

# INSPECTION REPORT

## **BRITANNIA VILLAGE PRIMARY SCHOOL**

West Silvertown

LEA area: Newham, London E16 2AW

Unique reference number: 131613

Headteacher: Mr Leslie Church

Reporting inspector: Dennis Maxwell  
8798

Dates of inspection: 19 - 23 March 2001

Inspection number: 230193

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 10 years

Gender of pupils: Mixed

School address: Westwood Road  
West Silvertown  
London

Postcode: E16 2AW

Telephone number: 0207 511 5412

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Appropriate authority: The governing body

Name of chair of governors: Cllr E Sparrowhawk

Date of previous inspection: N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	Dennis Maxwell	Registered inspector	English Geography History Foundation stage	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? What should the school do to improve further?
11041	Marvyn Moore	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2391	Peter Gossage	Team inspector	Mathematics Equal opportunities	
10449	Rowland Hull	Team inspector	Art Science	
8696	Abul Maula	Team inspector	Religious education English as an additional language Special educational needs	
15580	Margaret Still	Team inspector	Information and communication technology (ICT) Design and technology (DT) Music Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Britannia Village Primary School is a new school for pupils aged 3 to 11 years. It is situated in a new housing development on the edge of the Royal Victoria Dock. Housing consists of social and private housing, and the socio-economic circumstances are below average overall. There are 173 pupils on roll, of whom around 10 per cent attend from outside the immediate area. A further 60 children attend part-time in the nursery. Fifty two per cent of pupils come from ethnic minority heritages, and the proportion of pupils speaking English as an additional language, at 40 per cent, is high relative to national figures. The percentage of pupils entitled to free school meals, at 64 per cent, is well above the national average. The percentage of pupils identified as having special educational needs at 22 per cent is well above the national average and six pupils have a statement of need. Pupils' attainment on entry at Year 1 is well below average. The delightful school building provides an excellent working environment for the children and staff, although faults with the roof have caused flooding that led to several classes being moved. The school was initially placed on three sites before the building was completed. The members of staff have come through some extremely difficult times with the highest professional dedication for the children's education.

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

This is a very successful and effective school, even though it has only been established for one and a half years and has much still to do. It provides a secure yet stimulating education that reflects its aims, captured so well by the African saying 'It takes a whole village to educate a child'. The school enables many children to make good progress, although standards are below average by Year 2 and Year 5. Teaching and the stimulating education are strengths of the school. Pupils' achievements and their personal development are promoted strongly through all aspects of school life. The school ethos is very good, and reflects the energy and commitment of all staff. The pupils come happily to school and are helped to feel secure within a caring environment that is maintained to a high standard by the site manager. The leadership and management of the headteacher and senior staff are very good. The governing body are very effective in fulfilling their statutory duties. The school provides good value for money.

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

- The leadership of the headteacher, senior staff and governors is very effective in establishing a purposeful atmosphere where pupils want to achieve. They are very committed to making further improvements.
- The quality of teaching is very good overall, resulting in a good quality of learning and gains in skills by pupils, supported by interesting, well-chosen activities.
- The pupils' attitudes and personal development are very good, and behaviour in lessons is good.
- The curriculum offers good, relevant learning opportunities, with very good provision for pupils' personal development. Assessment procedures are good. The school makes very good provision for the children's spiritual, moral, social and cultural development.
- Procedures for child protection and pupils' welfare are excellent. Personal support and guidance are very good.
- Parents have very good views about the school and receive very good information.
- The school building is excellent in providing working conditions for the children and staff.

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

- Standards in English and mathematics are below average. Standards in DT and ICT do not meet expectations.
- The level of attendance is below average.
- There are insufficient learning resources for the Foundation Stage and subjects of the curriculum.
- The school requires a development plan to give clear strategic direction for management over a three year period.
- The role of the curriculum co-ordinators is under-developed.

*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 newly established in September 1999 and has not had an inspection before.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results, since the school does not yet have any pupils in Year 6.

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading			E*	E	Well above average A above average B Average C Below average D Well below average E
Writing			E*	E	
Mathematics			E	C	

Standards in the work seen in English and mathematics are below average by age seven and age ten, while standards in science are broadly average. The national tests of summer 2000 show that standards in reading and writing at age seven were very low. In mathematics standards were well below average. The category E\* indicates the lowest five per cent nationally. In comparison with similar schools, standards in reading and writing were well below average while in mathematics standards were close to the average. The pupils who took the tests in 2000 had only been in the school for two terms before taking them and several pupils had experienced a disturbed schooling. In addition a large proportion were at an early stage of learning English. The pupils achieve broadly in line with what is expected in relation to their previous work, although there is evidence of good progress by several pupils. Standards in other subjects are broadly average in both key stages, except in ICT and DT which are below. Pupils in the nursery are on course to meet the expectations for the age, but pupils in the present reception classes are likely to enter Year 1 with well below average attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and look forward to the activities. Pupils have very good attitudes to their work and a pride in their school that is well justified.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good. Most pupils are developing good levels of personal discipline.
Personal development and relationships	Relationships are very good. Pupils tend to lack confidence and independence when they first enter school, but by Year 5 many children have very good social skills.
Attendance	The attendance rate was below the national average last year. Several pupils are not punctual in coming to school, which affects the start of lessons.

The good attitudes and behaviour of most pupils contribute to how well they learn and to their improving attainment. The pupils take a close interest in their lessons, are keen to give their ideas and are learning to work well with friends. The teachers and all support staff provide a high level of caring support so that pupils feel secure and want to work hard. Most children respond well to the school's clear expectations



and have consistently good behaviour. Their enthusiasm and concentration have a positive impact on their learning. A few pupils have very challenging behaviour which is sometimes disruptive, and requires very firm and understanding handling. Pupils generally enjoy taking on responsibility, such as the school council. A significant minority of pupils have irregular attendance, which affects their attainment. The relationships between staff, and between staff and the children, are a strength of the school. All members of staff display a high level of considerate and perceptive care. The school has yet to promote playground activities to help children play together.

## TEACHING AND LEARNING

Teaching of pupils:	Foundation stage	Aged 5-7 years	aged 7-10 years
Lessons seen overall	Good	Very Good	Very Good

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

Teaching is very good across the school and has several strengths, including the teaching of English and mathematics. The teaching of literacy and numeracy is good, although there is scope for giving more attention to applications of mathematics in problem solving and investigational work. Teachers give close attention to basic skills such as letter skills and mental calculation. Teachers throughout the school phrase their questioning well to encourage children to explain their ideas and give reasons. This promotes their learning well. The teachers provide well-chosen tasks although on a few occasions not all pupils are fully challenged. The quality of teaching in all lessons was at least satisfactory. Eighty two per cent of teaching was good or better, and the very good and excellent teaching accounted for 27 per cent of lessons. This is an outstanding position in consideration of the recent difficulties and formation of the school. Most lessons in all subjects are purposeful with a good pace so that pupils learn well. Pupils respond well to the good teaching and try to improve their skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and meets the needs of pupils in most respects across the key stages.
Provision for pupils with special educational needs	On most occasions pupils receive well-targeted support and make good progress, but this is not fully consistent.
Provision for pupils with English as an additional language	The class teachers provide on-going support. There is some concern that pupils at an early stage of learning English need more regular and consistent support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. The school places a high priority on all aspects of pupils' development, including spiritual.
How well the school cares for its pupils	All members of staff take direct action to support and care for the pupils, who come from a wide range of cultural backgrounds.

All members of staff provide a high level of perceptive support. Pupils enjoy taking on duties in class and around the school willingly and are developing a good sense of responsibility. On a few occasions pupils with special needs do not receive all the support they need, mostly related to the limited hours that are allocated. The curriculum meets the requirements of the National Curriculum. The school has gained the confidence of the parents, who have a very good view of the school. The children are motivated to work hard by the high level of care. The school works hard to promote a caring and supportive environment for

pupils to learn in. The school is effective in providing an atmosphere that stimulates and motivates children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school provides an effective and strong management team that is supported and valued by all staff. Relationships are very strong.
How well the governors fulfil their responsibilities	The governors fully support the headteacher and are active in providing direction for the development of the school. The governing body fulfils its statutory responsibilities very well.
The school's evaluation of its performance	The headteacher and senior staff have a detailed understanding of the strengths and weaknesses of the school's work.
The strategic use of resources	The teachers, support staff and all material resources are used to good effect in promoting high standards.

The headteacher and senior staff have established many good procedures that help to create a purposeful and productive community. There are good lines of management to provide support and identify targets for further developments. The school takes careful note of the effectiveness of its spending decisions, within a very tight budget. The staffing matches the needs of the pupils and curriculum satisfactorily, but the range of resources is insufficient at present and there are difficulties in recruiting support staff. The school does not yet have curriculum leaders in place for all subjects, and the headteacher is taking on the role for three subjects temporarily. The accommodation is excellent and provides a delightful working environment. The development plan is focused on subject improvement. The school should prepare a comprehensive plan, designed to raise standards, to support the management of developments over the next three years. The school is diligent in considering best value and all funds are accounted for. The school meets statutory requirements in all respects. Specific grants are applied well for the purposes for which they are intended. The school provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• the positive ethos of the school.</li> <li>• the values that the school promotes.</li> <li>• the school environment.</li> <li>• expectations by the teachers of the children to work hard.</li> <li>• school communications.</li> <li>• access to teachers.</li> <li>• behaviour of pupils in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Several parents do not think there is an appropriate amount of homework.</li> <li>• Several parents think the range of extra-curricular activities is too limited.</li> <li>• A few parents would like more information about children's activities and progress.</li> <li>• A few parents feel the use of first names by pupils is inappropriate.</li> </ul>

The inspectors agree with parents' positive views. The use of first names by children to staff is becoming more widespread and does not seem to cause difficulty over respect. There are satisfactory arrangements for homework to be given, which usually follow on from a lesson and more work is expected of the older pupils. The headteacher and all staff are available for discussions with parents, including a quick word at the beginning or end of the day. The school provides a well-written annual report about each child's progress. There is a parents' evening each term with two times arranged for parents to discuss their child's work. There are not many extra-curricular activities, but the children are able to take a full part in them. The school arranges for several visitors to come and for children to make visits to places of interest. The school encourages parents to come into the school, although

communication through a range of languages would be difficult to sustain.

## **PART B: COMMENTARY**

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

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

1. Standards in the published results of the end of Key Stage 1 national tests for summer 2000 were very low in reading and writing, and well below average in mathematics compared with the national average. It was noted by the inspectors that the children had only been settled in the school for two terms prior to taking the tests. The performance of girls was better than boys. In comparison with schools in similar contexts, having over 50 per cent free school meals, standards were well below average in reading and writing, and broadly average in mathematics. Using teachers' assessments for science, the percentage of pupils gaining Level 2 and above was very low.
2. There were no pupils in Year 6 to take the national tests in summer 2000.
3. The school roll is increasing and many pupils join after the start of the school year. Some pupils take time to settle in and need additional attention when they join a class, which has an adverse effect on their attainment. The school is an orderly community and the indications are that most pupils are making good progress in the purposeful atmosphere.
4. Pupils' attainment on entry to the nursery and reception is well below average. The good provision and teaching in the nursery and carefully-chosen activities enable pupils to make good progress so that by age five standards are broadly average. The attainment of the children currently in the reception classes is well below average overall since several children have disturbed behaviour. It is likely that these children's attainment will be well below the expectation by age six. The teachers give a good emphasis to speaking and listening in the early years so that pupils generally become more confident in speaking and take part well in lessons. In the Foundation Stage, pupils are achieving in line with expectations in relation to what they have learnt previously overall. The progress of the children currently in the nursery is good whereas for the children in the reception classes progress is just satisfactory overall.
5. In the infant and junior years, pupils' achievements are broadly as expected. The older pupils have not had the benefit of a well-structured curriculum and clear focus on literacy and numeracy since the school is only recently opened and settled. The school has given a high priority to putting a well-structured curriculum in place with clear behaviour management to create a positive learning environment that promotes attainment. There are no significant variations in attainment among pupils of different ethnic groups or background.
6. Attainment by the end of Key Stage 1 and Year 5 in the work seen is below average in English and mathematics, and broadly average in science. All teachers give a good emphasis to literacy and numeracy skills, and the pupils are generally making good progress, but standards are below average. Nearly half the pupils are learning English as an additional language, and their progress is satisfactory in both key stages.
7. The school has set targets for pupils to gain specified percentages at Level 2 and above in reading, writing and mathematics at Key Stage 1 in the national tests of 2001 and 2002. The school has also set targets for pupils to gain certain percentages at Level 4 and above in English, mathematics and science at Key Stage 2 in the national tests of summer 2002. These targets are challenging and have been agreed by the governors.
8. The pupils' learning and achievements are generally below the quality of teaching in English, mathematics and science. Many pupils join the school with a very low base of attainment, readiness to learn and personal development. The quality of teaching is very good overall, and promotes the pupils' learning well through a good choice of task and focus on skills and understanding. The ethos of good teaching and high expectations has not yet had a chance to have a significant effect on standards.
9. The school gives a high priority to identifying the requirements of pupils with special educational

needs. During the times when allocated support is present, the pupils receive well-targeted support, which enables them to make satisfactory progress towards the targets on their education plans. The school is putting very thorough procedures for assessment in place to monitor pupils' attainment and progress, and to use it for further planning. In classes where teachers match work carefully to pupils' needs and have involved support staff in planning, this leads to pupils making secure progress.

10. Standards by Year 2 and Year 5 in art and design, history, geography, music, physical education and religious education meet the expectation although these subjects are still becoming established in the school. Standards in ICT and design and technology are below average.

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

11. Pupils have very good attitudes to the school. They enjoy coming to school, are interested in learning and usually greatly enjoy their lessons. They are enthusiastic about their work and talk with friends and teachers in a positive way. They display an increasing maturity and ability to work independently in the older age groups. For example, in a literacy lesson, a group of pupils in Year 1 worked extremely well together discussing what they considered to be the difference between fiction and non-fiction books. In a Year 5 RE lesson, pupils displayed very good behaviour on public transport when travelling to a local church. They asked sensible questions of church staff regarding the Christian faith and learnt a lot from the experience.
12. Pupils mostly behave well in lessons. Teachers make their expectations of good behaviour clear, and they apply rewards and sanctions fairly. Pupils respond well to the reward system. They understand the effect of their behaviour on others and why poor behaviour is unacceptable so that overall behaviour is improved.
13. Pupils behave well at lunchtime and play time. Lunchtimes are pleasant, social occasions where pupils are able to eat together in a mature way. The school "buddy" scheme, where older children mentor and befriend younger pupils, ensures that unacceptable behaviour is kept to a minimum and incidents of bullying are rare. Parents agree that behaviour at the school is good.
14. Pupils are given ample opportunities to take initiative and personal responsibility. The school has a successful children's forum where pupils from each class, including reception and Year 1, meet on a regular basis under the chairmanship of the headteacher. They discuss matters of school policy and make decisions. For example, at one forum meeting, a lively discussion took place between the pupils about which charity to nominate to receive support from the school. Pupils also set up library books in the library and make their own choices about joining clubs such as dance, choir and recorder groups. They operate the "buddy" scheme and have specific duties such as delivering registers to classes and carrying messages between teachers. Pupils also have design ideas for playground equipment that they would like to see as funding permits.
15. Pupils' relationships are very good. They co-operate very well together in shared tasks, and have developed good levels of confidence and maturity for the next stage in their school life. They have a great pride in their new school building. They respect their own possessions, other people's possessions and school property.
16. Although the school has effective procedures to monitor attendance, the level of attendance, at below 92 per cent in the week prior to the inspection, is unsatisfactory. In order to try and lessen the effects of poor attendance on individual children, the school arranges for home/school visits to be made by the education welfare officer or a member of staff.

## HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is very good overall through the school. Within the Foundation Stage teaching is good, and in the infant and junior classes teaching is very good overall. Twenty seven per cent of teaching was very good or excellent, being demonstrated by most teachers and in most subjects. All the teaching was at least satisfactory. The good, very good and excellent teaching accounted for 82 per cent of the lessons seen. Good practice is evenly spread across the school and in many subjects, such as English, mathematics, science, history, art and design and religious education.
18. In the Foundation Stage all teaching was good or very good. In the infant classes 80 per cent, and in the junior classes 78 per cent, of the lessons seen was good, very good or excellent. This is a considerable strength and is a major factor in promoting pupils' attainment. As well as the commitment by the teachers, the strengths relate to the development and implementation of a teaching and learning policy, the discussions about and monitoring of teaching, and the positive impact of the National Literacy and Numeracy Strategies.
19. Good subject knowledge is displayed in much of the teaching, notably in English, mathematics and science while in other subjects it is also often good. There are examples of good or very good teaching in all subjects. The teaching of literacy and numeracy is good, with careful attention to basic skills and a good choice of text, for example, to create interest and promote learning. The teachers use well-considered classroom strategies, and this is a particularly strong feature of teaching, noted for example in Year 5 when pupils were put in groups to prepare a complex sentence. This leads to basic skills being taught well and thoroughly. The planning usually, but not always, takes account of differing attainments, and is usually good for English, mathematics and science where teachers have used national guidance well. Teachers set out the learning objectives for the whole class clearly, although for some lessons there is insufficient detail on the learning intentions for the differing groups of pupils, particularly the higher attaining. This was noted for example in some geography and history lessons.
20. The teachers in all classes promote discussion well. They open up the children's ideas and understanding through lively presentations, clearly showing their own personal interest in the topics. Much questioning is very clear and designed to encourage pupils to discuss their ideas and to give reasons, rather than single word and factual answers. This was noted as very effective in discussion about the text 'The Lion, the Witch and the Wardrobe' where the teacher's very good subject knowledge brought out good reasoning. Good management of pupils is another strong feature of teaching in the majority of lessons, for example by giving good feedback to pupils to motivate them during a lesson on non-chronological writing. The teachers' firm yet perceptive management improves pupils' behaviour and keeps them focused on the tasks. This was highlighted in a Year 5 lesson on writing a letter to Kentwell Hall where good interventions by the teacher helped the pupils to compose a letter with suitable structure. In contrast, occasional lessons were insufficiently focused so that pupils' interest waned, rendering learning less effective, noted for example in a physical education lesson.
21. Teachers usually work closely with all the support staff, and they act as effective teams in all classes, for example in the Foundation Stage. Group and individual support is focused well on the children's learning needs and the contributions of the support staff are effective, as noted during the activity on making balloon boats. There are a few occasions when these staff are rather passive and need further direction in order to be fully effective. The good partnership between class teachers and support staff adds significantly to the quality of teaching and learning throughout the school.
22. The teachers use resources well to illustrate ideas and engage the children in the great majority of lessons, despite a general shortage of learning resources at present. The good choice, for example of placing a mobile telephone inside a plastic bag and then inside a bowl of water, focused pupils very well on the central question of whether sound will travel through a solid or liquid. The use of overhead projectors, for example in literacy and science lessons, encouraged pupils to concentrate on the text or in science to control their experiments, which supported their

understanding and attainment. Homework is used to support pupils' learning appropriately. Pupils in both key stages are encouraged to take books home.

23. Overall, the very good quality of teaching has a significant impact on pupils' learning and progress. Most pupils respond well to the teaching they receive and appreciate the commitment of their teachers. The majority of pupils concentrate and show high levels of motivation. They are increasingly aware of what they know and what they need to know, and are helped in this by much of the teachers' marking or guidance within lessons. Pupils are co-operative and most take responsibility for their work, given the opportunity, in most lessons. At present there are insufficient opportunities for pupils to do their own research, partly because the library is under-stocked and the school has only recently connected to the internet. However, there is usually a good atmosphere of purpose and enjoyment in classrooms that encourages pupils to work hard and contribute their ideas.

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

24. The school is in process of establishing a well-structured curriculum as a result of a clear strategy for curriculum development, good leadership and team work. This is having a positive impact on standards. The school is taking a pragmatic approach to preparing subject policies so that the developing good practice is reflected within them. Several policies are in draft form and due to go to the governing body, which is making good procedures for subject links, for discussion and approval. Subject and curriculum planning is designed well to incorporate new national guidance and the specific needs of the school. The school's half-termly medium-term planning is forming the basis of the school's schemes of work. The school is making very good progress in putting curriculum documentation in place. This provides suitable coverage of subjects, continuity of experience and guidance for an effective approach to learning. Different levels of attainment are generally provided for, but could be more sharply focused when teachers plan tasks. The timetables allow for specific allocations of time, for example for extended writing to help raise standards, or for the programme of personal and social development, although the timing of lessons could usefully be reviewed.
25. The procedures for subject co-ordinators to review the curriculum and to monitor and observe teaching in their areas of responsibility are at an early stage. There is a good management structure that supports planning well within the year group syndicates. This is highly successful and provides good cohesion for the curriculum. It enables teachers to share their experiences and to build the progressive development of skills into the choice of activities. Subject co-ordinators are expected to review the planning for their subjects for coverage and match to the pupils' needs. Other means of monitoring, such as making lesson observations or contributing to planning in other syndicates, are not yet in place.
26. The curriculum for the Foundation Stage is imaginative and well-constructed. It is matched well to the needs of the children's age and stage of learning, providing interesting, enjoyable and challenging opportunities. It has good breadth and balance, and the good quality and range of experiences leads to good progress by the children. The teachers and support staff make a good choice of activity to provide interesting and worthwhile learning opportunities. The planning is carefully structured to cover all areas of children's experience. The good balance of adult-directed and free-choice activities relates to all the early learning goals for young children and ensures good coverage and progression in the curriculum. Activities also provide good access and challenge to pupils of differing attainment by enabling children to work at their own level. For example, the balloon boats included a wide range of skills and ideas to make them move across water. The school has designed the planning well to meet the requirements of the new Foundation Stage. There are carefully planned opportunities for children in the reception classes to develop literacy and numeracy skills that lead to the early learning goals. The organisation of the day in all classes gives a balanced approach to the learning intentions in all areas of the curriculum.
27. The curriculum is balanced and broadly based, covering all the National Curriculum subjects and

religious education. The curriculum meets statutory requirements, with an appropriate proportion of time allocated to each subject, There are a few times during the week, such as following registration, where there is scope for a review of the timetabling. A strong emphasis on English and mathematics ensures that pupils receive a good grounding in these subjects with good attention to basic skills. The National Literacy Strategy has been implemented well, and the numeracy strategy has been implemented carefully, in both Key Stages 1 and 2. This is having a positive impact on standards. There is a good emphasis on ICT which is becoming integrated into the curriculum. Other subjects are given appropriate attention. The provision for personal, social and health education is good and is planned well into the curriculum. Considerable care is taken over pupils' individual development, and health education, sex education and drugs awareness are planned for Year 6. Teachers set homework in support of their day-to-day classwork.

28. Provision for special educational needs is satisfactory throughout the school. Where additional provision to support learning needs is arranged, the school is careful to limit the effects of missing any class activities. Care and concern for pupils with special needs and those who speak English as an additional language is particularly good. The school gives careful attention to matters of equal opportunity to ensure that pupils are included in all aspects of the curriculum with relevant tasks, although on a few occasions the higher attaining pupils are not fully extended.
29. The curriculum is enhanced by a good programme of visits out-of-school and visitors to the school, such as to the London Transport Museum. The curriculum is rich in cultural diversity. Five pupils take advantage of the opportunity to play the clarinet. The school has a range of activities outside lessons and runs several out-of-school clubs for sports and music. For example, during the inspection week a very successful dance club was observed during the lunch hour, which was organised by a community helper and greatly enjoyed by the pupils who attended.
30. The school is establishing links with the local secondary school to ensure smooth transition of pupils when they leave. The parent group for those with English as an additional language is helpful in providing support to those parents who care to join it. Members of the nursery and reception staff have established good practice by making home visits for children starting those classes. The school is keen to forge links with other schools and educational institutions. With good support from a local authority officer, the school offers placements for teachers in training. This is having a very positive impact on the work of the school, and in the recruitment of well-qualified new entrants.
31. The school places a strong emphasis on developing pupils' spiritual, moral, social and cultural awareness, which it does very successfully. Provision for the pupils' spiritual development is very good. The school values the multi-faith and multi-cultural composition of its pupils and through all aspects of its work encourages pupils to recognise, value and respect the beliefs and customs of others. Lessons in religious education, and in personal and social education, encourage pupils to gain an understanding of religious beliefs and practices different from their own and are given opportunities to explore their own and others' feelings. Opportunities are provided, within assemblies and acts of collective worship, for pupils to appreciate festivals from major religions such as Christmas, Divali, and Eid. Pupils are given time for stillness and for silent reflection about such things as feelings, peace, memories, sharing and prayer. However, some opportunities are not picked up to foster a sense of delight and curiosity in the beauty and mystery of the world through some lessons, and these aspects are not planned directly into lessons. A good counter example occurred when pupils were amazed to hear the mobile 'phone ringing from inside a bag full of water.
32. The school's provision for moral development is very good. The school sets clear expectations for high standards of behaviour. This is reflected in the mostly good behaviour of pupils both in and around the school. The school's aims promote consideration and good behaviour. A constructive system of rewards and sanctions underpins the rules for behaviour. The staff provides very good role models for pupils in how people should behave towards one another. Good behaviour and qualities such as effort are rewarded through weekly assemblies, where the headteacher presents certificates. From when the children first enter school, they are helped to understand right and wrong and to give consideration to others. All but a small minority of pupils understand that there



is a need to allow for others and to behave well. Within the planned programme of personal, health and social education, moral questions are discussed.

33. Provision for pupils' social development is very good. In lessons across a range of subjects, pupils are given opportunities to work together, to co-operate and share their ideas in pairs and groups. For example, in Year 5 the pupils set up overhead projectors to look at the sizes of shadows and worked out their best way to get the measurements. Pupils are encouraged, through sensitive management, to take responsibility in a variety of ways. These increase progressively as the pupils move up through the school, for example by befriending children who are lonely or new to the school. Children are encouraged to be aware of others and to undertake a few jobs around the school. A good feature of the school's provision is the newly formed school council, which enables pupils to take some responsibility for the life of their school.
34. Provision for pupils' cultural development is very good. The school takes good account of the cultural traditions of its own area, such as the life of the docklands and the recent development. The school provides opportunities in assemblies and religious education lessons for pupils to appreciate festivals, celebrations and traditions. Pupils are helped to appreciate something of the culture of this country by visits to museums and local places of interest and through involvement in local events. Several visitors assist in widening pupils' understanding of the multi-cultural nature of British society, and the pupils have visited the Millennium Dome. Subjects such as art, history and music are beginning to help pupils appreciate the range of styles and cultures from different times and places.

### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

35. Over 40 per cent of pupils in the school have English as an additional language. A small proportion of them is targeted for intensive specialist support by staff funded by the Single Regeneration Budget (SRB). The amount and type of support pupils receive depends on their needs, with the beginners in English receiving more regular teaching in an induction programme, and some younger pupils getting bilingual support. Overall, the mainstream and specialist staff make good provision for pupils learning EAL which enables them to make good progress.
36. Pupils targeted for intensive support receive good support. The teachers plan their lessons well, and children have work focused on vocabulary, linguistic structures and usage. They cover the same work as other pupils by choosing adapted materials and encouraging their speaking and listening skills. Class teachers provide good support to pupils learning English as an additional language. They generally explain new ideas in a way that makes sense to all pupils.
37. The attitudes of pupils with EAL to school and learning are good. They are integrated well into the life of the school, and generally respond well in lessons. Pupils behave well, and their relationships with other pupils and adults are very good. There are good arrangements for assessing the progress of learners of EAL. Pupils' attainment is assessed regularly, and careful records of their progress are kept. Their records also include information on their backgrounds, stages of English, and an analysis of their on-going needs in relation to developing their speaking and listening, reading and writing, and the strategies to support them. Assessment information is used well to plan lessons, and to identify pupils who need additional support as well as those who do not require it any longer. There is a satisfactory range of resources to support learners of EAL. The linguistic diversity within the school is celebrated well through notices, captions and resources in different languages. The school has established good links with parents, some of whom are willing to help with aspects of the curriculum. These links have been strengthened further by the provision for the English class for parents. The management of EAL is good, with specialist staff being deployed effectively. The school monitors their work well.

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

38. The procedures for monitoring and promoting child protection and ensuring pupils' welfare are

excellent. The school has a child protection officer who is very well aware of his responsibilities and duties. He has adapted local guidelines for child protection, which are rigorous and unambiguous. All members of staff are aware of procedures in cases of concern. The school keeps full, concise and accurate records of pupils on the "At risk" register and maintains excellent liaison.

39. The school has made adequate provision for health and safety procedures although the building has not been officially handed over to them by the contractors. The site manager has made arrangements for annual health and safety audits to be carried out. The fire alarm is tested on a regular basis. Regular fire drills are held and the results recorded.
40. The school has an appropriate number of members of staff who are first aiders, all of whom have received appropriate training.
41. The school has effective procedures to monitor attendance. Registers are marked regularly, are neat, accurate and fully comply with legislation. The school has introduced some procedures to improve attendance although these require development. The school arranges for home/school visits to be made by the education welfare officer or a member of staff to follow up poor attendance. Attendance is recorded efficiently by the school's electronic system and monitored carefully by school staff. The school is to examine ways of receiving funding for the possible appointment of a Home/School Liaison Officer dedicated to the school.
42. The school has good procedures to monitor and promote good behaviour and to eliminate oppressive behaviour. It uses the incentive of reward rather than punishment to improve challenging behaviour. Most pupils are aware of the few school rules and the school's code of behaviour, and they abide by them. During the inspection week, no incidents of bullying were observed. The few incidents of unacceptable behaviour were managed well by staff.
43. The educational and personal support and guidance which the school provides for pupils are very good. The procedures for monitoring and supporting pupils' development are informal but staff know all the children in their care very well, and go to great lengths to ensure their safety and protection. For example, no child is allowed to leave the school until they are collected by a parent or carer known to school staff. The high profile that the school places on the welfare and care of its pupils has a very positive effect on their education and standards.
44. The procedures for assessing pupils' attainment and progress are good. The baseline and other assessment procedures in the nursery are good. Teachers monitor children's progress towards the early learning goals using a range of checklists that provide useful information for further planning. Careful baseline assessments are made in the early weeks of the reception class, leading to the identification of areas for further development. National guidance is used in the Foundation Stage to form stepping stones for each child, who has a personal profile to help match activities to their learning needs.
45. The school makes appropriate arrangements for pupils to take the statutory National Curriculum tests and assessments at the age of seven. In addition, the school has begun to administer the optional testing materials for English and mathematics in Years 3, 4 and 5. The results of these tests are used well to set targets for pupils from year to year. A formal arrangement to collect work samples of writing from each pupil is being established.

46. The deputy headteacher oversees assessment procedures well to ensure that useful but not burdensome information is passed on. The school has established good procedures for passing information to the next class teacher to promote accurate planning. Teachers evaluate pupils' achievements in the statutory and optional tests thoroughly and identify areas for development through focused teaching and support. Teachers make many observations of pupils' knowledge, understanding and skills informally in many lessons. Some of these are used for classroom management and planning, although current practice varies in its effectiveness for further teaching and learning. The annual reports to parents on their child's attainment over the year are good, with helpful information on strengths and areas to improve. The school's policy for assessment is good and includes suitable guidance.
47. Support and assessment procedures for pupils with English as an additional language (EAL), including newly arrived children with no English, are good. The teachers assess pupils to identify those needing specialist support to ensure good progress.
48. The assessment arrangements for pupils with special educational needs are good. All school assessments are used to identify where they need specialist support and to prepare appropriate targets for them. The teachers make regular assessments of their progress and use these well to consider further targets. Statutory reviews of the different stages of the Code of Practice are carried out thoroughly as required. The quality of individual education plans is good. They are well organised and contain targets which are specific and understandable to pupils. Alongside the good provision for special needs, these targets help pupils to make sound progress.

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

49. Most parents who responded to the questionnaire expressed very positive views of the school. Parents feel that the school communicates with them very well and gives them good information, including about the progress their children are making. The quality of information provided by the school about school activities and pupils' progress is very good. The school has produced a very well prepared prospectus giving good information about all the different aspects of school life. It is well presented and produced in a readable fashion.
50. In addition, the school produces regular newsletters for parents. These give full information about various activities which the school promotes, and events which may be of interest to parents. A small number of parents are members of the Friends of Britannia Village Primary School which has occasional social functions and provides much appreciated funds for the school. The school extends a welcome to parents to come into school to help but relatively few do so.
51. Parents feel that they are able to approach the school at any time if they wish to discuss their children's welfare. The headteacher and staff make themselves available on an informal basis to meet parents daily when they are bringing children to, or collecting them from, school.
52. The school arranges three formal parents' evenings throughout the year when parents are able to come to school to discuss their children's progress. The school has also arranged courses to promote parents' participation in school life, such as parenting skills and an information evening about numeracy and literacy. Although few parents have taken advantage of these facilities, the few that have attended expressed appreciation to the school. A few parents are concerned that pupils at an early stage of learning English need more regular and consistent support.
53. The school has very good transition arrangements and liaises well with parents of children who enter the school. The school makes good home visit arrangements for parents of children who are about to enter the nursery. Parents are encouraged to come into school and remain with their children during their first few weeks of school life.
54. Parents of pupils with special needs are catered for well and invited to annual review meetings. Their comments and contributions are welcomed and carefully monitored by the school.
55. The partnership between school and parents, and the very good communication that the school

has with parents, contribute significantly to the progress that pupils make.

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

56. The school is very successful in providing an interesting and challenging education for the pupils through the high quality professional commitment of all staff. This was tested to the limits during the time when classes were placed on three separate sites while the school was built, and in having to move class when the new school was flooded. The headteacher has very good qualities of leadership for the management of development that he brings to very good effect in setting a clear direction and promoting good standards. He provides strong, effective leadership, and with the positive support of all staff there is a good sense of purpose for the development of the school. The school has become involved successfully with several local and national initiatives, such as the National Grid for Learning, which are having a positive effect on standards. The headteacher and governing body have taken several decisions to promote their vision of a high quality education for the pupils. These include adopting national guidance for planning the curriculum and introducing effective arrangements for lesson observations. The school meets statutory requirements in all respects.
57. The school's measures have helped to establish teachers' expectations for attainment and progress. There are good procedures for lesson planning and checks by co-ordinators on progression for pupils' learning. The school has thorough systems for assessment and analysis in the core subjects in order to monitor progress, and record sheets are completed termly to note pupils' progress. The procedures provide a good tool for checking individual pupils' progress as well as for making predictions and setting cohort targets. The subject co-ordinators are beginning to employ monitoring procedures, such as checking lesson planning and looking at children's work. The focus of lesson observations by the headteacher has rightly been on the core subjects, and the ensuing discussions have been productive. The governing body is developing links with subject co-ordinators to help them to monitor the curriculum and developments. The co-ordinators for English, mathematics and science manage their subjects well but the management of the other subjects is at a stage of development.
58. The headteacher has a good understanding of all aspects of the school that he gets through everyday contacts around the school as well as formal monitoring procedures. He has helped to motivate staff through his positive style and by taking decisive action when necessary. Performance management is being put in place and is expected to define further improvements. The headteacher manages teacher release time well to enable co-ordinators to fulfil their roles, and evaluate the quality of their subjects.
59. Members of the senior management team meet regularly and have a good understanding of current school needs. They are fully involved in the developments and improvements for all aspects of the school and are contributing to the preparation of all policies. They give good support in implementing planned improvements. They have taken on the development of major aspects of the school's work, such as assessment procedures and special needs provision. They help to identify where staff need further training. Staff professional development is planned very well to match school priorities and is successful in helping to raise standards.
60. The process of development planning is satisfactory, although the current plan sets out issues related only to the curriculum and gives insufficient attention to the management of whole school developments. Those responsible for subjects are beginning to be made accountable for their responsibilities. The headteacher and governing body are putting procedures in place to check the progress of their priorities. The governing body is aware of the need to evaluate the effectiveness of their spending decisions through seeing the improvements in action. The headteacher and governing body are establishing good working relationships and are clear about the strategic direction and management of the school. The governing body is strongly committed to making the school successful. Several members have begun to make focused visits to help their understanding of strengths and weaknesses. The governing body fulfils its statutory duties well. There are satisfactory procedures to monitor spending patterns through checks of monthly

statements for variations from planned spending. The relatively large carry forward figure from the previous financial year is accounted for. There is a need to extend the responsibility of the school secretary for financial matters and control, both to relieve the headteacher and to ensure adequate support as the school grows. Specific grants are applied well for the purposes for which they are intended.

61. The governors ensure that the school provides a collective act of worship daily, with opportunities for pupils to pray or reflect on their beliefs and experiences. The school ensures that all pupils, including those with English as an additional language and those with special needs, should have equal access to all activities by making careful arrangements for activities. The statutory requirements related to child protection are fully in place. Health and safety is a high priority and receives good attention.
62. The qualifications and experience of the teaching and support staff are good. Teachers have appropriate job descriptions and the staffing structure is good. Newly qualified teachers have good mentoring support. Learning support assistants work well in partnership with the teachers and make a very positive contribution to pupils' learning. The school receives good support from the school secretary to keep the school running smoothly. The site manager has a high commitment to the school and works hard and willingly for the whole school community. All support staff contribute to the good community ethos of the school. The school ensures that staff attend regular training sessions.
63. The accommodation provided by the school is excellent, despite still experiencing difficulties with the roof. The school has useful practical areas adjacent to all classrooms, and group rooms for discussions with a group of children. The school building is in very good condition internally. The well designed and attractive interior is significantly enhanced by the varied and interesting displays of pupils' work. The hall is well proportioned and of a fair size. The school's external facilities are satisfactory, with suitable playground space and a small grassed area. The nursery accommodation is excellent, although the play area requires additional fencing for the children's safety, and the outdoor space for the Early Years children is inconvenient. Adjacent to the playgrounds are small wildlife areas that the school uses for science and environmental activities.
64. The quality of learning resources is good but the range and quantity are insufficient at present for the needs of the children. They are organised well for easy access and use, and are being extended in line with resourcing the planned curriculum. The school makes outside visits and invites visitors into school for special events to support topics. The computer suite is very good and is beginning to make a positive contribution to the teaching and learning of ICT. Special educational needs' provision is efficiently managed and organised by the co-ordinator.
65. The school adds value educationally from the nursery to Year 5, with satisfactory progress and a good choice of tasks. Planning for the efficient expenditure of the budget is good, and budgets are targeted towards the priorities of the school to ensure financially prudent spending. Internal procedures are good. The overall effectiveness of the school is good, and it gives good value for money.

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

66. In order to improve the quality of learning for all pupils equally, and to raise standards, the governing body, headteacher and staff should give attention to the following:
  - Raise standards in English and mathematics by:
    - using the experience and existing good practice in the school;
    - giving further attention to pupils' speaking and listening skills;
    - ensuring that the choice of activities provides challenge for all pupils and captures their interests;
    - using evaluations and assessments to inform lesson planning.

(Paragraphs 1, 5, 80, 81, 95, 86, 92, 95)

- Improve the level of attendance. (Paragraph 16)
- Prepare a development plan to give clear strategic direction for the management of agreed priorities over a three-year period. This should include a budget to provide sufficient learning resources for the Foundation Stage and all subjects to match the planned curriculum and learning needs of the pupils. (Paragraphs 60, 64)
- Continue to improve the quality of provision in the foundation subjects, raising standards particularly in DT and ICT, by:
  - strengthening the role of the subject managers, with an annual review and action plan linked to school improvement;
  - ensuring that all subjects follow national guidance, adapted to meet the specific needs of the school; and reviewing the balance of the timetables;
  - including the governors in an annual evaluation.  
(paragraphs 24, 25, 57, 60, 64, 115, 127 )

In addition to the above, the school should give appropriate attention to the following minor issue.

- Daily lesson planning does not always give enough attention to the learning needs of all groups of pupils. The support provided by classroom assistants requires more careful direction in a few lessons to ensure that pupils, including those with special needs or English as an additional language, are given appropriate help.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	23	55	18	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 – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	30	173
Number of full-time pupils known to be eligible for free school meals	0	82

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	2	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	70

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	97
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	4.3

#### Unauthorised absence

	%
School data	3.2
National comparative data	0.3

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	11	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	12	15
Percentage of pupils at NC level 2 or above	School	65 (n/a)	60 (n/a)	75 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	14	12
Percentage of pupils at NC level 2 or above	School	55 (n/a)	70 (n/a)	60 (n/a)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. Separate figures for boys and girls since there were fewer than 10 girls in the age group.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	34
Black – other	0
Indian	3
Pakistani	5
Bangladeshi	5
Chinese	0
White	70
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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



## **Teachers and classes**

### **Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	23.8
Average class size	17.4

### **Education support staff: YR – Y5**

Total number of education support staff	13
Total aggregate hours worked per week	329

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	2
Total aggregate hours worked per week	51

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

## **Financial information**

Financial year	1999/2000
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	£
Total income	235191
Total expenditure	227435
Expenditure per pupil	2528
Balance brought forward from previous year	11407
Balance carried forward to next year	19163

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	125
Number of questionnaires returned	60

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	0	2	0
My child is making good progress in school.	56	32	7	2	3
Behaviour in the school is good.	47	40	2	0	12
My child gets the right amount of work to do at home.	31	41	6	15	7
The teaching is good.	70	22	0	5	3
I am kept well informed about how my child is getting on.	57	26	7	3	7
I would feel comfortable about approaching the school with questions or a problem.	76	20	2	2	0
The school expects my child to work hard and achieve his or her best.	61	29	0	0	10
The school works closely with parents.	53	32	5	3	7
The school is well led and managed.	70	20	2	0	8
The school is helping my child become mature and responsible.	54	37	2	0	7
The school provides an interesting range of activities outside lessons.	37	26	11	5	21

## **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**

67. The provision for children in the Foundation Stage is a strength of the school. The school admits children to the nursery on a part-time basis after they have their third birthday. Children transfer to the reception classes in September and January during the year in which they are five. Most children in the reception classes attended the school's nursery before entering school full-time. The provision for the children's all round development and education is good. The members of the early years' staff are developing provision well for all children in the Foundation Stage. The reception classes build well on the work of the nursery. The curriculum for all children in the Foundation Stage promotes the early learning goals well in all areas of learning and development.
68. Curriculum planning for all children of nursery and reception age meets the requirements of the new Foundation Stage of learning for young children, and is good. The nursery and reception class teachers work closely together to ensure there is a good level of progress between the classes. They give the children a firm foundation in basic learning skills and there is a smooth transfer to the work for Key Stage 1 of the National Curriculum. There is a clear commitment to providing a high quality experience that promotes good understanding and standards. The staff have good opportunities to attend training courses. All members of staff work hard and develop close and effective relationships with parents and carers. This helps the children to understand that the important people in their lives, at home and at school, share an interest in what they do. These links help in making a positive transition from home to school. The nursery and reception teachers are developing effective links with the teachers in Key Stage 1. This supports the continuation and development of the current early years' good practice into Key Stage 1.
69. The record keeping system is clear, manageable and helpful. It gives all members of staff a well-informed base on which to plan work. The nursery compiles an entry assessment of the children's levels of development to provide an indication of the children's early abilities in language, mathematics, social and physical skills. This helps the members of the nursery staff to plan for developments from what children know and can do at home. The nursery teacher, along with the nursery nurse, observes the children to identify targets and revises them on a regular basis. This good practice is extended by the reception teachers. The children currently in the nursery are making good progress as a result of the good teaching and provision. Within the reception classes many pupils make good progress although the learning by a significant minority of pupils is adversely affected by their behaviour. The majority of children in the reception classes are unlikely to meet the expected levels in their language and mathematical skills. This is because many children entered school with very limited knowledge generally and with under-developed speaking skills. The nursery and reception classes provide a good and effective level of support for children who have English as an additional language. This enables them to make generally good progress. The staff ensure that children, including those with special educational needs, have full and equal access to the areas of learning through their good procedures. Parents value and appreciate the work children do in the nursery and reception classes.

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

70. All members of staff promote children's personal, social and emotional development effectively throughout the foundation curriculum and teaching and learning are generally good. The members of staff are consistent in their dealings with the children. They provide good role models as they treat children politely, courteously and with respect. Children settle quickly and happily into the security of the nursery and make good progress in developing their personal and social skills. They are confident when moving around the nursery and share and take turns amicably, for example, when making playdough and looking at books. They concentrate well on their tasks, for example, when working together to make balloon boats. The children are lively and enjoy their work in the nursery. They generally co-operate well with each other and adults. Most children continue this good progress in their personal development as they move into the reception class.

Here, children generally work well together, although several less mature children need focused adult support to keep their concentration. They understand the classroom routines and are beginning to know those of school life as they move around the school. The members of staff promote calm behaviour and independence to help the children develop their own self-discipline. By the time they are six, most children, including those with special educational needs, are likely to meet the expected levels in the development of their personal and social skills, although a significant minority will not.

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

71. The teaching, children's learning, and provision for the development of communication skills, language and literacy are good. The books in the nursery and reception classes are suitable for the needs and interests of the children, although the selection is limited at present. Standards in the reception classes are below the expectation for the age and progress is satisfactory. The members of the nursery staff help the children to learn the conventions about holding and handling books and to enjoy the stories and characters. The reception class teachers make sensible use of the National Literacy Strategy to develop children's early understanding of letter sounds and word building. For example, while enjoying the story of 'Copycat', a group of children were given the word 'the' to find in their own copy. This gives children a very firm basis for reading. All members of the early years' staff provide good opportunities for children to talk and discuss their thoughts and observations during activities. This encourages children to take part in reading stories and to begin to write with their own meaning. A few children in the nursery can already recognise their own names, for example by looking at the name tags on their milk cartons. The children have well below average writing ability within the reception classes.
72. Teachers and support staff successfully promote children's skills in listening and speaking by reading stories. Most children enjoy these sessions and develop a good love of books. All adults give an effective level of support to children who use the role-play areas. This helps the children to make good progress in their ability to share ideas, experiences and feelings as they act out real life situations. For example, in the nursery children were invited to put their counter on the sad, happy, angry or serious face to represent their feelings. This good level of support enables children who have English as an additional language to express themselves and develop confidence in speaking English. The children are learning to hold and use pencils correctly, although clearer correction of a poor pencil hold is needed at times. The teachers provide a good selection of activities that promote early writing skills and children's hand control. This makes a positive contribution to their development. Children with special educational needs receive effective support from the staff, who are all alert to the specific demands of a few children. The great majority of children make satisfactory progress in their learning although most are likely to be below the expectations of the early learning goals by the time they enter Year 1.

### **Mathematical development**

73. The teaching, children's learning and provision for children's mathematical development are good. Children make good progress in the nursery and satisfactory progress in the reception classes in developing and using mathematics. Many of the day's activities include aspects of mathematics, such as recording then counting the tally of cars and other traffic during a survey. The members of the nursery and reception staff are highly skilled in developing the children's early skills through the planned programme of work. This includes the use of construction activities or making playdough by counting out spoonfuls of flour, which are effective in developing awareness of space and children's control skills. Children become interested in number and count objects as part of everyday life. For example, children in the nursery play counting and matching games using large number mats to jump on. In the reception class, early stages of the National Numeracy Strategy are included to raise basic numeracy skills. For example, children look for shapes in ordinary objects and organise counting games. This development of number language provides an effective level of support for children who have English as an additional language. There is satisfactory support for children with special educational needs. They make good progress in developing their knowledge of numbers. By the time they enter the reception class most children have a developing range of mathematical skills. The members of the reception staff continue to build on

and develop these early skills well. Children have a session of structured number work each day. Most children count and order objects to ten confidently. Many know and recognise the place of numbers on a number line. Children consolidate, build on and develop their early mathematical experiences effectively. Most children, however, are unlikely to reach the early learning goals by the time they begin National Curriculum work in Year 1.

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

74. All members of staff promote children's knowledge and understanding of the world and children make good progress in the nursery and satisfactory progress in reception classes. Teaching and learning are generally good. For example, in the nursery pupils had the opportunity to make playdough, and jelly boats from half an orange, both of which gave very good experience of how materials behave and change. Children have many opportunities in the nursery and the reception classes to explore the world. For example, children in the reception classes drew a pot of flowers, identifying the colours well through the teacher's interventions. Other children used a computer to build letter recognition. They worked carefully at matching objects and overall are developing suitable mouse-control skills and knowledge of how to use the keyboard. Children understand that plants need water and light to grow. They are beginning to understand where they live in relation to the school, from their daily travels as well as walks around the school. There is a good level of development in all areas of this aspect of learning. Most children in the nursery are making good progress, and the majority of those in the reception classes are likely to meet the expectations by the time they begin work in Year 1.

### **Physical development**

75. The nursery makes good provision for children's physical development and children make good progress. Teaching is good and children learn well. The good choice of activities gives children a wide range of experiences to develop their fine motor control. They use pencils, crayons, paint brushes and scissors regularly. The wide range of daily activities promotes care and accuracy, for example by pouring a little cooking oil into the flour, or in free-choice, by placing marbles at the top of the marble-run. Several children experience difficulty in using and controlling the implements and materials but they persist in the tasks and complete a good finished product with help. The children are helped to learn well and make good progress through the positive interventions by staff. They show evidence of increasing their control skills, and most are likely to reach the expected standards when they enter the reception class. The selection of large toys for nursery children is to be extended as funds allow. Within the reception classes, the good provision and choice of tasks continues to promote physical development. Children have cut around an outline to make a Mr Gumpy puppet, and their drawing skills were applied well in close observational drawings using pastels. Many free-choice activities encourage dexterity, such as using construction materials. All children have opportunities to run, jump, skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities but this requires further fencing to improve supervision. Children in the reception classes have access to a suitable selection of large and small apparatus in the school hall. All adults interact well with the children and support and extend children's physical skills and development. Children make satisfactory progress and most are likely to meet the expectations of the early learning goals by the time they enter Year 1.

### **Creative development**

76. All members of staff in the Foundation Stage give effective support to children's creative development and this is taught well, resulting in good learning experiences. The staff in the nursery have imaginative ideas for the children to explore, from playing with the sand and water trays to free painting using bold colours. The children are motivated to try out new situations and develop new skills. Children in both the nursery and reception classes make satisfactory progress as they explore how to apply their skills and ideas, in making a car layout or marble-run, for example, and in controlling the materials. They apply paint to paper confidently and learn the techniques of making simple models well. In the reception classes, children also develop their ability to cut accurately, using skills to good effect in making a puppet. Good teaching ensures

they make good progress in shaping and assembling materials. The teachers include music as a regular part of the children's experience, and songs and number rhymes are often used to reinforce learning. Children are learning several rhymes and songs. Most children in the nursery are making good progress. Within the reception classes, the majority are likely to acquire the level of skill necessary to reach the early learning goals by the time they begin work on the National Curriculum in Year 1.

### **Provision in the Foundation Stage.**

77. The provision for the Foundation Stage is good. The teaching and learning were good in all lessons observed in the nursery and reception, with some very good teaching in the reception year. There are many strengths in the planning, management and relationships. The good management and choice of activities engage the children well, so that their learning is purposeful. Perceptive and thoughtful questioning encourages the children to think about and discuss their ideas. Space is planned well for a good variety of learning, including imaginative play. Classroom organisation is effective in keeping the children active and promoting good relationships. Within the reception classes particularly, the behaviour of a significant minority of children pose a real challenge to the two very experienced and capable teachers as well as all support staff. Their behaviour management is very good, using strategies designed to moderate the extremes of behaviour, and the indications are that these are proving effective. The many good aspects of the provision are reflected in the good levels of progress that many children make in their early years at school.
78. The teachers, nursery nurses and members of the support staff form a strong team. They have a perceptive understanding of the needs of young children as well as realistically good expectations for them and how they should behave. They give children challenging and interesting tasks to consolidate and increase their knowledge and understanding. All the members of staff use language very effectively to develop and improve children's skills in speaking. This ensures that children, particularly those who have English as an additional language, make clear progress in developing their speaking skills. The teachers place a good emphasis on teaching a wide range of skills. They encourage children to work independently and to make choices, when this is appropriate. The experienced co-ordinator for the Foundation Stage and the deputy headteacher are having a very positive impact on the quality of learning.

### **ENGLISH**

79. The baseline assessments as the children enter school in reception indicate that their attainment is well below average. They have good experiences in language and across the curriculum, but their progress is satisfactory so that their language skills remain well below average by age six. Standards in English are below average by the end of Key Stage 1 and Year 5 in the work seen. Pupils with special educational needs make appropriate progress.
80. In the national tests of summer 2000 for Key Stage 1, attainment overall was very low in reading and writing. The percentage of pupils reaching the expected Level 2 in reading and writing was well below the national average. The percentage of pupils attaining the higher Level 3 in reading was well below the national average and in writing it was close to the average. When compared with similar schools, having over 50 per cent free school meals, the overall performance of pupils in reading and writing was well below average. The percentage gaining Level 2 and above was below average and that for writing was well below average. However, the percentage gaining Level 3 or above in reading was close to the average for similar schools and in writing the percentage was well above. The pupils who took the tests in 2000 had only been in the school for two terms before taking them, and several pupils had experienced a disturbed schooling prior to that. In addition, a large proportion were at an early stage of learning English. These two factors together explain much of the low standards in the national tests.
81. At Key Stage 1, the inspection findings indicate that standards by the end of the present Year 2 are below average. Standards in speaking and listening are below average. The teachers use good

strategies to encourage pupils to listen and then to explain their ideas, so that pupils usually listen well and pay close attention, for example to the story of The Tiger who came to Tea. Several pupils make good individual responses to questions, such as knowing 'sleep' is the present tense and 'slept' is in the past. Many pupils share their ideas happily within a class group, although teachers are sensitive to the way that several pupils are still developing these skills. In some activities, such as sharing a big book like 'The Tiger who came to tea', pupils are fully involved and full of ideas, demonstrating some good vocabulary. Standards in reading are below national expectations in Key Stage 1. There is a limited range of books at present for pupils to enjoy. The pupils are gaining relevant literacy skills through the good teaching and choice of text, including the use of letter sounds, word recognition and contextual clues. Pupils are beginning to use the letter sounds and symbols to build unfamiliar words. A good activity which promoted the pupils' phonic understanding entailed pupils coming out with letter card to spell words. Shared and guided reading within the literacy hour is helping to improve these skills. A few pupils read with good expression.

82. Standards in writing are below average. The teachers provide a good range of tasks for writing that encourage pupils to use a variety of styles and writing for different purposes. By Year 2 pupils are writing imaginative stories, such as one about Terry the tiger cub. They are showing growing confidence with using writing conventions such as the correct use of capital letters and full stops. The higher attaining pupils show a greater command of sentence structure, and their spelling improves significantly. They show a developing hand at writing. The school has given a particular emphasis to extended writing in order to improve standards. Pupils are encouraged to plan and write more freely during these sessions, and the quality of their writing shows progress over the year. Standards in handwriting and spelling are below average, but show clear progress from Year 1.
83. Standards in reading and writing across the curriculum are below average. Their vocabulary is extended in other subjects such as science and geography, for example, where the teachers give a good focus on the technical language needed. The pupils' writing skills support their writing adequately in other subjects such as history and religious education, as pupils express their ideas or record information.
84. Within Key Stage 2 and to Year 5, pupils continue to develop their listening skills. A minority of pupils have weak listening skills that adversely affects their progress, even though the teachers use consistent behaviour strategies. Most pupils concentrate and listen well during discussions in the English lessons, when following a story or during class discussion times. Many pupils listen considerately when others are talking and expressing an opinion. Most pupils are attentive and follow the ideas or stories well in school assemblies, for example. Several pupils demonstrate that they have good memories for events in stories or information about visits such as that to the transport museum. Standards in speaking and listening are below average overall. Pupils generally speak clearly, although several are reluctant to speak out in class and require encouragement from the teachers.
85. Pupils make satisfactory progress in reading, and standards overall are below the expected level by Year 5. Pupils' reading skills are extended systematically during literacy lessons since the teachers give good attention to vocabulary, sentence structure, character and inference. The practice of hearing individual pupils read is followed by the teachers, although it has less attention because of the group reading. All pupils are able to take their reading books home, to benefit from the support of parents and other adults. The range and selection of texts is too narrow at present, but the school is planning to finance further purchases. Pupils have positive attitudes to reading, which helps them improve their skills. The reading skills of the higher attaining pupils indicate good fluency, expression and textual understanding.
86. Attainment in writing is below average by Year 5, and pupils make satisfactory progress from Year 2. The evidence of pupils' work in exercise books shows that their skills and understanding of sentence structure, grammar and spelling improve through the juniors, and that the higher attaining pupils reach above average standards. Their work shows increasing maturity as pupils write in different styles for a variety of audiences, such as newspaper articles and letters to local

firms. Their reasoning and ability to infer is often clear, for example in arguing the need for more playground equipment. The pupils are beginning to edit and improve upon their first efforts. Pupils become increasingly aware of differing styles as they move through the school, and of the range of purposes for which language is used. Several pupils have good inference and interpretation skills. Writing skills are used well to support other subjects, for example history. Pupils with special educational needs make sound progress and are well supported in their work.

87. Spelling is taught carefully through the school. Teachers draw attention to mistakes which occur in pupils' work, and a good practice is for the pupils to write these out a few times. Pupils make satisfactory progress in handwriting. By Year 5, most pupils have a suitably well-formed, cursive style that shows some individual character.
88. Most pupils have good attitudes and behaviour towards English. Teachers usually establish interest and purpose very well and make a good choice of text. The texts create a good focus for language development. Most pupils listen actively and many are keen to contribute to discussion. They settle to work quickly when a new activity is started. The purposeful teaching and the use of the literacy strategy by all teachers contribute to improving standards. By Year 5 most pupils have learnt to share ideas and work together co-operatively, respecting the ideas of others. The effort and concentration of most pupils support their attainment well. A very few pupils have immature behaviour and poor concentration, which hinders their progress despite good behaviour strategies by the teacher. The good attitudes are promoted by the teaching, which encourages pupils to try hard and take pleasure in the activities.
89. Standards of teaching are good in both key stages, with a few examples of very good teaching. The quality of teaching relates closely to the progress pupils make in lessons. Lessons are planned thoroughly using the literacy strategy and learning objectives are usually shared and discussed with pupils. They usually know what they are expected to achieve by the end of the lesson. The teachers set clear expectations for work and behaviour. Behaviour is usually managed well and teachers are responsive to pupils' ideas and answers, encouraging their attention and interest. The careful planning usually results in work that is matched well to the needs of different pupils, although tasks are not always differentiated. This occasionally results in a lack of challenge, particularly for the higher attaining pupils. The pace of the lessons and the amount of work pupils produce is usually good, although on a few occasions it seems rushed and pupils need time to plan their work. The teachers have a good knowledge of the subject that is shown in their good questioning skills that encourage pupils to think and reason. Teachers use correct technical vocabulary, and extend the pupils' understanding of it. Plenary sessions are used well to encourage pupils and to give credit for their efforts. Teachers assess pupils' answers continuously and use their observations to adjust their questioning and teaching. Assessment procedures are well established, and teachers update their records termly. The teachers are beginning to analyse the information gained from national tests to monitor pupils' progress and to plan further work.
90. Samples of written work in books from across the school show a mostly consistent approach to their use. Presentation skills are satisfactory, and are good amongst the higher attaining pupils. Most books show regular opportunities for writing. Teachers mark work regularly, and sometimes engage with the pupils through helpful comments that encourage pupils and indicate how to improve. However, the marking is not yet related to the identified short-term targets.
91. The English curriculum is well structured, broad and balanced, with a good choice of texts. The school uses the National Literacy Strategy well as the basis for teachers' planning. The English co-ordinator has a very good understanding of the role and has worked very hard to establish a good curriculum. She provides good leadership and is familiar with the strengths and weaknesses in the subject through the school by informal discussions as well as formal planning meetings. The level of resourcing is too limited at present for the full range of texts and reading material, as is the school library. The school has begun to use computer programs to encourage pupils' writing.



## MATHEMATICS

92. In summer 2000, the first group of children aged seven took the national tests. The results showed that the proportion attaining the nationally expected level was well below the average for all schools. When these tests were taken, only 15 of the 20 pupils taking the tests had been in the school since it opened eight months earlier. Between arriving at the school, when teachers assessed them, and the time of the test, the average improvement was nearly twice that expected nationally. This represents good progress.
93. The percentage of pupils attaining the higher Level 3 is close to the national average compared to all schools. For these pupils, their work with numbers is at the nationally expected level and slightly better than work in other aspects of mathematics. The sample of work and observations in lessons support this judgment. However, the sample of work shows that the most able pupils normally do the same work as the rest of their class. There is evidence of them taking the activity further but there is very limited evidence of these pupils having work that is different and starts at a more difficult level.
94. Achievements are below the national level but better than suggested by the test results. This is largely due to the school having had more time to work with the pupils by the time of the inspection.
95. There are no national results at Key Stage 2 since there are no Year 6 pupils at the school. The sample of work and the work completed in lessons shows that pupils in Years 3, 4 and 5 are working below the level expected nationally. The most able children are attaining appropriate levels for their age. Most pupils are below the expected level and a few of the least able pupils are well below. The school keeps careful records of progress. These show that most pupils are making satisfactory progress. For the small percentage of most able pupils, progress is unsatisfactory. Evidence from lessons suggests that this is due to limited planning of more difficult work for these pupils since the recent focus has been to establish routines and expectations for the majority.
96. No significant differences in attainment were evident due to ethnicity at any age. A number of pupils who have English as a second language achieve at a lower level during the period when they are learning the language. This is most noticeable in the mental arithmetic at the start of lessons and the discussion of work at the end. In lessons where thoughtful support was given, the work was completed successfully. The speed of the mental arithmetic session made it difficult to translate the questions for these children, and this limited their involvement and consequent progress.
97. The girls' average score in the national tests was just above the national average and better than the boys, who were below the national average. This was because nearly all of the girls achieved the expected level but only two-thirds of boys reached it. Observations in lessons showed that, in some, there were differences in the attitudes and approaches of boys and girls. In one lesson, for example, girls settled quickly and were able to concentrate for the complete task. Some of the boys in this lesson took longer to settle and concentrated for only part of the activity. As a result, the girls progress was good whilst that of boys was satisfactory. In another lesson, the teacher used an effective strategy to overcome this difference by adding a competitive element to the task. This did not affect the rate at which the girls made progress but the boys settled quickly and concentrated on the task for the full period of the lesson.
98. In all the lessons observed, teachers planned activities at a number of different levels. After a mental arithmetic session, pupils split up to work in small groups. In these situations, the least able pupils and those with special needs often received additional support. For a minority of pupils this did not enable them to take part in the lesson since insufficient attention had been given to making the task into an activity they could manage. For this very small minority, the progress in mathematics is unsatisfactory.
99. Mathematics has been a priority of the school since opening. The co-ordinator is very effective

and has put an appropriate curriculum in place that meets statutory requirements and encompasses the National Numeracy Strategy. All planning can be traced back to the National Curriculum. The marking of pupils' work records what each has achieved. Regular monitoring of lessons by the school has ensured a consistent approach that is supported by thorough evaluations. This is reflected in the fact that the overall quality of teaching is good and pupils' learning is also good. For example, where a teacher used very effective questioning, pupils were encouraged to explain and explore the ways a particular sum could be solved. In one class, the teacher challenged pupils to make sums where the answer was 20. The pupils quickly produced some simple additions but as a result of the teacher's questions, some pupils started to devise other ways to make 20.

100. Parents are kept well informed. In addition to regular meetings, each pupil has a specific numeracy target and parents have had a meeting at which the numeracy strategy was explained. Resources are used well and make learning more interesting. In one class, for example, every child had his or her own clock face on which to set and check times. In another class there were sufficient calculators for pupils to be able to continue an investigation far beyond their ability to double numbers in their heads. In both these lessons the use of an overhead projector during a feedback session at the end of the lesson led to very good reinforcement and the chance for pupils to explain what they had achieved.

## **SCIENCE**

101. Standards in science are average by age seven and age ten in the work seen. In the teacher assessments of summer 2000, standards in science were very low for the percentage of pupils gaining Level 2 or above. The percentage of pupils gaining the higher Level 3 was below the national average but close to the average for similar schools. This indicates that the school is making appropriate provision for the higher attaining pupils. The pupils who were assessed in 2000 had only been in the school for two term before taking them, and several pupils had experienced a disturbed schooling prior to that. In addition, a large proportion were at an early stage of learning English. These two factors together explain much of the low standards in the national tests. Attainment was similar in all aspects of science although the higher attaining pupils showed a better understanding of physical processes. Teaching is good, and teachers show a clear understanding of the subject and are adept at promoting lessons that are stimulating and interesting for pupils. A strength of the approach of the subject is the clear investigative nature of tasks, promoting effective and interesting lessons. Pupils enjoy science, their attention and commitment to their work reflecting this interest.
102. In the early years, pupils have investigated objects that make a sound. They were encouraged to understand the relationship between sound and distance through practical experiments. Pupils have a satisfactory knowledge of the parts of the body and have used tape recorders to listen to the sound of their voices. Within Key Stage 1, pupils have an early understanding about healthy eating. They enjoyed their work on a "Mini-Beasts" topic through finding the habitats of insects. They took care with the animals and explored their movement, size and shape to gain an early understanding of how these creatures have adapted to their environment. Pupils in Year 2 investigated the effects of changing the slope of a ramp on the speed and distance travelled by a toy car by applying their skills. By the end of the key stage pupils have a basic understanding of the need to control the conditions for an experiment in order to have a fair test through the good exposition and questioning by the teachers. The teachers give a good emphasis to scientific skills in setting up experiments so that standards are satisfactory, for example holding their cars in position, and measuring and recording the results.
103. Within Key Stage 2 pupils sat enthralled as a mobile 'phone was put in a bag of water to investigate the transfer of sound through water and other materials. The teacher's good questioning and methods led the pupils to predict the outcome: whether they would be able to hear it in water. Initially all pupils did not think they would hear it, so were amazed to hear it ring out when the teacher rang the number from a second 'phone. Good practical tasks that extended the pupils' learning followed this demonstration, although the resources available were not ideal.

Other pupils have discussed the relationship between the earth and the sun, drawing diagrams to represent their findings. By Year 5 pupils demonstrate a broadly average attainment with aspects that are good. For example, following a very clear discussion about light and shadows, the pupils set up their own investigation using an overhead projector to cast shadows. They measured and recorded the distances from the screen and the heights of the shadows, demonstrating confident skills, and noting an emerging pattern in their results. By the end of the session, and through very clear questioning by the teacher, all pupils had a basic understanding of the relationship. The pupils worked well together and were highly motivated, promoted well by knowing from the teacher that they were answering a Year 6 national test question.

104. The quality of teaching in science is good through the school. The teachers' very good emphasis on practical experiments provides a good context for pupils' learning and development of basic skills so that they make consistent progress through the key stages. The teachers make good links with literacy in their use of writing frames to help pupils become familiar with scientific method. The teachers' good subject knowledge supports their discussions and questioning well so that pupils' learning and attainment are improved. The school makes appropriate use of computers, especially in the junior classes, where CD-ROM access is good. The curriculum is planned carefully using national guidance to provide for the progressive development of skills. The teachers have put in a great deal of work in planning the subject, with a good emphasis on finding activities to promote both interest and motivation. Pupils' workbooks reflect a consistent approach and give good opportunities for pupils to record their observations. Work is marked in a consistent manner, with teachers noting good work with positive commentary. Science is linked to other subjects, especially literacy, with good attention to key words that are to be discussed in lessons.
105. Pupils' behaviour and attitudes in lessons are very good with pupils working well together. Pupils were observed discussing their findings and sharing equipment well together. Discussion with inspectors showed that pupils are happy to share their ideas with adults and to talk about what they had learned. In lessons, pupils listen well to teachers and are keen to take part in the activities.
106. The subject is managed well by the headteacher who acts as the subject co-ordinator. The teachers evaluate the success of their lessons and moderate the work to help the approach to be consistent through the school. It is planned for the co-ordination of science to be passed on to a teacher in the near future. Resources are generally satisfactory, but need to be developed further and linked to the designed curriculum. A good model is found within the literacy resource structure, and science based topic boxes are developing well. The attractive classrooms, alongside the very good adjoining working spaces, provide teachers with an excellent opportunity to spread out and promote an investigative approach.

## **ART AND DESIGN**

107. Art is developing in a satisfactory manner across the school, this being a direct result of good teaching. Standards are satisfactory, with pupils gaining a good start in the Foundation Stage. In reception, there is a good emphasis on the need to look at both themselves and their surroundings.
108. Pupils are encouraged to observe themselves with mirrors and record what they see, producing self-portraits that are displayed in an attractive manner. Line drawing is promoted using pencil, crayon and charcoals, so that pupils develop a good understanding of how to mix and blend simple colours using water based paint. Portfolios of pupils' work are kept, recording pupils' development of skills and ideas as well as their efforts, which enable teachers to record progress in a satisfactory manner.
109. Within the infant and junior classes, art is developing well. Story lines are being developed to support and stimulate pupils' ideas for both painting and drawing. Older pupils were observed fully committed to a large scale practical project that utilised fabric dyeing, painting, sewing, cutting,

sticking and joining a range of materials to create a large representation of the history of the Niagara Falls. The task provided good learning experiences for the pupils and a good focus for extending their skills. This very good example of developing a topic in such a practical manner was widely appreciated by the pupils.

110. Teaching across the school is good. Teachers offer well-planned lessons that are linked to a general scheme of work. This scheme reflects national expectations and the coverage of the subject well, and is under review for further development. Lessons are delivered in a clear and effective manner so that pupils fully understand the nature of the tasks. Pupils' behaviour is good since teachers manage the pupils well and capture their interest. Pupils are enthusiastic both to listen and work in a co-operative manner. Pupils were seen sharing and talking about their projects in a constructive and ordered manner.
111. The management of the subject is developing since all foundation subjects are still overseen by the syndicate leaders of two or three year groups. This provides a satisfactory arrangement to ensure that suitable tasks are chosen that give continuity and careful development of skills. The school has not yet allocated a specific budget for art, nor any management time, since all resource spending has been held centrally during the school's first year. This is satisfactory as a temporary arrangement. All staff development for the subject is informal, mainly depending upon the goodwill of staff, since the priority has been to establish English, mathematics, science and ICT. The co-ordinator role is undeveloped, which the school is fully aware of, and support is provided informally.
112. Portfolios of pupils' work are in place in the reception classes, but these are not yet extended across the school to provide a formal means of assessment. This shortfall is noted in the school development plan as an action point, with portfolios targeted for introduction in the summer term.
113. Pupils with special educational needs, and those pupils who require language support, are fully integrated into the subject and gain much from the opportunity to work alongside their friends. The teachers' good arrangements for grouping pupils helps them to develop their social and communication skills. A very good use of the clay medium, to make coil pots, was made specifically to promote and develop friendship skills in an externally supported project for one pupil. This strategy of direct intervention was having an immediate positive effect on the target pupil in other areas across the school and is an excellent example of creative action to support pupils.
114. Resources for the subject are satisfactory. There is an appropriate storage space for the stock materials and the school has excellent space in the purpose-designed building to develop and promote ideas. At this early stage the school remains somewhat barren in places, with some pupils' work being displayed only on classroom walls and some limited wall space in the corridors. Where pupils' work is displayed, it is presented in an attractive and supportive manner, celebrating pupils' achievement appropriately.

## **DESIGN AND TECHNOLOGY**

115. Standards at Key Stages 1 and 2 are below the expectation for the ages. Pupils have appropriate learning experiences to develop their making skills through a good range of activities. They have designed and made salads and sandwiches as part of their food technology. They have developed ideas of simple mechanisms while investigating toys and have made moving mini-beasts using a cotton reel and elastic band technique. Pupils record some early ideas for their products but the design process is not given sufficient emphasis. The pupils have good disassembling skills through a good choice of tasks. They label diagrams clearly and accurately, but at the making stage they are not mindful of the problem to be solved. They have a limited choice of materials so the task tends to become an extended art activity. The teachers help pupils to make a simple evaluation of their work although this stage needs more emphasis to help pupils improve. This also applies to Key Stage 2, although some quality products were produced in Year 5, linking with science within a sound and light project. The end products often lack finish, and a more careful evaluation is required to produce better quality products. Pupils' progress is satisfactory, since they apply themselves well and concentrate on the tasks.
116. Teaching is satisfactory but better in the earlier stages of the design process. Pupils are encouraged to make detailed observations in a disassembling process and can label accurately. Care is taken to teach some necessary skills, for example in using a pump device to make pneumatic toys and a cotton reel and elastic band mechanism for mechanical mini-beasts. Teachers manage the pupils well and take the necessary precautions for health and safety. There was no evidence of the use of ICT in teaching, although its implementation would be the next natural step within the alarm systems produced in Year 5. Pupils whose first language is not English do not always understand instructions. Strategies need to be in place to ensure the pupils participate fully and that instructions are understood.
117. The management of the subject is satisfactory. The co-ordinator is not a specialist, but has developed an appropriate scheme of work around national guidance. There are helpful links with cross-curricular topics. A good choice and range of design and making activities cover a breadth of areas: in structures, food, control and textiles. The planning is made available to teachers on the computer network. The quality of resources is developing. They are kept in a central store, with a trolley of essential tools for each teaching syndicate. Monitoring and assessment have not been formalised. Teachers carry out on-going assessments of pupils through discussions as they work, and further assessment is through observation and photographs.

## **GEOGRAPHY**

118. At the end of Key Stage 1 and Year 5 standards are broadly average. Pupils have satisfactory geographical skills, knowledge and understanding and by Year 5 a few pupils attain higher levels. Pupils in Key Stage 1 understand simple terminology, as for example in a walk around the locality to look at buildings and features. They have an early understanding of maps and know some features of hot or cold countries. Within the infants, for example, most children can draw out a map of how they go to school from home, and recognise a variety of features around their homes.
119. At Key Stage 2, pupils are beginning to ask geographical questions and to collect evidence. For example a traffic survey showed that differing amounts of traffic passed by on the opposite sides of the road, and pupils raised interesting questions about likely causes. Most pupils identified relevant questions, and were helped by the focused approach of the teacher. The pupils recognise features and influences such as the City airport, and follow directions and read maps with satisfactory skill. The pupils have a developing understanding of environmental issues and what may cause pollution. In a study of how settlements change, for example, in comparing their locality with another in India, pupils used a good variety of geographical skills and knew how to set up a key. Work is presented in a variety of ways such as diary accounts, graphs, charts and pictures and indicates satisfactory progress. Previous work indicates that by Year 5 pupils have satisfactory general geographical knowledge of the UK, Europe and the wider world, for example

of capitals, rivers and mountains. They have an early understanding of features that support settlement and have looked at contrasting places. Pupils are beginning to use ICT to access information although this is at an early stage.

120. Pupils are making satisfactory progress in lessons at both key stages. The teachers use a generally practical approach which is effective in providing worthwhile learning of basic skills, and in helping pupils to have good attitudes and to enjoy geography. The higher attaining pupils are usually challenged by the tasks to give more detailed reasoning. Pupils are keen to answer questions. They follow instructions well and keep their concentration in individual or group work, or when round the school for observations. Pupils with special needs or English as an additional language receive good support. Pupils engage well with the activities and are keen to take part, staying on task and treating resources respectfully. Pupils have an increasing understanding of geographical issues through the school and the influences on the landscape and usage. They steadily improve in the skills of recording their evidence. The work of pupils in Year 5 shows a good investigative basis. Most pupils work well together, enjoy talking about their work and contributing to discussion in lessons, showing good attitudes overall.
121. In the small sample of lessons seen, the quality of teaching was good in both key stages. Teachers have good subject knowledge and plan lessons to match the needs of the pupils and national guidance. The teachers are well organised and have an appropriate range of resources for the chosen tasks. The learning objectives for the whole class are clear, although what the higher attaining pupils are expected to learn specifically is not set out. Class management is good and teachers use praise and questioning well to encourage and support the pupils. Teachers keep the pace of lessons moving suitably. Homework does not appear to feature. There is an acting co-ordinator at present who provides support when required for colleagues. Assessment procedures are informal at present, for example through observing pupils and listening to answers, and require sensible development. The school makes good use of the school grounds and the locality, which provide a rich and contrasting set of features. Resources are barely satisfactory, and the school is planning to extend them.

## **HISTORY**

122. By the end of Key Stage 1 and Year 5, attainment is broadly average. Most pupils in Key Stage 1 are beginning to have an appropriate sense of chronology. They have developed their understanding of time by comparing forms of transport from different ages following a visit to the London Transport Museum. Through the teacher's very good questioning which helped pupils to organise their memories, they recalled many details of the vehicles they had been on and seen. They have an early understanding of a time line. Pupils are increasingly able to understand the reasons for historical development. For example in Year 2, pupils discussed the significance of events about how transport has changed - from horses to engines to pull the buses - as technology has changed.
123. Within Key Stage 2, pupils understand the importance of sources in historical inquiry. They have studied life and schooling in ancient Greece, using wax tablets for writing. Year 5 pupils show appropriate knowledge of the life and times of the ancient Greeks, for example their use of theatre masks, and are able to discuss and interpret sources to help them understand their work. Pupils' oral skills are more developed than their skills for recording and writing, but some topic work is of a high standard.
124. The teachers' well-informed and lively teaching helps pupils to gain a feel for the subject and to make good progress during lessons. Pupils make satisfactory progress over time in both key stages and the quality of their learning is satisfactory. Pupils develop their historical skills through the good choice of tasks. They collect and record evidence through visits and classwork, and use more precise vocabulary as they mature. Pupils with special educational needs make appropriate progress towards their targets. The time allocated to the teaching of history is appropriate. History makes a valuable contribution to pupils' spiritual, moral, social and cultural education and in understanding the rich historical heritage of the area.

125. Pupils are well behaved and have positive attitudes towards history at all ages. They enjoy history and are responsive to the teachers' good questioning. They usually listen to and follow instructions carefully, sustaining their efforts well in individual or group work. The pupils work with interest at their tasks and treat resources carefully. They enjoy discussing their work, willingly contribute opinions in debate and are keen to answer. Most pupils take pride in the presentation of their work, although many pupils find writing at length difficult.
126. The quality of teaching is good at both key stages, with some very good teaching. Teachers demonstrate good subject knowledge through their questioning and discussions. The lessons are planned carefully to promote attainment and to provide the pupils with relevant experience that they will remember. There are suitable resources for the tasks, and teachers make good use of the locality, for example museums and local walks. Lessons support basic skills, have clear objectives and proceed at a good pace. The subject content allows for the progression of knowledge and skills. Teachers have good class management that maintains interest and good work attitudes. They use praise to encourage pupils and relationships are very good. Homework is set when appropriate. The subject is led and managed by an acting co-ordinator at present, who gives advice as required. A few good quality books and resources support learning but there is a need for more books and artefacts. There are good cross-curricular links with some subjects. A good variety of visits extends the experience of the pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. Standards by age seven and age ten are below national expectations. The school has very recently set up a computer suite, which provides a very good resource, but as yet pupils have had limited experience of ICT. Computer systems have been introduced gradually over the last term and a half with the suite and networked software only being available for the last two weeks. However, pupils are achieving appropriately in relation to what they have learnt previously. Pupils are making good progress because they are highly motivated and teaching is good.
128. In the Foundation Stage, pupils work with an adult on focused tasks, for example in using a paint program and early writing program. These help to establish basic skills of using the mouse and keyboard. At Key Stage 1, through good teaching and with the help of very good instruction cards, pupils are able to log onto the network and their own working areas. They have the skills to save their work with help. Pupils in Year 2 are gaining confidence in using a word processor and in manipulating text to present their work, but their understanding and skills are below the expectation. By Key Stage 2, pupils have made satisfactory progress so that in Year 5, for example, they are beginning to experience the operation of the internet, learning to move around the pages by use of the mouse. They have sent an e-mail message to another school and are beginning to recognise the range of communication that is available.
129. Pupils enjoy ICT, particularly as it is a new area to most of the pupils. They have good attitudes towards the subject and are usually totally absorbed in the tasks. Several pupils notice when others need help, and they give time willingly, working well together and demonstrating a step. Pupils take interest in others' achievements and respect the equipment they are using.
130. The quality of teaching is good. Lessons are planned well, instructions are clear and pupils are supported well throughout the lessons. Teachers show satisfactory or good knowledge of the areas of ICT they are teaching, and this is recognised as an area of development. The focus is on teaching basic ICT skills at present. Less work is evident which uses ICT to establish subject knowledge or apply skills across the curriculum. However, at Key Stage 1 pupils have worked on some literacy tasks and at Key stage 2 pupils have used an encyclopaedia CD-ROM and database to investigate the content of healthy food.
131. The management of ICT is good. The coordinator is very enthusiastic and knowledgeable and, with support from the local IT support service, has established the computer suite and network. She has produced suitable plans to develop ICT both as a discreet subject and to support the

curriculum. Appropriate plans are in place for procedures to monitor and assess the subject and pupils' progress. A draft scheme of work is ready for use and is expected to be implemented now that the network is running. At present teachers are planning activities using national guidance. The ratio of computers to pupils is better than the national average. Plans are in place to maintain this ratio as the school expands. At present some areas of the curriculum, such as controlling, monitoring and modelling are at a very early stage of development and resources are limited. The school is aware that appropriate subject specific CD-ROMs need to be purchased for work across the curriculum. The school has come a long way in a short time with ICT starting from a low base in terms of both pupils' skills and equipment.

## **MUSIC**

132. Attainment in music by age seven and age ten meets the expectation for the age. By age seven pupils have the skills to create and clap sequences of musical notes, identify them by name and add dynamic symbols. Older pupils recognise and name a variety of different types of musical instruments and identify the sounds they make. The experiences teachers provide have helped pupils to recognise different musical styles and mood. At a musical recital of electric guitar and drums, pupils listened intently and followed the patterns of music. They responded to the musicians well, singing along with tunes they recognised. A group of five pupils at Key Stage 2 receives tuition from a peripatetic teacher, and they are making appropriate progress. Three groups of children at differing levels of skill learn the recorder in a lunchtime club. These pupils are achieving well as they have reached a reasonable standard in a short time. Overall pupils' achievement in music is good in relation to what they have learnt previously because they are taught well, and music in the school is given a high profile.
133. Singing in the school is a particular strength. Pupils chant and sing with expression. Teachers encourage this by singing along with them. Songs are well chosen to match the needs of the pupils and they responded with joy and enthusiasm. Key Stage 1 pupils can confidently sing in a two part round and Key Stage 2 pupils skilfully sing in harmony with the support of a teacher. There is a small selection of resources, but these were not used for percussion accompaniments in the time observed.
134. Teaching is good. Teachers are confident with music and participate by singing and playing with the pupils. Appropriate links are made with other curriculum areas. When investigating sound in science pupils use musical instruments and explore the range of sounds they make. They use this knowledge to design and make instruments in design and technology.
135. The subject is managed well. The coordinator and a number of teachers are knowledgeable in the subject. At present teachers use national guidance while their school scheme is being developed. Time is allocated equally between singing and performing, and knowledge and understanding of music. Resources are inadequate at present. There are a few well chosen percussion instruments, recorders and a keyboard but this is insufficient for whole class participation and pupil choice. Pupils perform for each other and their parents but at present there have been no opportunities for pupils to perform alongside pupils from other schools and for other audiences. Monitoring and assessment procedures are not formalised yet.

## **PHYSICAL EDUCATION**

136. Pupils' attainment at both key stages is what would be expected of pupils of their age. No difference was noticed between the standards of boys and girls. This is a developing area for the school as facilities for PE have only been available to all pupils for a term and a half. At the end of Key Stage 1 in dance and movement pupils are able to link movements into simple sequences using different parts of their bodies. They move in different ways in response to the sound of a shaker. At Key Stage 2 pupils develop and apply skills of ball control, for example using hockey sticks. Pupils' achievement in relation to what they have gained previously is satisfactory because lessons are planned well and pupils concentrate on their activities.



137. Pupils' attitude to learning in physical education is good. They tackle their activities with enthusiasm and work well with each other. They always wear the right kit, change sensibly and co-operate well when organising equipment. Lessons progress at a satisfactory pace.
138. Teaching at both key stages is satisfactory but pupils need to be challenged more to develop their body movements. The teachers provide few opportunities for pupils to evaluate their own and each others' performances. Lessons are well prepared overall, and support staff are used effectively. Care is taken to match specific equipment to cater for individual pupils' needs. For example visually impaired pupils use balls of specific colour and size, and pupils are encouraged to pick appropriately sized apparatus.
139. The co-ordinator has the role on a temporary basis and is not a specialist. She has worked hard to implement inclusive schemes of work, Top Play and Top Sport available through the local authority. This enables pupils to participate in a number of different games and activities sharing equipment with other schools. Each class does dance, gymnastics and games with swimming in Year 5 to be extended to Year 4 next year. The quality and range of resources for playground and indoor games are satisfactory but gymnastics equipment needs developing further. The local park has been used for a successful sports activity day. As yet there have been no opportunities for competitive games with other schools. Monitoring of the subject does not take place on a formal basis at the moment and assessment is through general observation.

## **RELIGIOUS EDUCATION**

140. Standards are in line with the expectations of the locally agreed syllabus by the end of Key Stage 1 and Year 5. Progress through the school leads to satisfactory knowledge and understanding by Year 5. Pupils with special educational needs make appropriate progress.
141. Pupils in Key Stage 1 know that the Bible is a special book and some of the stories from it. They know some of the events and facts of differing religions, and have discussed what is special about a church or mosque. They have learnt about some festivals such as Eid, the significance of ceremonies, and of some special events of the Christian and other religions' years such as the Nativity and Hannukah. By the end of the key stage pupils know several stories from the Bible or Hindu stories, and are beginning to recognise some of the wonders of our world.
142. Within Key Stage 2 pupils' previous work indicates that they have a satisfactory knowledge of the background to Christianity and other world religions, and several of the significant events, customs and beliefs. They have an early understanding of the significant times of the Church year, such as Easter and Pentecost. They have studied the main events of several religions, such as Islam and Judaism, and know about a few of the leaders and famous people. The quality of the work and the pupils' understanding indicates good subject knowledge of the teachers that helps to bring out the special nature of a religious life. Pupils compare customs and ceremonies, which mark important occasions for differing religions. Pupils work also has a good emphasis on the importance of tolerance and respect for those who have views and faiths different from their own.
143. The pupils' work indicates that they have good attitudes to the subject in both key stages, presenting the tasks well on most occasions, and a good level of interest. By Years 5, pupils' work shows a developing maturity to deal with ideas sympathetically, and suggests effective teaching. The good teaching, in the few lessons observed, captured pupils interests well through lively presentations. The teachers employed their questioning well to help pupils think and reason, helping them to understand how people feel and their motives. Many pupils present work maturely on several aspects of religious life and beliefs, and they try to present their work neatly.
144. The curriculum meets the requirements of the locally agreed syllabus, from which lessons are planned carefully, with clear learning objectives. The subject is led and managed well by the co-ordinator. Opportunities to monitor the quality of provision are currently limited since priority has been given to other subjects recently, but the staff share experience informally. A small selection

of resources has been purchased to teach about Christianity and other faiths, and they contribute to the good learning. The subject contributes well to pupils' understanding of spiritual, moral, social and cultural development, by giving opportunities for pupils to learn about their own culture and the diversity in the wider community.