used well to support learning. There are plans to improve assessment and recording procedures and to extend the amount of written work in religious education. Marking is not sufficiently used to improve attainment.