

INSPECTION REPORT

WHITMORE PRIMARY SCHOOL

Hoxton, London

LEA area: Hackney

Unique reference number: 100245

Headteacher: Ms S Windross

Reporting inspector: Ms S Billington
4343

Dates of inspection: 18th – 21st November 2002

Inspection number: 246045

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

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 to 11 years |
| Gender of pupils: | Mixed |
| School address: | 113 Bridport Place Hackney London |
| Postcode: | N1 5JN |
| Telephone number: | 020 7739 7973 |
| Fax number: | 020 7613 4682 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr D Asquith |
| Date of previous inspection: | 9 th October 2000 |

© Crown copyright 2003

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

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

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------|----------------------|--|---|
| 4343 | S Billington | Registered inspector | Mathematics | What sort of school is it? How high are standards? <ul style="list-style-type: none"> The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further? |
| 15181 | M Hackney | Lay inspector | | How high are standards? <ul style="list-style-type: none"> 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? |
| 32336 | A Meek | Team inspector | English Art & design Special educational needs | |
| 15023 | A Haouas | Team inspector | Geography History Physical education Educational inclusion including race equality English as an additional language | |
| 1782 | A Lyons | Team inspector | Science Information and communication technology Design and technology | How good are the curricular and other opportunities offered to pupils? |
| 32257 | R Chalkley | Team inspector | Music Religious education Foundation Stage | How well is the school led and managed? |
| 16930 | J Plumb | Team inspector | | The work of the resource base |

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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

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

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 5 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 10 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 12 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 14 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 18 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 19 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 21 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 22 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 27 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is large primary school with 361 pupils on roll aged 5 to 11. An additional 32 children attend the nursery; 20 on a full-time basis and 12 part-time. The school serves a diverse community and works in challenging circumstances:

- 204 pupils speak English as an additional language, a much higher proportion than is usually found. Fifty-eight of these children are in the early stages of learning English. The main languages spoken other than English are Yoruba and Turkish.
- The proportion of pupils that is eligible for free school meals is close to 50 per cent, which is well above average.
- The school has a high proportion of pupils with special educational needs; almost a third of those on roll. There are 28 pupils with statements of special educational needs, including ten who have special provision in a small class¹. The range of special educational needs is wide and includes autism, learning or social and emotional difficulties and medical disorders.
- There are 28 children who have refugee status and three children from traveller families.
- Children's skills when they start school are wide-ranging but overall are well below average. Many children join the school in year groups other than the reception classes; the proportion that comes and goes each year is much higher than is normally found.

The school receives significant funding from a local regeneration scheme that is targeted to fund some extra teachers to support reading and planned improvements to the accommodation.

HOW GOOD THE SCHOOL IS

Overall the school provides a satisfactory quality of education. Good teaching is leading to an improvement in standards. The governing body provides good leadership and the school is well managed. All pupils are valued, whatever their backgrounds or individual needs, and staff work hard to help them to get the best from their time in school. Many pupils achieve well in important subjects such as science. They are achieving satisfactory levels in English and standards in this subject are improving, but they could do better in mathematics. The school provides satisfactory value for money.

What the school does well

- Teaching is good and some aspects are very good.
- Pupils have positive attitudes to learning and the majority behave well.
- There is good provision for pupils' personal development.
- Pupils achieve well in music, physical education aspects of information and communication technology (ICT) and science.
- There is good provision for pupils with special educational needs.
- Children in the nursery and reception classes get a good start to learning.
- The ethos is positive and celebrates the diversity of the school community.

What could be improved

- Standards in mathematics and religious education.
- The use of ICT to support learning across the curriculum.
- Assessment procedures, particularly to check the progress of the different groups in the school.
- The extension of pupils' literacy skills in subjects such as history and geography.

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

¹ Referred to throughout the report as the resource base

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 2000. Since then there has been good improvement so that the school no longer has serious weaknesses – this has been achieved despite the very high turnover of staff in the last two years.

Standards overall have improved. This is reflected in pupils' improved performance in national tests, particularly this year (2002).

The school has worked hard to tackle the weaknesses found in the last inspection:

- The roles and responsibilities of senior managers are clear; however, staff turnover has had an impact on aspects of management so developments are hindered to some extent.
- Information from assessment is being used to track pupils' progress and this has had an impact on raising standards, though there is scope for more work in this area.
- Behaviour has improved overall and is now good, though that of a minority still has a negative impact on the quality of teaching and learning in some classes.
- There is now a systematic approach to monitoring health and safety and regular risk assessments are carried out.
- Attendance levels remain poor but the school is doing all it can to promote regular attendance and punctuality.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | E | E | E | B |
| mathematics | E | E* | E | B |
| science | E | E* | D | A |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The overall picture is of improving standards. Results of tests taken by eleven-year-olds have risen, having been in the bottom five per cent of schools nationally at times. Standards in English, though well below average, have shown good improvement and overall the proportion of pupils attaining at least average levels in national tests is higher than that in similar schools. Science has also shown good improvement, with a high proportion of pupils attaining above average levels in tests. Mathematics results have improved, but not at the same rate as English or science. Girls have generally performed much better than boys in national tests, but this trend was halted this year when boys did better than girls, particularly in English and science. Challenging targets for pupils' performance in national tests in 2002 were exceeded.

Results of tests taken by seven-year-olds also show improvement in reading and particularly in writing – but mathematics is a weaker area.

Inspection findings largely bear out the test results. Overall, pupils achieve as well as they should in English and they are doing very well in science but they underachieve in mathematics. The school does not track the attainment of different groups of pupils, so cannot check on whether the learning of some groups is better or worse than others. This is a weakness.

In other subjects, pupils generally achieve as well as they should and they do well in physical education and music. They develop good skills in aspects of ICT but these are not yet being used effectively to support learning in other subjects. Limitations in pupils' skills in research, and their ability to get to grips with some abstract ideas, restricts their progress in subjects such as history and geography.

Children in the nursery and the reception year get a good start to their learning. They make good gains in their personal and social development and in their skills in communication. However, because they come into school with a low base, few are on course to meet the expected levels in all areas of learning at the start of Year 1.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils enjoy coming to school and the majority become readily involved in activities in and out of the classroom. |
| Behaviour, in and out of classrooms | Good overall but some pupils exhibit challenging behaviour that is difficult to manage. |
| Personal development and relationships | Pupils form good relationships and mix well. Opportunities for personal development are limited by the need for firm behaviour management. |
| Attendance | Poor, with levels well below average. Many pupils arrive late each day. |

Although the vast majority of pupils have positive attitudes to school, a significant proportion do not have well-established work habits and this affects their learning. The school does all it can to promote regular attendance and punctuality, but with limited success.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Good | Good | Good |

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

Teaching overall is good and this is a key factor in the improving standards. There is good teaching throughout the school and in most subjects. The strongest teaching is in the nursery and reception year – ensuring that the youngest children get off to a good start – and in Years 5 and 6, which is helping pupils to make up some lost ground at this stage. There is good and sometimes very good teaching from teachers providing specific support for pupils with special educational needs and those learning English as an additional language. Shared teaching by class teachers and these support staff is effective in ensuring the successful integration of pupils in lessons.

Teaching of English is generally good. Teaching of mathematics is satisfactory, but needs some improvement.

Teachers generally work hard to plan and prepare their lessons and to cater for the range of needs in their classes. In the best lessons, there is a good pace and tasks are appropriate to pupils' levels of understanding. In some weaker lessons, tasks are not modified enough to challenge higher attaining pupils or to enable lower attainers to cope. Time lost to manage some difficult behaviour slows the rate of learning in some classes. This sometimes happens even where teaching is good.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory overall. There is limited time for teaching some subjects and the curriculum lacks balance. |
| Provision for pupils with special educational needs | Good. Support is well organised to help pupils to make progress. Provision in the resource base is also good. |
| Provision for pupils with English as an additional language | Good when pupils are taught in small groups by specialist teachers. In many lessons, class teachers show good awareness of the need to promote pupils' understanding of English, but this is not consistent. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good, particularly in moral and social development, and very good for cultural development. The school values individuals and celebrates diversity. Pupils are made aware of a range of values and beliefs and encouraged to appreciate the needs of others. |
| How well the school cares for its pupils | Satisfactory. Pupils are well known and well cared for; there are some good assessment procedures in place to track their progress, but these need to be extended further. |

The school is largely successful in meeting the diverse needs of its pupils. There is good provision to support new arrivals, including refugees.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Satisfactory. The school is well managed by the headteacher, deputy headteacher and established staff. Some senior staff are new to their roles and are not yet making an impact on developments. |
| How well the governors fulfil their responsibilities | Good. Governors are well organised and well informed. They play a key role in shaping the direction of the school. |
| The school's evaluation of its performance | Satisfactory. The school is beginning to use information to identify key areas for development, but this needs to be more systematic. |
| The strategic use of resources | Good. Resources are carefully targeted to support the learning of individuals and groups of pupils. |

The school has a good level of staffing but there are some gaps in middle management positions that hinder developments. Some key staff do not have enough time to effectively fulfil their roles. Governors seek best value when making decisions about expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <p>The majority of parents feel that:</p> <ul style="list-style-type: none"> • their children like school, are helped to become mature and are making good progress; • behaviour is good and children are expected to work hard; • the school is well led and managed; • teaching is good; • they would feel comfortable approaching the school. | <p>A significant minority of parents feel that their children do not get the right amount of work to do at home.</p> |

The above views are based on the comments of 16 parents who attended a meeting before the inspection and the returns of questionnaires that around 20 per cent of parents sent to the team. Several parents felt that they could not comment on some areas because their children are new to the school. The inspection confirmed parents' positive views. Parents have mixed views on homework, some feeling that their children should get none at all and others feeling that there is not nearly enough. The inspection found that pupils are given a reasonable amount of homework; this increases as they get older and Year 6 pupils get a good amount that helps them to prepare for national tests.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall picture is of improving standards. The most recent results from standardised tests (2002) show improvements in performance for seven-year-olds in reading and writing tests. Test results for eleven-year-olds improved in English, mathematics and science. Compared to similar schools, results were above average. Pupils' overall performance was at the highest level for three years in terms of the proportion that reached at least average levels in the tests.
2. The last inspection found that pupils were underachieving in many areas. This is no longer the case – given their starting points, the majority of pupils are achieving as well as they should in most subjects. In some areas they are achieving well. Inspection findings are as follows:

| Subject | Standards compared to national expectations | Achievement |
|--|---|------------------------------------|
| English | Well below average – but improving | Satisfactory |
| Mathematics | Well below average | Unsatisfactory |
| Science | Average | Good |
| Art and design | Average | Satisfactory- good in some aspects |
| Design & technology | Insufficient evidence | Insufficient evidence |
| Geography | Below average | Satisfactory |
| History | Below average | Satisfactory |
| Information and communication technology (ICT) | Average | Good |
| Music | Average | Good |
| Physical education | Above average | Good |
| Religious education | Well below average | Unsatisfactory |

3. In subjects that are largely practical, pupils' work is at expected levels and they achieve well overall. In subjects such as geography, history and religious education, weaknesses in planning and in pupils' literacy skills have an impact on their levels of attainment. Although standards in English have improved, pupils' skills in independent research are limited and their ability to express their understanding in written form is also weak.
4. In mathematics, underachievement is related to weaknesses in the way the subject is taught. In particular, not enough attention is paid to improving pupils' skills in mental mathematics and this hinders their progress. Good teaching in Years 5 and 6, and some intensive support before national tests are taken, result in pupils making up some lost ground at the top end of the school. However, even at this stage, as well as lower down the school, many pupils are not secure in basic number facts and operations.
5. Pupils with special educational needs benefit from well-targeted support. They generally make good progress and achieve well when work is well planned to support the targets on their individual education plans (IEPs). Pupils in the resource base who are not able to relate well to, or to understand, the impact of their behaviour on others, make satisfactory progress. They learn to collaborate with other pupils because of well-structured and planned activities.

Those pupils with very challenging behaviour make satisfactory gains in managing their behaviour. This is because of the skilful support given by teaching assistants which enables them to be fully included in planned activities and so experience the same learning opportunities as other pupils. The achievement of lower attainers in communication is satisfactory because of the patient use of techniques to enable them to begin to make informed and independent choices, for example in what they would like for a snack. The achievement of some higher attainers in reading and spelling is good.

6. Pupils who speak English as an additional language make good progress and achieve well when they are supported by members of the ethnic minorities achievement (EMA) team. In lessons where support is not available, progress varies. Where teachers make good use of resources and introduce and explain key vocabulary carefully, pupils' understanding of the subject improves. In some lessons, where work is not sufficiently adapted to take account of pupils' limited understanding of English, progress slows and some important ideas are not made sufficiently accessible to the pupils. The school does not analyse the attainment of different groups of pupils and thus is not in a position to rigorously evaluate the effectiveness of provision to ensure that all achieve as well as they should. However, underachievement by black Caribbean boys has been identified as a cause for concern and the school is taking steps to address this. The inspection found no differences in the attainment of specific group of pupils, whether from different ethnic minority groups, traveller families or refugees.
7. Children in the nursery make good progress in their time there. Those in the reception class also make good progress, particularly in their personal and social development and skills in speaking and listening. In the reception class there is a strong focus on improving children's skills in literacy and this is having a positive impact.

Pupils' attitudes, values and personal development

8. Most pupils, including those with special educational needs and those for whom English is an additional language, have a good attitude towards school. This is an improvement since the last inspection. Children in the nursery and reception class are very settled and secure and they respond very positively to the full range of learning activities. An example of this was seen during a music lesson when children in the nursery enjoyed taking part in a dance routine, going on a 'bear hunt' and playing percussion instruments. The majority of pupils of all races and backgrounds work and play happily together and they are involved well in established school routines. Most pupils are co-operative, friendly and polite towards adults. In all classes the majority of pupils are interested and keen to learn. Overall, the school is an orderly environment where most pupils are caring and supportive of each other. During lessons, most pupils concentrate well on their work and, when given the opportunity, they work well independently and in groups. However, time is often wasted during lessons due to a few pupils causing disruption and not listening sufficiently well to their teachers. This has a negative effect on their own achievements and on the progress of others.
9. Behaviour is generally good, especially in those lessons which are well managed and where pupils receive appropriate support. Since the last inspection the majority of pupils have responded well to the school's revised behaviour policy and they know the 'golden rules' well. The majority of pupils know what is expected of them and they show a good level of self-discipline whilst moving around the school. In the playground and during assemblies boys and girls and pupils of different races get on well together and are generally well behaved. The lunchtime meal is an orderly affair and most pupils behave politely as they sit together in the dining hall. Most pupils respond well to the school's positive approach to praising good behaviour and they are co-operative and involved. During lessons most pupils are keen to listen to their teachers and to answer questions. However, the school has a significant number of pupils with challenging behavioural problems, and lessons and other activities are

often disrupted by their noisy behaviour and poor listening skills. There are many pupils throughout the school whose narrow vocabulary and low attainment often inhibits their ability to express themselves clearly. Most pupils know the difference between right and wrong and are very respectful towards the cultural diversity within the school. Through the effective provision for personal and social education, stories and assembly themes, most pupils understand the need to care for themselves and for others. Pupils take care of the school environment and they are careful when handling resources. Although there are occasional incidents of bullying, pupils know that staff are readily available to help them with any difficulties. During the last academic year there have been seven exclusions which is a lower number than at the time of the last inspection.

10. Relationships are good amongst pupils and between staff and pupils. The very positive manner in which pupils of all cultures and backgrounds relate to each other is a strength of the school. Pupils with special educational needs and those with English as an additional language are very well integrated. During lessons, most pupils work well with partners and in groups and they share resources sensibly and co-operatively. The good relationships and inclusive ethos of the school make an effective contribution to pupils' progress and achievements.
11. Pupils' personal development is satisfactory, but is often inhibited by the need for tight behaviour management to maintain class control. Limited opportunity is provided for older pupils to take responsibility for their own learning and to develop their research skills. In all classes, pupils help as classroom monitors and older pupils act as playground friends and help with younger children in the nursery and reception classes at lunchtime. Representatives from each class are appointed to the newly formed school council and they value the opportunity to make suggestions for improvements to the life of the school. Older pupils are enthusiastic about their involvement in the publication of 'Whitmore's World' magazine and they are keen to improve its contents and presentation. For example, during a school council meeting, two Year 6 pupils decided to set up a suggestion box to encourage others to contribute ideas and articles for publication.
12. Personal development is a strong focus of the resource base. Through introducing the structure of the numeracy and literacy hours, pupils are prepared to cope with being included in mainstream classes. Demanding teaching which challenges pupils helps equip them to be sufficiently robust to cope with inclusion in mainstream classes. Once there, they are well supported so that they become increasingly independent.
13. Attendance levels are poor although the school works very hard to encourage regular attendance. Levels are well below the national average and unauthorised absence is high. A number of pupils take extended holidays to their country of origin during term time. Punctuality is a constant problem with a significant number of pupils regularly arriving late in the morning. However, the majority of pupils are punctual and ready for registration and lessons, which start on time. This has a positive effect on their attitude towards school and on their achievements and progress.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching is good and has improved significantly since the last inspection. During the inspection 57 per cent of lessons were good or better, including 18 per cent that were very good or excellent. Eight per cent of lessons were unsatisfactory or worse. Most of the unsatisfactory lessons were taught by inexperienced or temporary teachers. There is good teaching throughout the school and in most subjects but there is still too much variation in the quality – teaching ranges from excellent to very poor. Teaching in the nursery and reception year is consistently good and this ensures that children get off to a good start to

learning. Teaching in Years 5 and 6 is also consistently good and often very good, particularly in Year 6. This ensures that pupils make up some lost ground in their last two years in school and is leading to an overall improvement in the standards attained by eleven-year-olds. The teaching by special needs teachers, including those in the resource base, and by teachers in the EMA team is generally good or very good.

15. The quality of teaching in the nursery and reception is good. The teachers and the support staff have a good knowledge and understanding of the needs of the children in their care. They successfully provide a good range of opportunities for children's academic and social development by ensuring an appropriate balance of activities for direct teaching and exploration through play. Appropriate and challenging activities are set up in the classrooms which help to develop the children's independence and learning as they freely choose to move from one activity to the next. Assessment takes place throughout the day as children participate in these activities and this is used effectively for planning future lessons and setting challenging targets for future learning. Of particular note is the very good management of the children's behaviour. Teachers establish the rules and routines quietly, quickly and effectively which results in the children acquiring new skills and making very good progress in their personal and social development.
16. In Years 1 to 6, the best lessons have a good level of pace and challenge. Pupils are given a good idea of what they need to achieve, often by sharing the aims of the lesson with them at the start. Teachers plan carefully to meet the range of needs in the class so that higher attainers are given challenging activities and lower attainers have tasks adapted so that they can cope and succeed at what they are doing. Teachers pay careful attention to the vocabulary that they use, explaining what specific terms mean and encouraging pupils to use these themselves. This is a feature of successful teaching in science, for example.
17. There are three main areas of weaknesses in teaching, that are sometimes found even in lessons that are satisfactory – or good – overall. Sometimes time is lost because of the need to continually call pupils to attention. Tasks are sometimes not modified enough to meet the range of needs in the class – this means that higher attainers occasionally mark time in subjects such as mathematics but also that lower attainers struggle to cope with what they are asked to do. In some lessons in subjects such as history and geography, not enough attention is paid to ensuring that pupils understand the language that is being used. This affects the learning of those with English as an additional language.
18. The teaching of pupils with special educational needs is good and very good at times when they are taught individually or in small groups. Relationships between these pupils, teachers and support staff are good; adults place a strong emphasis on praise and celebrating pupils' successes, however small, thus boosting their self-esteem. Teachers are generally skilled in managing pupils with learning and emotional or behavioural difficulties. In the most effective lessons, work is carefully modified so that pupils can cope with the tasks they are given. On occasions, this is not done, and pupils struggle with activities that are too difficult for them or get through the task because they are guided by a teaching assistant.
19. The quality of teaching in the resource base is satisfactory overall and at times it is very good. The best teaching challenges pupils so successfully that it encourages them to go beyond their 'comfort zone' and so make very good gains in their learning. In a literacy lesson, a pupil who had grasped long vowels wanted to demonstrate her knowledge and understanding by spelling the word 'teeth'. The teacher knew that she could spell this word with considerable ease and gently, but persuasively, encouraged her to tackle the spelling of the word 'chair'. After a dogged resistance to being challenged the pupil responded to the high expectation of her teacher, arriving at a reasonably plausible spelling for 'chair'; she was delighted with her progress. Where teaching is satisfactory overall there are some shortcomings often because

IEPs are not used as effectively as they might be. For example, in a literacy lesson for lower attainers, the teaching assistant failed to use a very specific literacy target on a pupil's IEP to support him with his development of writing skills. Arrangements for the integration of pupils in mainstream lessons vary from good to poor. A Year 5 pupil made very good gains in collaborating with a peer through an interesting activity to find mini-beasts in a range of habitats. His gains in identifying the different features of different habitats was satisfactory because he was allowed to record his findings using a series of drawings. Where teachers lack confidence in dealing with autism, inclusion arrangements can be inappropriate and cause pupils some distress.

20. The quality of support provided by the EMA teachers is effective in the majority of lessons. This results in pupils consolidating their learning and making good progress. EMA teachers have good knowledge of the needs of individual pupils and use a range of skills and methods to motivate them and to maximise their learning. The grouping of a small number of pupils learning English as an additional language is used well to enable them to practise language in a meaningful context and make gains in key aspects such as vocabulary and grammar. There is often good collaborative teaching between class and EMA teachers. In a history lesson with Year 4, the class teacher provided excellent explanations of terms such as 'invasion' and used pupils' own experiences to distinguish between 'emigrate' and 'immigrate'. The EMA teacher used a timeline to help pupils to distinguish between different periods of history. Helpful questioning and clear explanation helped pupils to understand some of the characteristics of the past.
21. Despite overall good teaching, the quality of learning in Years 1 to 6 is only satisfactory. This is because many pupils do not yet have well-established work habits and teachers spend time reminding them of routine matters such as the need to look carefully at what is being demonstrated or to listen carefully to instructions. The high proportion of pupils with special educational needs, particularly with behavioural or emotional difficulties, also slows the rate of learning in some classes.

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

22. The school provides a broad curriculum that includes all the subjects of the National Curriculum and takes account of the national strategies for literacy and numeracy. Because of the low level of pupils' skills in English, the school makes this area a priority. The National Literacy Strategy has been effectively implemented and this is helping to raise standards. Additional sessions for teaching specific aspects of English also feature on the timetable, but these often occur at the end of the morning; for younger pupils the impact of these lessons is limited because by this stage they have been sitting still for too long. Efforts to raise standards in English have been aided by the effective support of the regeneration project that provides extra staff and expertise to help pupils raise their attainment through a specific reading programme. To do this, pupils come out of their normal lessons for an additional lesson that is taught by a specialist teacher. Although this withdrawal takes place at a different time each week, inevitably it has some impact on pupils' access to a full curriculum. The school and the project leaders are looking at every way to minimise the disruption. Early evaluation of the project indicates that it is meeting with considerable success in improving pupils' skills in reading.
23. The National Numeracy Strategy has been implemented, but needs some adaptation to meet the needs of the pupils. A higher than average time is allocated to mathematics to try to improve standards in this subject. In science, more time is allocated in Year 6 to allow pupils to catch up and prepare effectively for national tests. The heavy emphasis on English, mathematics and science means that there is less time than is allocated in most schools for

other subjects. This is making it difficult for teachers to cover all aspects that need to be taught and get pupils to expected levels of attainment. This has a negative impact on subjects like geography and design and technology.

24. Guidance on planning is in place for all subjects and this is an improvement since the last inspection. However, subjects such as design and technology and religious education lack a clear structure to ensure that pupils' skills are systematically developed as they move through the school. The new ICT suite is being used in the afternoons for lessons for all classes. However, the suite is not used and neither are computers in classrooms, to aid learning sufficiently in the subjects across the curriculum.
25. The curriculum is good for children in the nursery and reception classes. Good use is made of the recommended guidance for planning to provide an appropriate range of activities.
26. Good strategies are in place to enable pupils to access the full range of curriculum experiences. For pupils with special educational needs, additional support by teaching assistants is largely successful in ensuring that pupils are enabled to understand and participate in all activities. Provision for pupils in the resource base is satisfactory with a number of good features. The focus on building self-esteem and confidence is so successful that some pupils begin to recognise the benefits that come from requesting support, which they are able to do independently. Planning indicates that they access the National Curriculum at a level appropriate to their levels of understanding. A range of strategies is used effectively to modify challenging behaviour, to improve pupils' communication skills and to facilitate improved concentration.
27. Provision for personal, social and health education (PSHE) is satisfactory. The co-ordinator for this area of learning has only recently taken over responsibility and is currently developing a policy and an action plan for the school. Weekly lessons for PSHE and circle time are timetabled throughout the school and cover a range of moral and social issues. Good attention is paid to the cultural diversity of the school in selecting topics but teaching about these is often restricted due to a lack of resources. Satisfactory provision is made for sex education and drugs awareness for pupils in Years 5 and 6. A limited range of extra-curricular activities is available to older pupils and the school has identified this as an area for improvement.
28. Overall, the quality of provision for pupils' spiritual, moral, social and cultural development is good and has been well maintained since the last inspection. In all classes teachers contribute well to pupils' personal development through different areas of the curriculum.
29. Since the last inspection spiritual development has remained satisfactory. The school encourages pupils of all cultures to reflect on a set of values, principles and beliefs on which to base their lives. Pupils' contributions are valued and this effectively raises their self-esteem and feelings of wellbeing. Opportunities are provided during assemblies and in lessons such as science and literacy for pupils to reflect on aspects of their own lives and the wonder of the world around them. Limited opportunities are provided through religious education. Examples of spiritual development were seen in the nursery, for example, as children were introduced to percussion instruments and exhibited fascination and joy at the sounds they were able to make. Pupils in Year 2 have created a Book of Dreams inspired by their work on the life of Martin Luther King. Some of their poems are thoughtful and reflective with ideas such as 'I have a dream that people should be allowed to have the same rights without fighting for it and should share' and 'I have a dream that people go to the same school even if they have a different colour skin'.

30. Provision for pupils' moral development is good. The school promotes a clear moral code for behaviour and respect for the feelings and beliefs of all, whatever their culture and background. Teachers and other adults in the school have high expectations of pupils' behaviour linked to a firm and consistent behaviour policy. Staff are consistent and very effective in explaining to pupils how their actions affect the wellbeing of others and the importance of showing care and consideration. Pupils are encouraged to appreciate equality and to develop personal values. For example, during an assembly which was very well presented, pupils in Year 6 dramatised a story about the injustices of slavery which they ended with singing together 'I am determined to walk in freedom'. Throughout the curriculum, often using stories and discussion, pupils are given the opportunity to explore moral principles and values such as truth and justice for all.
31. Provision for pupils' social development is good. The school is an inclusive community where every pupil is valued and praised for their achievements. During lessons pupils are given plenty of opportunity to work in groups and with partners. For example, during a physical education lesson pupils in Year 4 worked well in small groups to create a dance sequence which they performed for the rest of the class. Pupils take on responsibilities within their own classrooms and older pupils act as playground friends and help to care for the youngest pupils at lunchtime. During assemblies pupils are provided with positive corporate experiences such as singing together and taking part in class presentations.
32. Provision for pupils' cultural development is very good. The broad ethnic diversity of the school is celebrated and valued with a focus on learning about a range of festivals and faiths. The school uses pupils' backgrounds well to enhance their learning, for instance through a regular focus on themes such as slavery and personal achievement. Pupils are provided with opportunities to gain an insight into the different cultures of the community in which they live through music, stories, paintings and artefacts. The school has been involved in 'black history' month and older pupils have studied 'Journeys to Freedom' which has helped them to empathise with characters in history. A range of books reflecting a diversity of cultures and the use of musical instruments from around the world promote learning well. Visitors into school such as the Mirage Theatre Company, Caribbean poets and a Turkish storyteller enrich the curriculum and support pupils' cultural development. Pupils go on a range of visits to places of educational interest such as the Florence Nightingale Museum which also enhances provision for their personal development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Since the last inspection the school has continued to provide all pupils with effective pastoral care. Satisfactory procedures ensure that all aspects of pupils' welfare and safety are well managed and monitored. In all classes, teachers and support staff know their pupils well and they are alert to their individual, physical and emotional needs. This makes a positive contribution to pupils' progress and their attitude towards school. There are good arrangements for supporting pupils who join the school during the academic year. Assessments carried out in their home language and additional support are used well to help pupils to be quickly integrated into their classes. The good support that pupils with special educational needs receive enables them to take part in all educational opportunities. Good induction procedures into the nursery and reception class ensure that children and their parents understand how the school operates and that children settle quickly into the established routines evident in a very happy and secure environment. Although pupils in Year 6 transfer to a number of different secondary schools, they receive good support to ease their transition into the next stage of their education.
34. The procedures for monitoring health and safety issues are satisfactory and have improved since the last inspection. The deputy headteacher and governors have overall responsibility

and a risk assessment is completed regularly and any concerns dealt with promptly. During lessons and in the playground pupils are well supervised and staff ensure that they are made aware of safe practices. Electrical equipment is checked regularly. Good provision is made for minor accidents with a number of qualified first aiders on site. Parents are contacted where necessary and accidents are well recorded. Regular fire drills ensure that all concerned know how to evacuate the building in an emergency.

35. The school follows satisfactory procedures for child protection. The headteacher and deputy headteacher work closely with the designated person in the close monitoring and recording of a significant number of pupils for whom there are concerns. All staff, including lunchtime supervisors, are familiar with procedures. New staff are made aware of health and safety and child protection arrangements. Satisfactory individual records are kept for all pupils and these are used well to support their personal needs.
36. Very good procedures are followed for monitoring and promoting attendance which the school works hard to try to improve. Computerised registers are completed accurately and consistently. Parents receive regular letters and pupils are constantly reminded of the importance of good attendance and punctuality and its effect on progress. A large number of pupils now attend the breakfast club and this has had a positive effect on the attendance of some pupils. Unauthorised absence is followed up promptly. Punctuality is monitored daily by a teaching assistant who records the names of latecomers. Pupils are rewarded with certificates for good attendance and punctuality. Classes with the highest weekly percentage for attendance win the Smartie prize and the clock prize for punctuality. However, there is no analysis of the impact of poor attendance on the attainment of individuals or groups of pupils and this is a weakness.
37. The procedures for monitoring and promoting behaviour are good. The school has adopted a positive behaviour management structure. In most classes this is well implemented and this ensures that the school is generally an orderly environment. There is a good system of reward and celebration and this contributes well towards raising pupils' self-esteem. Sanctions for unacceptable behaviour are used appropriately and pupils understand the steps that are taken if their behaviour is disruptive. The procedures for monitoring and eliminating bullying and racism are good. Any incidents are well recorded and dealt with promptly. The school's procedures for monitoring and supporting pupils' personal development are satisfactory. Staff know pupils well and their personal achievements are effectively recorded both formally and informally.
38. Good use is made of outside agencies to support and advise on provision for pupils with special educational needs. All staff share in the reviews of IEPs which are well matched to needs, including behavioural needs. For staff working in the resource base, access to quality support and training for working with pupils with autism is limited. The quality of speech therapy support is good, particularly in working to support teachers and teaching assistants confidence in using PECS². Assessment procedures for pupils in the resource base are satisfactory. Communication, personal development and social imagination needs are identified reasonably well and sharp IEP targets are written in response to these needs. Unfortunately these good IEPs are not used consistently to inform teacher planning.
39. Assessment procedures for English, mathematics and science have been improved considerably since the last inspection. Systems are now in place to track pupils' progress in these subjects as they move through the school. The information is used to set targets for pupils' learning in the short-term and for overall levels of achievement by each year group. Some analysis of information from standardised tests is used to identify areas for

² Picture Exchange Communication System – a way of helping children to communicate independently

development in individual subjects. Information from tests is also used to group pupils for targeted teaching – this is particularly effective in Years 5 and 6 where some intensive work leads to pupils achieving well in aspects of English and mathematics. However, there is no assessment in place for subjects other than English, mathematics and science. This has an adverse impact on pupils' progress in some areas; for instance in history, lack of information on pupils' levels of understanding means that work is sometimes provided that is inappropriate, particularly given the high proportion of pupils speaking English as an additional language.

40. EMA teachers use assessment well to inform their planning. The school's procedures for assessment serve well those pupils who are learning to speak English as an additional language. However, not enough use is made of this information by class teachers when planning work in subjects other than English – in particular to identify the levels at which pupils might cope with the language demands. There are no systems in place for collecting assessment information and analysing it in terms of ethnicity and the attainment of specific groups, such as refugees. Some work has gone on to analyse attainment by gender and strategies have been put in place to try to raise boys' self-esteem and levels of achievement, with some success.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school works hard to involve parents and maintains a satisfactory partnership with them. Parents are satisfied with the work of the school and feel that their children make good progress. Most parents consider that the school works closely with them and they feel welcome and part of the school community. The headteacher and senior staff are often in the playground as parents and children arrive in the morning and teachers are readily available to speak to parents at the end of the school day. The school recently sent out a questionnaire to parents to canvass their views on a range of issues affecting the life of the school and it was encouraged by the number of positive returns. The provision of lessons in English organised for parents and the 'training for life' course held in the school attract a small number of parents. Although some parents actively help their children at home with reading and homework topics, there are many who find it difficult to support their children's learning. Parents of children in the nursery and reception class provide good support for their children and many of them work closely with teachers to provide help at home. This additional support has a very positive impact on progress and standards of the youngest children. Parents of pupils with special educational needs are generally supportive and the school encourages them to attend all assessment and review meetings.
42. Younger pupils have home/school reading diaries that are taken home with books, but very little use is made of these as a communication between home and school. Some parents choose books regularly with their children in the library and in classrooms, and the school makes good provision to assist them with translations in community languages where necessary. A small number of parents help regularly with activities mainly in the youngest classes. More parents usually offer to help when pupils go out on visits, although some trips have been cancelled due to lack of support and parental help. The governing body parent/community committee took over the responsibility of organising small fund-raising events when the parent teacher association folded due to lack of support.
43. The quality of information for parents is satisfactory. Notice boards for parents contain a range of useful information including school policies and are well located in central areas. The headteacher provides regular monthly newsletters containing helpful information about organisation and events including a list of relevant dates. Good arrangements are made for translations in all community languages to be available for parents. Regular consultation evenings for parents provide good information about the arrangements for homework and

pupils' individual targets. Parents have the opportunity to see the work in classrooms and to talk to teachers about their children's progress. Although some class teachers provide parents with a list of topics to be taught each term this is not a consistent practice throughout the school. The reception class teacher provides helpful information to assist parents when listening to reading at home.

44. Reports to parents contain limited information about attainment and progress particularly in subjects such as history and geography. Parents feel that reports are detailed and those with children who have special educational needs welcome the fact that they receive two reports each year. Reports do not contain targets for improvement but the school provides parents with these verbally at consultation evenings. Since the last inspection the prospectus and governors' annual report to parents have been reviewed. The resulting documents contain a good amount of information about the school's aims and organisation and now meet statutory requirements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership and management of the school are satisfactory. The headteacher has a clear view of the strengths and weaknesses of the school and has taken appropriate steps to improve standards since the last inspection. She is aware of the future needs of the school and the ways in which it could be further improved. However, staff turnover, particularly of those teachers with key co-ordinator roles, has hindered the progress of some important developments. It has also resulted in the need to appoint new teachers to management positions. Where management arrangements have remained stable, for example in English, the standards have improved. Despite the number of new, and often inexperienced, staff the school has made progress. The headteacher has taken care in making new appointments, with the expectation that standards will improve further as the staff concerned consolidate their new positions. Overall, the subject co-ordinators are clear about their role and the ways in which they intend to continue to raise standards.
46. An area of improvement since the last inspection is the establishment of a more effective senior management team. Four senior teachers now meet with the headteacher on a weekly basis to discuss and plan strategies and actions for future development. There is a greater emphasis on a 'whole-school/team approach' for improvement. The senior managers have clearly defined roles and responsibilities and work closely with the headteacher in realising the aims of the school. Good management systems are now in place. The headteacher and deputy headteacher work effectively to ensure that the school runs well on a day-to-day basis. In the very near future the deputy headteacher will be further released from a heavy teaching commitment in order to assist teachers throughout the school by monitoring their work, providing demonstration lessons and identifying and sharing examples of good practice. The headteacher and senior managers have a shared responsibility for carrying out the monitoring procedures which identify individual and whole-school needs. These procedures include observation of lessons and analysis of pupils' work. The current focus is for the senior management team to evaluate the impact of recent initiatives upon standards throughout the school.
47. Arrangements for the induction of newly qualified teachers and new staff to the school are satisfactory overall. Some inexperienced staff lack practical guidance and support in issues related to behaviour management. This has a negative impact on the quality of teaching and learning in some classes.
48. The governing body is well organised and fulfils its statutory requirements. The governors are supportive of the headteacher and the work of the school. They have a good understanding of its areas of strength and weakness and the ways in which it might improve. Since the last

inspection, governors have increased their involvement in the school and are now more active in monitoring teaching and learning. Most subjects are supported by governors who visit to see lessons being taught and discuss progress with the co-ordinators.

49. Financial planning and management are good. A finance committee of governors in conjunction with the headteacher, carefully considers the budget each financial year. The administrative officer uses a computerised system to ensure that the finances of the school are kept in good order. Monthly statements are provided to enable the governors and headteacher to monitor the financial situation on a regular basis. The current underspend of funds is identified for the planned improvements to the nursery and reception class accommodation and resources. This is an ambitious, but much needed, project to improve the provision for the youngest children.
50. The co-ordinator for special educational needs is recently appointed and her availability is restricted because she is also a reading recovery teacher. However, she is involved in advising on the setting of targets for IEPs and is making progress on systems for tracking pupils' progress. The governor with responsibility for special educational needs is well informed and very supportive. Funds for pupils with special educational needs and classroom support are well used. The support given to these pupils is good and is reflected in the good progress they make through the school. Teaching assistants play an effective role in supporting pupils with special educational needs in mainstream classes. There are occasions, however, when not enough support is available to manage the minority of pupils with behavioural and emotional difficulties and this has an adverse impact on the quality of teaching and learning in some lessons with whole classes and with groups withdrawn for specific teaching.
51. Leadership in the resource base is good. However, communication systems are not always effective when pupils from the resource base are included part-time in mainstream classes. Not all mainstream teachers are trained to include pupils with autism in their classes, but this has to be seen in the context of the difficulties surrounding the recruitment and retention of teachers in an inner city school. Staff in the resource base are developing their skills in working with pupils with autism, but opportunities for training and building their knowledge in specific approaches for working with pupils with autism are limited. There are sufficient teaching assistants but they have not been trained in restraint techniques, although they have to manage some very challenging behaviour.
52. The school applies the procedures for 'best value' in respect of its financial administration and purchasing procedures. Spending decisions are carefully scrutinised by the finance committee. Senior managers, subject co-ordinators and class teachers submit proposals for financial support prior to finalisation of the budget each year. Learning resources are satisfactory overall and used effectively. Monitoring systems are well established to ensure that funding is used for the designated purpose and within a particular timescale. The school improvement plan is costed and linked to the priorities.
53. The accommodation is good and is generally well maintained. Since the last inspection improvements have included the provision of an attractive new library which is beginning to be used effectively as a teaching area. The three-storey accommodation is spacious and provides a good amount of teaching space for the number of pupils on roll and the delivery of the National Curriculum. The design of the building is unsuitable for pupils with physical disabilities and would not allow access to all areas of the school. In classrooms and most central areas displays of pupils' work, pictures and artefacts present an interesting and stimulating environment in which to learn. The large central hall on the first floor is well used and provides a good amount of space for assemblies and physical education. The ICT suite is good but is underused. The resource base provides good facilities and sufficient teaching space. Artists in residence have worked with pupils on a variety of murals on outside walls, and this has improved the school environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to further raise standards, governors, the headteacher and staff should now:

- (1) Raise standards in mathematics and religious education by:
 - improving the quality of teaching in both subjects;
 - ensuring that planning meets pupils' needs and levels of understanding.
(Paragraphs 84-87, 126-129)
- (2) Extend the use of ICT to support learning across the curriculum by:
 - improving staff confidence and expertise in using ICT as a tool for learning;
 - identifying opportunities to use ICT in planning for other subjects.
(Paragraphs 24,53,111,116)
- (3) Extend current assessment systems to:
 - include all subjects of the curriculum;
 - particularly focus on pupils' skills in understanding key ideas in each subject;
 - introduce analysis of data to track how well different groups of pupils are doing.
(Paragraphs 6,39-40)
- (4) Improve pupils' skills in literacy through work in subjects such as history and geography by:
 - teaching research skills to enable pupils to extract and re-present information;
 - raising awareness of the specific demands of the language associated with each subject.
(Paragraphs 77,107,110)

Minor issues

Allow adequate time for the teaching of design and technology and ensure that there is clear guidance on planning.

Continue to seek ways of enabling key senior staff to monitor, evaluate and support the work of colleagues through the school.

Continue with the efforts to improve attendance levels and punctuality.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

| |
|----|
| 80 |
| 19 |

Number of discussions with staff, governors, other adults and pupils

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 12 | 31 | 29 | 5 | 1 | 0 |
| Percentage | 3 | 15 | 39 | 36 | 6 | 1 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 26 | 361 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 183 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 28 |
| Number of pupils on the school's special educational needs register | 3 | 108 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 204 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 61 |
| Pupils who left the school other than at the usual time of leaving | 46 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 7.4 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|-----------------------------|-----|
| School data | 1.7 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 22 | 34 | 56 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 11 | 13 | 16 |
| | Girls | 20 | 25 | 27 |
| | Total | 31 | 38 | 43 |
| Percentage of pupils at NC level 2 or above | School | 55(55) | 68(50) | 77(67) |
| | National | 84(84) | 86(86) | 90(91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 15 | 18 |
| | Girls | 24 | 22 | 26 |
| | Total | 36 | 37 | 44 |
| Percentage of pupils at NC level 2 or above | School | 64(52) | 66(70) | 79(52) |
| | National | 85(85) | 89(89) | 89(89) |

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

Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 22 | 23 | 45 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 15 | 20 |
| | Girls | 15 | 14 | 18 |
| | Total | 32 | 29 | 38 |
| Percentage of pupils at NC level 4 or above | School | 75(52) | 69(46) | 86(65) |
| | National | 75(75) | 73(71) | 86(87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 15 | 18 |
| | Girls | 12 | 13 | 13 |
| | Total | 22 | 28 | 31 |
| Percentage of pupils at NC level 4 or above | School | 49(46) | 62(46) | 69(54) |
| | National | 73(72) | 74(74) | 82(82) |

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

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 70 | 1 | 0 |
| White – Irish | 5 | 0 | 0 |
| White – any other White background | 0 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 1 | 0 |
| Mixed – White and Black African | 0 | 3 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 | 0 |
| Asian or Asian British - Indian | 5 | 0 | 0 |
| Asian or Asian British - Pakistani | 1 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 3 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 40 | 2 | 0 |
| Black or Black British – African | 103 | 0 | 0 |
| Black or Black British – any other Black background | 44 | 0 | 0 |
| Chinese | 14 | 0 | 0 |
| Any other ethnic group | 76 | 0 | 0 |
| No ethnic group recorded | 0 | 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 22 |
| Number of pupils per qualified teacher | 16.4 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 22 |
| Total aggregate hours worked per week | 552 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 25 |
| Number of pupils per FTE adult | 11.3 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|----|
| Number of teachers who left the school during the last two years | 17 |
| Number of teachers appointed to the school during the last two years | 26 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 3 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 3 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2001/2002 |
|----------------|-----------|

| | £ |
|--|-----------|
| Total income | 1,381,025 |
| Total expenditure | 1,335,543 |
| Expenditure per pupil | 3451 |
| Balance brought forward from previous year | 52,021 |
| Balance carried forward to next year | 97,503 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 393 |
| Number of questionnaires returned | 77 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 70 | 29 | 1 | 0 | 0 |
| My child is making good progress in school. | 45 | 48 | 5 | 0 | 1 |
| Behaviour in the school is good. | 52 | 35 | 8 | 1 | 4 |
| My child gets the right amount of work to do at home. | 34 | 35 | 10 | 10 | 10 |
| The teaching is good. | 52 | 39 | 4 | 0 | 5 |
| I am kept well informed about how my child is getting on. | 43 | 35 | 17 | 1 | 4 |
| I would feel comfortable about approaching the school with questions or a problem. | 56 | 32 | 3 | 0 | 9 |
| The school expects my child to work hard and achieve his or her best. | 65 | 27 | 4 | 0 | 4 |
| The school works closely with parents. | 45 | 35 | 14 | 0 | 5 |
| The school is well led and managed. | 49 | 39 | 3 | 1 | 8 |
| The school is helping my child become mature and responsible. | 56 | 32 | 5 | 0 | 6 |
| The school provides an interesting range of activities outside lessons. | 29 | 31 | 10 | 8 | 22 |

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

55. Provision for children in the nursery and reception classes is good overall. This is an improvement since the previous inspection.
56. Children enter the nursery class with very low levels of attainment, particularly in communication skills. Only about half the children who go into the reception year have the benefit of nursery experience. In the reception classes the children's levels of achievement overall are well below those generally found. Children make good progress throughout the Foundation Stage. However, despite this good progress, because many begin from such a low base, their attainment is still below the expected levels in four of the six areas by the end of the reception year. A high proportion is on course to attain expected levels in their personal and social development, giving them a good basis for future learning. The majority is also on course to attain expected levels in physical development.
57. The quality of teaching in the Foundation Stage is good. The teachers and support staff work as an effective team. All staff plan the curriculum together to ensure that the children gain worthwhile experiences in all the recommended areas for learning. A wide range of activities is provided and children move freely from one to another which develops their independence and self-confidence. Teachers are aware of the need to ensure that all children are supervised and supported in their learning throughout the day and, therefore, the involvement of the support staff is jointly planned and monitored. This generally helps to make certain that their time and skills are utilised to support all of the children in their learning. All staff work with specific groups and join with activities that the children have selected independently, encouraging and helping individual children in their activities in order to extend their learning. Most areas of learning are well provided for. The plans to improve the classrooms and outdoor facilities are well developed and should provide excellent opportunities to further extend the learning opportunities for the children. The school has recently appointed two part-time teachers who share responsibility for co-ordinating Years 1 and 2 and the Foundation Stage. It is too early to make judgements on the impact of their leadership and management in the nursery and reception classes.

Personal, social and emotional development

58. On starting in the nursery most children are not communicative and have personal and social skills below the standard for their age. During the Foundation Stage the teachers and other adults are skilful in the way they help children to become more confident and independent so that they choose their own activities and begin to form friendships and play happily alongside each other. In the nursery class the parents come in with the children and join them for a few minutes in the first activity. This not only helps to provide a quiet and orderly start to the day but also helps parents to learn more about the ways in which the children are educated.
59. Teaching and learning are good and expectations are high. Children quickly learn to follow the classroom routines and behave well. They usually tidy up after themselves and dress and undress for physical education with little help. There are good opportunities for children to develop skills in learning to share and co-operate with each other. For example, nursery children in the outside area took turns to ride the wheeled toys whilst learning the rules of the road at a zebra crossing during a role-play activity. In reception, children helped each other to arrive at the correct answer to the teacher's questions during the reading of a story.

Communication, language and literacy

60. Most children enter the Foundation Stage with very poor communication skills in English. As a result of the good teaching they receive, and the many opportunities that are provided to develop their vocabulary, the children make good, rapid progress. Adults are good at encouraging responses from children, asking questions and praising children for their efforts. This results in children listening attentively to their teacher and to each other and developing both their understanding and use of language.
61. Children listen attentively to stories and respond enthusiastically. Through good use of stories they are helped to learn to recognise sounds and individual words. In one activity, a group of higher attaining reception children read words describing colours and wrote them in the correct place in their books. In another, children were independently reading very simple books. As they become more confident children are encouraged to write words on their own. In the nursery, children made their own version of a storybook by writing simple words to complete a sentence. In reception children write words to label their drawings and use short sentences to compare forms of transport on a remote island with transport in a busy city. Overall, good opportunities are provided for children to develop their early literacy skills. They practise writing independently and look at books in the reading areas or listen to pre-recorded story tapes. However, children will still be working towards the expected levels when they enter Year 1.

Mathematical development

62. Children's understanding of mathematical ideas is poor when they start nursery. Overall, they make good progress and improve their understanding of basic number as they show in registration sessions at the start of the day. These times are well used to develop children's understanding of time and number. Good questions are asked by the teachers that require, for instance, children to count the number of days so far this week or the number of special awards given to each child that are marked on the wall. These and other activities, for example, play in 'the shop', help children to become more aware of the use of number in everyday situations.
63. Teaching and learning are good because the activities provided are appropriate to the levels of achievement of individual children and their experience. Children's displayed work in number, time, money, shape and space demonstrates a good rate of progress since the start of term. They are provided with an adequate range of resources that are used effectively to learn about two-dimensional and three-dimensional shapes, money, size and weight. In one good activity, a teacher used a variety of differently weighted toy cars which were released down a short ramp. The teacher was effectively developing the ability of the children to predict by asking them which one would travel the furthest and to draw conclusions, with some success. Aspects of the numeracy strategy are used to good effect; for example, when practising counting forwards the teacher questions the children rigorously which ensures a good knowledge of their understanding and keeps the group focused on the task.

Knowledge and understanding

64. Teaching and learning are good. All children develop their skills in the use of tools, for example scissors, pastry cutters, glue spreaders and large needles. With good support they make good progress as they experiment with a range of materials and construct large and small objects. In the nursery, some children made recognisable objects that represented a 'treasure box', a 'tower' or a 'musical shaker'. In the reception class, following the reading of a story, a large representation of an ostrich had been constructed by some children. The higher attaining children were extending their skills by constructing models of fish by sewing shapes together with a large needle.

65. The good displays around the classrooms showed that children have the opportunity to learn about the human body, growth of plants, the four seasons and festivals that are celebrated in religions from around the world. Overall, the children are encouraged to use their five senses to explore their world in a range of activities. As a result, they become confident, for example, in expressing preference for new foods that they try. Some described as 'smelly' the pictures that they made from the peelings of vegetables used for a cooking activity. They observe differences in what they see when using mirrors or magnifying glasses.
66. Children enjoy using computers and good use is made of these to support learning across the curriculum. Children are confident and enthusiastic when using the mouse to construct pictures or solve problems through the use of appropriate computer software.

Physical development

67. Teachers provide a broad range of activities and, with good teaching, children make good progress in their physical development. Nursery children play safely on wheeled toys and have the control to avoid others using the outside area. The majority of children in the reception class are able to undress and dress themselves before and after a physical education session. They demonstrate reasonable control of their body movements and responded correctly to extend movements 'shorter' or 'longer'. Many can jump, hop and skip in a controlled manner.
68. Children learn to handle tools, objects and materials safely and with increasing control. The wide range of activities, which include Play-Doh, Sticklebricks, sand, paint, Play-People, cutting and sticking, helps children to develop their control of smaller objects and tools.
69. All children are encouraged to recognise the importance of keeping healthy. The adults provide good role models each day as they join with the children in eating healthy food during circle times when fresh fruit is handed to each child and adult to eat during the session. Children show good awareness of space, of themselves, and of others as seen on those occasions when required to form a line or move into a circle which they do quickly and without fuss.

Creative development

70. Children make good progress as a result of the good teaching they receive throughout the Foundation Stage. The emphasis is on providing a wide range of materials, such as paint, glue and crayons which are always available for children to express their ideas and observations. They learn to explore and understand colour and use the materials for appropriate occasions, for example in representing traffic lights.
71. Children are provided with a range of opportunities to participate in music-making activities. In one very good lesson, the nursery teacher skilfully combined music and movement to develop the children's creative abilities. As well as learning to move, clap and respond to instructions in rhythm the children had opportunities to experiment with musical instruments which were 'conducted' by a child who required them to play fast and slow.
72. During the inspection, little use of the role-play and dressing up areas was observed. Costumes and props are somewhat limited. On the few occasions when children were observed dressing up for role-play, opportunities to develop their language and imagination through structured adult support were missed.

ENGLISH

73. Standards achieved by seven-year-olds are well below average, although there is evidence of improvement, in particular by higher attaining pupils and in the area of writing. This is reflected in the results of national tests over the last two years. At the age of eleven, standards are still well below the national average, but compare well in relation to those attained in similar schools. Pupils are making good progress, particularly in Years 5 and 6. The general trend shows good improvement since the last inspection.

Speaking and listening

74. Many children enter the school with poor language skills, and a high proportion do not have English as their first language. Many pupils joining the school after the age of five have limited skills in speaking English. The school provides a good deal of support for these pupils. Pupils generally listen attentively, in their classrooms, in small groups and in assembly. The large number of support staff make good efforts to ensure that all pupils are actively engaged in class discussions and listen carefully to instructions given by the teacher.
75. Most pupils show a willingness to respond to questions and join in discussions enthusiastically. A few pupils at age seven are still struggling with basic English, and their sentences are short and limited in vocabulary. Support work is mainly based on word recognition and sounds of letters, and more opportunities are needed for these pupils to engage in richer conversation. By the age of eleven, many have made good progress and are able to enjoy each other's contributions to lessons, often offering suggestions for improvement or praise. One Year 6 pupil, after listening to a poem read by one of her peers, announced that it had her on the edge of her seat. There was spontaneous applause in one class after a contribution from a pupil with learning difficulties. However, there are still some eleven-year-olds, particularly those who have entered the school after the age of five, for whom speaking is a struggle; this inevitably impedes their progress in English. In some classes the overriding emphasis on class control limits the amount of talking allowed. However, in classes where the teachers are confident in class management, there is lively and well controlled debate. This is particularly good in Year 6.

Reading

76. Pupils enjoy reading and the recent establishment of a new library, although at present under-used, has focused attention on this area. There is a good supply of reading materials at all levels, including some with dual language and some specifically aimed at boys, such as David Beckham's biography and pupils regularly take books home. In recognition of the poor standards in reading and the difficulties some children have with language, a good deal of support has been introduced, and pupils are regularly withdrawn for groups such as Reading Recovery, ELS (Early Literacy Support), and ALS (Additional Literacy Support). The co-ordinator has spent a great deal of time planning support programmes and is systematically monitoring the effect on standards. However, the information gained is not shared regularly with the co-ordinator for special educational needs or other key staff in order to agree common targets for individual pupils.
77. At the age of seven standards are low for the majority of pupils, but some are beginning to read freely, and can talk about the component parts of a book, such as the index, and the author. They use books to find out information and can predict the end of a story read aloud to them. By the age of eleven, standards, though still low, are rising, and pupils have greater understanding of the characteristics of a book, such as whether it is fiction or non-fiction. Pupils are beginning to tackle unknown words successfully, often using the sense of the text rather than picture or sound cues, as happens earlier. Many can discuss the plot and characterisation of a story and predict the outcomes. However, pupils' skills in using books to

find information are generally very limited. The co-ordinator has put together a comprehensive stock of reading resources so that teachers can readily find suitable books to support the teaching of specific skills.

Writing

78. Writing is the area showing most improvement with standards achieved by pupils at age seven comparing satisfactorily with schools in similar situations. Higher attaining pupils are making good progress to reach average levels in their reading skills. Pupils successfully use structured materials to help them to organise their written work and are learning how to put a story together. The formation of their handwriting is immature and pupils do not attempt to join their letters. Some pupils struggle to complete a sentence of more than three words, and attempts at sequencing ideas are still at a simple stage. Most pupils identify upper and lower case letters successfully and the majority can write their names.
79. By the age of eleven, many pupils have neat, well-formed, joined up writing and work is well presented. However, lower attaining pupils are still in the early stages of attempting to spell common words, make no use of adverbs or adjectives, and some take little pride in their work. They have difficulty in using the past tense, using 'wented' or 'goed' for 'went'. There is little extended writing in pupils' books, although there were some good examples of this on the walls. Pupils at higher attaining levels make creditable attempts at spelling unknown words by trying them out in their books, or using dictionaries and word banks.
80. Some imaginative methods of teaching writing were seen, such as compiling 'Our Book of Dreams', using the life of Martin Luther King as the stimulus. Where writing is taught well, pupils learn to write for different audiences and in different styles. A good example of this was a Year 6 class re-telling Cinderella's story in the first person in which one pupil wrote, 'my life was one rushed schedule!' A Year 4 class wrote poems based on the witches from 'Macbeth', one pupil beginning 'double double soil and jumble'. A group of pupils runs the school newspaper, 'Whitmore's World', requesting items of news, biographies and interviews, much of which is put together on the computer. This is giving pupils' written work a high status as the newspaper is published and circulated throughout the school and sent home to parents.
81. Teaching of English overall is good, with some very good examples in Years 3 to 6. Where it is very good, lessons have a good pace, activities are well planned to match the pupils' levels of understanding and there is a purposeful attitude from both staff and pupils. Teachers use skilled questioning to include all pupils and have high expectations. Good work at all levels is celebrated and pupils work enthusiastically together, often using each other as 'marking partners'. Where teaching is less good, it is often at the end of the morning in the extended literacy sessions, or it is where constraints of discipline prevent children from talking freely and working collaboratively. Planning is good, with consistent documentation, and all staff are knowledgeable about their subject and the format of the literacy hour. Teachers provide good examples of language for the pupils, know their classes well, and treat all pupils with courtesy and respect. There is some limited use of the ICT to generate ideas for written work. There are some inconsistencies in marking, and lack of written evaluation on written work means that it is often difficult to assess a pupil's skills in producing it.
82. The subject is well co-ordinated by a senior member of staff who has a clear vision for the future. He is extremely aware of standards throughout the school, keeps comprehensive and accurate records, and has made sensible predictions based on analysis of pupils' progress to date. He works very hard to support staff by providing systems and resources. He has been pro-active in obtaining funding and additional support and using it judiciously. For example, volunteers from a firm of solicitors come in to the school to hear children read, targeting

underachieving readers. This had a very positive effect on the results of those children in the tests in 2002.

83. The co-ordinator is well supported by the literacy consultant and indications for the future development of English in the school are positive.

MATHEMATICS

84. Standards attained by pupils at the end of Year 2 are well below average. At the end of Year 6, standards have improved (since the last test results) to below – rather than well below – average levels. However, the improvement is largely due to pupils in Years 5 and 6 making up lost ground. Pupils do not make progress at a consistent rate as they move through the school and overall they are not achieving as well as they should. There are three main reasons for this:
- the variation in the quality of teaching;
 - lack of adaptation of the guidance from the National Numeracy Strategy to suit the needs of the pupils;
 - a lack of focus on the teaching of mental skills and strategies for calculation.
85. By the end of Year 2, only the small group of higher attaining pupils are working at expected levels. The majority of children are still coming to grips with addition and subtraction up to 100 and are not secure on basic number facts – for instance, some still use their fingers to work out the difference between seven and ten. Pupils have limited knowledge of multiplying numbers by two, five and ten. The low level at which they are working means that they struggle with solving problems, often not recognising the processes that they need to use to arrive at an answer. Higher attaining pupils use a range of methods to add two numbers up to 100, are beginning to recognise the value of tens and units and use standard units to accurately measure length.
86. Work of pupils in Years 3 and 4 is still well below average. In Years 5 and 6, good teaching and the grouping of pupils according to their levels of understanding (so that teachers can target work more effectively) means that standards improve. The majority of pupils use the four operations in calculations. They double and halve three digit numbers, increase numbers by 10 and 100 and show an early understanding of decimals to two places. Higher attaining pupils are working well up to average levels. They use what they know to solve problems, for instance using doubling and halving a series of numbers to calculate percentages. They understand the relationship between fractions, percentages and decimals and calculate the perimeter and area of irregular shapes.
87. Teaching is satisfactory overall, but it varies from unsatisfactory to excellent. Lessons generally have three main parts, as recommended by the National Numeracy Strategy, but the first and last sessions are usually weaker than the main part. Too often the opening part of the lesson is concerned with giving children number problems without talking about the various strategies that might be used to work out an answer. In some lessons, not enough is done to involve all the pupils in mental calculations – for instance by asking them to show their answers using number cards. Review sessions at the ends of lessons are often used to revisit the learning aims that teachers explain at the beginning – this is helpful in encouraging pupils to see the purpose of what they have been doing. Again, however, there is not enough exploration of the processes that have been used and reinforcement of learning about number as pupils show their completed work.
88. In the more effective lessons, teachers ‘talk maths’ all the way through. In a lesson with Year 5, pupils successfully learned to tackle some work on the value of the digits in six figure numbers. The teacher set a high level of challenge, but by checking pupils’ written answers

on their individual whiteboards, she was able to assess how well they understood the idea. She wrote the right answers on a large whiteboard but, more crucially, she explained, and involved the children in explaining, what each digit represented. This was followed by the exploration of a strategy for subtraction based on place value. Good demonstration by the teacher gave the pupils a good view of how to tackle their individual tasks. In the main parts of lessons, teachers give clear instructions of what pupils need to do, activities are well organised and adults are well deployed to support different groups. Planning is generally based on the numeracy strategy guidance, but teachers often do not modify this sufficiently to match the needs of the pupils. As a result, too much is attempted in some lessons – not enough account is taken of the weaknesses in pupils' skills in calculation which slows their work rate and this means that sometimes they are given work that is too difficult. For higher attaining pupils, there is sometimes a lack of challenge in the work that they are set, because they start at the same point as the rest of the class with some more challenging work coming later. They do not always have enough time to do this and in some lessons they are marking time.

89. Developments in the subject have been hindered to some extent by gaps in management. The last co-ordinator was in post for a year and there is no co-ordinator at present. However, a teacher already in the school will take over responsibility for the area next term and has already put together a sensible action plan to improve teachers' subject knowledge and to make more effective use of assessment information for target setting.

SCIENCE

90. Standards attained by pupils at the end of Year 2 are below average; at the end of Year 6 standards have improved to generally average levels. This improvement is largely due to pupils in Year 5 making speedier progress as they are more focused on learning and are organised into teaching groups based on their levels of understanding. In Year 6, progress is even more accelerated as there is increased time for teaching science and the groupings prove to be even more effective. There has been a significant improvement since the last inspection in the standards attained by pupils at the end of Year 6. This is the result of an increased focus on investigative and experimental work and good teaching.
91. In Years 1 and 2, pupils make progress in their lessons but often at a slow rate. Sometimes this is because teachers have to spend time ensuring that all the pupils are prepared to learn and are listening and following instructions. Encouraging pupils to understand how to do this often takes up a good deal of the teaching time. These sound behaviour strategies pay off in the long run, so that pupils maintain satisfactory progress through Years 1 to 4, accelerating a little year on year.
92. There is, however, a negative impact on the rate of learning. By the age of seven, pupils are expected to start thinking scientifically and to undertake practical activities independently or in small groups. As many are not focused on their learning, teachers understandably do not feel it wise to allow them too much opportunity to take their own decisions and pupils tend to be kept together as a class. By the end of Year 2, only about a third of the pupils are working at expected levels. The majority of pupils still need the help of an adult to tackle experimental work. The prediction of results and the drawing together of conclusions are done as a class activity so that the higher attainers can share their thinking with the other pupils. This is effective in promoting pupils' speaking skills and extending their ability to explain scientific ideas.
93. By the age of eleven, pupils are generally able to carry out simple experiments thoughtfully and systematically. They listen carefully to teachers' instructions and organise their tasks well, particularly when working in pairs. Teachers are clear about the importance of sensible

working practices because of safety issues and all pupils comply with expectations. In practical activities there is a healthy buzz of discussion as pupils make careful observations. They discuss findings with their partners to sharpen up their ideas and carefully record their observations, often using simple captions by diagrams. Lower attaining pupils need help from adults to formalise their conclusions, but often produce clear, simple statements that demonstrate their understanding. Pupils often apply their knowledge well in practical tasks. They show a lively interest in the world of science and enjoy establishing principles that explain what they have found.

94. Teaching is good overall; some lessons with the older pupils are very good. Lessons are well prepared and teachers generally have sufficient specialist knowledge to deal not only with the content of the lesson but the unexpected question by a pupil. At the beginning, teachers clearly explain what the lesson is about and what pupils are going to do throughout. However, what is planned does not always take place. On these occasions, the end of the lesson can be unsatisfactory for all, as exciting work has to be left for another day. When lessons proceed according to plan, teachers review with the pupils what has been done and reinforce key learning points.
95. In the more effective lessons practical work is at the heart of the learning. Pupils like doing experiments but often need a good deal of guidance to enable them to experience success. In Year 4, a well-planned lesson took a long time before real learning of science took place. Pupils were to go into the grounds and identify animals and search for their habitats. They were excited by the prospect of going outside to research, and the teacher had to stop them again and again to ensure sound conditions for learning and to establish suitable behaviour. In the end, the outcomes of the lesson were achieved, but it took twice as long as it would have done in some other schools. By contrast, research in Year 6 into heating and changing the state of common materials was extremely well carried out. Behaviour was very good, pupils worked sensibly, taking full account of health and safety procedures, and learning progressed at a rapid pace. Pupils were observant, recorded their observations well, and almost all in a higher attaining group were able to draw good conclusions. Here, attainment was in line with average levels and progress was very good. Pupils enjoyed the lesson because it was good science and they also enjoyed tasting materials, such as chocolate, as they changed state.
96. As in other subjects, developments have been restricted by the changing staff. Currently there is no co-ordinator, but the deputy headteacher, herself a science specialist, is successfully leading the work. The action plan has been well thought through and developments have led to an improvement in standards. Staff feel well supported, and the coverage of the curriculum has improved. Some new teachers are real experts in the subject and this bodes well for further improvements. Teaching assistants are well versed in supporting practical work, getting out the equipment, helping to support group activities and then clearing away at the end. This enables the teacher to concentrate on pupils' learning and ensures a quick response when help is needed. Science teaching usually takes place at the end of the morning or for part of the afternoon and often the use of equipment and staff is concentrated into a narrow time frame. Although staff manage this well, it means at times that work has to be carried over from one session to the next and some of the momentum of good practical activities is lost.

ART AND DESIGN

97. Only two lessons were observed, so a firm judgement on teaching is not possible. However, on the basis of work seen in these lessons and around the school, standards are in line with expectations. This is a similar judgement to the last inspection. There is some good and very good work in observational drawing. Sketchbooks are used well and pupils enjoy the subject.

98. There are opportunities for pupils to paint, draw, make collages, and experiment with various media, textures and materials, such as straw, string and cellophane. The locality is used as a focus, as in a visit to Hoxton Market, where photographs from the digital camera were used to inspire a display of painted fruit for a stall in the classroom. Some pupils in a Year 4 class had done some good work on the use of black and white linked to shadows, comparing it to black and white pictures of 'The Laughing Cavalier' and L.S.Lowry's 'The Canal Bridge'. In a Year 2 class, there were some effective self-portraits.
99. There are many examples of celebrating the art of other cultures, such as a display of Indian prints. The work of classical artists like Monet and Odilon Redon are studied and emulated. Pupils' work is displayed well, with bold labelling, often inviting a response from those who view it. All classrooms have an art and design area and a wall for display, and resources are in good condition and plentiful. There is little use of ICT to support the subject and only a few programs are available at the moment. Staff do, however, make use of the Internet for their own research.
100. Until this term an artist in residence has worked regularly in the school and he is due to return next term. This gives groups of pupils the opportunity to represent their ideas and observations in a range of media. A large arts room on the top floor houses both music and art resources and provides a good facility for large scale and collaborative work.
101. The co-ordinator has recently taken up the post and has many ideas for the future. She works well with the music co-ordinator and they plan to apply for the Arts Mark³. This has necessitated a complete audit of the subject and the production of an action plan. She has started to introduce an assessment system based on national guidance material. She has also prepared resource boxes, for example for three-dimensional work, which assists teachers in finding equipment readily. She has given good support to an inexperienced member of staff by demonstrating a lesson and working alongside her.
102. Visits take place to extend pupils' knowledge of the subject, for example to the National Gallery. Some pupils benefit from a free workshop organised by the Prince's Foundation in the summer holidays.

DESIGN AND TECHNOLOGY

103. Progress since the last inspection is unsatisfactory, as pupils are not gaining a sufficiently systematic delivery of the National Curriculum to fully meet requirements. In Years 1, 2 and 3, design and technology and art and design are alternated each half term on the timetable. All classes were on the art element of the planned modules. In Years 4, 5 and 6, design and technology is taught as a block each term during the assessment week. It was therefore not possible to see any lessons during the inspection. There were some displays of completed work available, but no evidence of the accompanying designs, so it is not possible to make a judgement either on the standards attained, or the quality of teaching.
104. The new co-ordinator is using national guidance to support planning for particular projects, but teachers select the parts that they want to teach. As a result, there is no clear planning for the development of pupils' skills in the subject as they move through the school. A range of experiences are planned and these cover a suitable range of materials and processes. In Years 1, 2, 3, 4 and 5 some display work indicated that pupils have some experience of practical design and making.

³ A nationally recognised award for schools making outstanding provision for the teaching of the creative arts

105. The co-ordinator has identified a clear need to train teachers further in the delivery of the National Curriculum and recognises that they need more help in gaining the full understanding of what they have to teach and how to teach it. In addition, the assessment of pupils' capability in design and technology is underdeveloped.

GEOGRAPHY AND HISTORY

106. Although only a few lessons were seen, analysis of work, teachers' planning and discussion with pupils indicates that attainment by the end of Years 2 and 6 in history and geography is below national expectations. However, given their starting points, the majority of pupils achieve satisfactorily in both subjects with the rate of progress being maintained since the last inspection.

107. In geography, pupils in Year 2 identify aspects of land use using the Isle of Struay map. They begin to develop understanding of the use of different buildings and draw on their knowledge of the local area to identify similarities and differences. However, many of the pupils' verbal responses are tentative and whilst higher attainers describe features with some detail, the majority needs a lot of prompting. Pupils' written work shows limited understanding; much consists of colouring and when they list features of different places no further conclusions or observations are identified about the character of different places. In history, pupils note brief aspects of the life and work of Florence Nightingale and describe in very simple terms the conditions in hospitals with a significant number showing limited knowledge.

108. In Year 5, in their study of rivers, pupils use atlases to locate the Nile and identify the most important features and places in the region. The majority identifies Egypt on the map of Africa. Higher attainers demonstrate knowledge of key vocabulary and identify the source of the river and the various countries it flows through. In Year 6, pupils demonstrate sound knowledge of the water cycle and label a diagram showing the various processes and how they are linked. In history, in their study of Benin, pupils in Year 4 use pictures to identify different aspects of Benin society. However, the majority find this a challenge as they have little previous knowledge of this complex and unfamiliar civilisation. This is not helped by the paucity of resources to enable them to develop some understanding. In Year 6, pupils demonstrate good knowledge and understanding of developments in technology during different decades up to the present time. Much of this is due to the excellent teaching seen in one lesson.

109. In both subjects, achievement is held back because of the low time allocation for teaching. In addition, limited literacy skills for many pupils means that they have difficulty researching and interpreting information independently. Although many pupils have positive attitudes to the subjects, in some instances where some present challenging behaviour, much time is taken to deal with it and inevitably valuable learning time is lost, resulting in lower achievement.

110. The quality of teaching in both subjects is broadly satisfactory but it is variable. In the best lessons, effective links are made to previous work enabling pupils to draw on what they already know, for instance when recalling different parts of a river or linking technological development with other significant changes after the Second World War. Good use is made of visual aids and effective explanations including teachers noting and explaining key vocabulary to help with pupils' understanding. Work is carefully matched, with those pupils with English as an additional language being effectively supported by the class teacher during whole-class discussion and by the EMA teacher when pupils work in groups. Where teaching is less effective, this is due to the lack of good resources to bring the subject alive combined, in some cases, with weaknesses in managing pupils' behaviour. In a number of lessons, insufficient consideration is given to identifying the language demands of the subject and the opportunities that might arise for developing language skills, particularly for bilingual learners.

111. Both the history and geography curriculum are enhanced through fieldwork focused on the local area. The curriculum is enriched, particularly in history, through additional opportunities for pupils to look at aspects of black history. In geography, the co-ordinator provides good support to his colleagues by planning most of the units of work and selecting good resources. In both subjects assessment procedures and the use of ICT are underdeveloped. Opportunities to extend pupils' literacy skills are not identified in planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Recent developments and improvements in provision are beginning to have a positive impact on standards. A series of key experiences are systematically planned year by year and these are starting to build up pupils' capability. However, older pupils who have not had these experiences throughout their school life have gaps in their knowledge about ICT. They are quickly making up some lost ground so that aspects of their work are at national expectations. They are competent in using computers and following their teachers' instructions but have limited understanding of the types of software that they might select for a specific use.

113. All pupils use the computer suite regularly. Pupils respect the equipment and use it sensibly. They know how to log on and get the computer running and how to save their work. By the end of Year 2 pupils can wordprocess their work using pictures to help demonstrate understanding. They control the actions of a floor robot and use the computer to write stories and show things simply in graphical form.

114. By Year 6, pupils plan and produce their own website, adding buttons to make things happen such as changing pages or adding sound. They work in pairs to discuss their work, or individually where they concentrate well. In almost all lessons pupils have satisfactory attitudes to learning and behave well. A few pupils use the computer system to produce a school newspaper. When teachers demonstrate what they are going to do in lessons using the projector, pupils listen well and answer the questions willingly and effectively. They are eager to start work, and boys and girls work with equal verve. Lower attaining pupils enjoy using the computers because they print out work of quality and this improves their self-esteem. Pupils with English as an additional language use the computers well because they can work methodically and correct work easily without their mistakes showing. Similarly, they can print out work that presents and communicates their ideas effectively.

115. Teaching is never less than satisfactory and is often good. Where teachers are confident in what they are doing pupils respond well. When teachers use the ICT suite they are well prepared. They know what they are going to do and how to do it. Teachers generally demonstrate how to use programs well and enable pupils to get to work effectively, setting them clear time-scales for completion and clear targets of what they have to achieve. Lessons have a good ending, saving work and closing down computers quickly so that teachers can draw conclusions of what has been achieved and what still has to be done. A more sophisticated storage system is needed so that teachers can readily look at the work of their class for assessment purposes.

116. The subject has come under new management. There are good plans for continued development that focus on further raising standards and equipping staff with the skills to use ICT more effectively. The co-ordinator recognises that some teachers lack confidence in teaching the subject. The national training for teachers in ICT has not been started, but it will commence next term. The co-ordinator sees his role as enabling staff to teach ICT in their lessons and has used national guidance to prepare a good overview scheme. If fully implemented, this has the potential to raise attainment significantly. Although the scheme covers all the aspects of ICT that need to be taught, there are still gaps in planning for the use of ICT in the subjects across the curriculum. For example, there is little use of CD-Roms for

pupils to explore data or to research information in subjects such as history and geography. The school has not yet fully realised the potential of ICT as a powerful tool for supporting learning.

MUSIC

117. There has been an improvement in standards since the last inspection. Overall, pupils attain at least expected levels at the ages of seven and eleven. Pupils in Year 5 are achieving levels higher than expectations, indicating that standards are set to rise further. Pupils are enthusiastic about music and make good progress as they move through the school. They pay careful attention to instructions and eagerly participate in activities. In some cases they achieve very good levels of attainment.
118. Overall, teaching is good and in some instances, very good. The best lessons are those taught by specialist teachers. On these occasions, good subject knowledge, careful planning to meet the needs of all the pupils, good pace and challenging activities are all evident. Pupils have opportunities to experience all aspects of the subject, for example composing and performing using tuned and untuned instruments and listening and responding to music.
119. Pupils in Year 2 sing well and in tune. They demonstrate good control of dynamics and rhythm. Teachers ensure good pupil concentration and attention by establishing regular routines at the start of each lesson. For example, in one good lesson the teacher began with familiar warm-up exercises for the pupils before they started to sing. In another, which involved pupils listening carefully to a piece of music, the teacher asked the pupils to close their eyes and to be still and quiet before playing the music. Songs are chosen carefully and with a range of cultural backgrounds in mind. These are used to develop control of dynamics and pupils' sense of rhythm. A good example was seen in a Year 2 lesson when the teacher conducted the singing of 'Daddy's taking us to the zoo tomorrow' requiring pupils to sing loudly and softly. In the same lesson the teacher clapped the rhythm of the names of animals which the pupils were asked to identify. By the end of the lesson pupils were successfully doing this for themselves. In another Year 2 lesson pupils were listening to and responding to music. In this very challenging session the pupils listened to 'On hearing the first cuckoo in spring' in preparation for a live concert to be given to the school by the London Symphony Orchestra. Pupils concentrated hard and listened carefully in order to answer the teacher's challenging questions. Many used good vocabulary to describe their feelings about the music.
120. It was not possible to observe music lessons in Year 6, but they were heard singing in a 'singing assembly'. This, and observations of pupils aged between 8 and 10 years, shows that standards of the older pupils are satisfactory and in some elements good. Music specialists taught the lessons with these pupils. Their teaching was never less than good and in a Year 5 drumming lesson it was very good. Lessons are carefully planned to take account of all abilities and good use is made of support staff. Pupils have a good knowledge of musical vocabulary, as seen in one lesson when they correctly described and used 'crescendo', 'diminuendo', 'sharp', 'flat', 'major' and 'minor'. Pupils in Year 5 were performing their first attempts of their own compositions, using tuned and untuned instruments, entitled 'Going on a journey'. In this lesson a visiting music teacher helped the children to achieve high standards by asking good questions and developing their confidence through good use of praise. This, in turn, encouraged the pupils to find ways to improve upon their first attempts. Overall, pupils aged between eight and eleven years enjoy music and are keen to improve. They listen carefully to the teachers' instructions, behave well and develop a sense of achievement.
121. The co-ordinator has held the position for less than a year but is already having a positive impact upon standards. She has begun to improve the resources and extended the curriculum to include listening and performing. She has made good links with outside

agencies, for example the London Symphony Orchestra and local opera groups, in order to enhance the curriculum. She is also encouraging full and effective use of the school's newly established performing arts studio for all pupils throughout the school. She has a very clear view on the areas for improvement, for example the monitoring of teaching and learning and the use of ICT for composition, and has made a good start in beginning the process of raising standards.

PHYSICAL EDUCATION

122. It was not possible to see any lessons in Years 1 and 2 and therefore no judgement can be made about the standards for these pupils. However, they achieve well in swimming because of regular lessons in the school's small pool. In Year 6, pupils' attainment is above national expectations. This represents a substantial improvement since the last inspection when attainment was below average in games and dance. The majority of pupils achieve well. This is mainly the result of the importance attached to teaching specific skills and encouraging pupils to evaluate their performance and that of others.
123. In Year 5, in gymnastics, pupils showed a high degree of flair in creating their own balances and working in groups to practice and refine sequences linked together. They showed good skills in working together to negotiate and alter their group performance before they presented it to the rest of the class. They evaluate their performance and use this well when they work further to improve it. In Year 6, in dance, pupils showed good knowledge of which parts of the body they need to warm up for dance and devised effective and appropriate body shapes modelled by the teacher. Pupils worked well in groups as they rehearsed their calypso dance, showing a high degree of spontaneous collaboration and enjoyment. This high degree of achievement is attributed to a great extent to pupils' positive attitudes to the subject, to their self-discipline and the quality of teaching.
124. Teaching in the majority of lessons is very good. Teachers have good and sometimes very good subject knowledge which they use well to enthuse pupils. Clear aims for the lesson are identified and used to evaluate pupils' achievement. Lessons start with a range of warm up exercises and pupils are effectively briefed about the skills to be practised. Good use is made of demonstrations and interventions to enable pupils to improve their performance. This was clearly exemplified in a dance lesson in Year 6 where the teacher actively demonstrated a series of movements and paused occasionally to invite individual pupils to also demonstrate for their peers. High expectations helped pupils to engage well with the activity; all showed a high level of maturity and very good behaviour. Where teaching is less effective, this is mainly due to the teacher providing the minimum of guidance and not actively demonstrating what pupils are expected to achieve.
125. The co-ordinator has not been long in post and has not had any opportunities to observe any lessons. She is, therefore, not in a position to evaluate the strengths and weaknesses of provision and to further spread the good practice that underpins good teaching and learning. The curriculum is enhanced by a football club for Years 4 to 6, but opportunities for competitive activities are limited.

RELIGIOUS EDUCATION

126. Standards are well below the expectations outlined in the locally agreed syllabus at the end of Year 2 and Year 6 and have not been maintained at the level found in the last inspection. It was only possible to observe two lessons; the judgement on standards is based on these lessons, co-ordinator interviews and an analysis of the work of pupils in Years 3, 4, 5 and 6.

127. Overall, there are significant weaknesses in planning. Consequently, the lessons seen were unsatisfactory or poor and pupils made little gain in their knowledge or understanding of the subject. In one lesson with Year 2, the pupils were learning about the meaning and traditions of Hanukkah. The very limited quality of resources provided for the activity, together with the lack of planning to support the learning of lower achieving pupils and the extension of the higher achievers, resulted in poor behaviour, lack of teacher control and poor learning opportunities for all pupils in the class. In another lesson in Year 6, pupils were required to discuss 'right and wrong' responses to everyday situations. Again, the lack of planning of appropriate activities to meet the needs of the wide range of levels of understanding, together with unsatisfactory behaviour management and uninspiring work, resulted in pupils' lack of attention and concentration and unsatisfactory learning.
128. Work in the pupils' books is poor in terms of content and presentation. Most of it is unfinished and often the same task is set for all pupils regardless of their levels of ability and understanding. In some year groups, very little is recorded, but even where it is, work is still rarely completed and untidily presented.
129. While teachers cover the curriculum requirements of the locally agreed syllabus they are failing to convert the very useful medium-term plans into short-term plans that are appropriate for the levels of understanding of the pupils.
130. The co-ordinator has only recently been appointed and therefore has had limited impact so far. Nevertheless, she is aware of the need to check on the quality of pupils' learning more closely and plans to introduce this during the forthcoming year. Her main focus, however, will be to establish a higher profile for the subject throughout the school in order to raise standards.