

# INSPECTION REPORT

## **GLOBE PRIMARY SCHOOL**

Bethnal Green

LEA area: Tower Hamlets

Unique reference number: 100902

Headteacher: Ms Marie Maxwell

Reporting inspector: Mr Tom Shine  
24254

Dates of inspection: 2<sup>nd</sup> - 5<sup>th</sup> June 2003

Inspection number: 246089

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

© 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 SCHOOL

Type of school:	Nursery, infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Gawber Street Bethnal Green London
Postcode:	E2 0JH
Telephone number:	(0208) 980 1738
Fax number:	(0208) 983 0601
Appropriate authority:	The governing body
Name of chair of governors:	Ms Jacky Frost
Date of previous inspection:	21 <sup>st</sup> - 24 <sup>th</sup> May 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Art and design Music	How high are standards? How well are pupils taught? How well is the school led and managed?
14404	Alan Rolfe	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27301	Cynthia Messom	Team inspector	The Foundation Stage History Religious education	
27635	Diana Cinamon	Team inspector	English Design and technology Educational inclusion English as an additional language	
20893	David Curtis	Team inspector	Mathematics Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
10228	Susan Russam	Team inspector	Science Geography Special educational needs including the Language Unit	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>11 - 13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13 - 14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>14 - 16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16 - 17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17 - 19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19 - 21</b>
<b>THE WORK OF THE LANGUAGE UNIT</b>	<b>21 - 23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24 - 28</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29 - 44</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Globe is a larger than average mixed primary school catering for pupils aged three to 11 and has 340 on roll, with considerably more boys than girls. These include 39 children in the Nursery, half of whom attend on a full-time basis. Because the school is one and a half entry this involves some classes being formed with children of mixed age. There is also provision for 30 full-time pupils with speech, language and communication difficulties. As the area is ethnically very diverse pupils are drawn from a wide variety of backgrounds with over 60 per cent from the local Bangladeshi community. Over 64 per cent come from homes where the mother tongue is not English. Here the main languages spoken are Bengali, Arabic, Cantonese and Somali. Children enter the school with language and other skills that are below the average in the local authority and are very low for their age. Approximately a quarter of pupils are in the early stages of acquiring English. The majority of pupils come from socially disadvantaged backgrounds, with for example, a high proportion living in overcrowded housing. The proportion of pupils eligible for free school meals is well above the national average. The percentage of pupils with special educational needs (SEN), including statements is above average as a result of the 30 pupils attending the language unit and an additional nine pupils with statements in the main school. The school is part of an Action Zone (AZ) and benefits from additional resources such as a home school worker, a technician and involvement in many arts projects. Although traditionally the school has experienced difficulty in recruiting teachers, at the time of the inspection it was fully staffed and included seven overseas teachers.

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

This is an improving school. Since the appointment of the current headteacher the school has made good progress in improving the standards of pupils' work, although they are still below those expected. Teaching has improved and is satisfactory, overall. Pupils with SEN and those in the early stages of acquiring English are integrated fully and achieve as well as their peers. The school provides satisfactory value for money.

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

- The headteacher provides very good leadership and is supported very well by her leadership team.
- Provision, including teaching, in the Nursery and Reception classes is good and children achieve well.
- Pupils' relationships are very good.
- Pupils' attitudes and behaviour are good.
- Provision for and pupils' personal development are good.

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

- Standards in English, mathematics and science.
- The quality of the curriculum.
- Procedures for checking on and recording pupils' standards and progress.
- Attendance and punctuality.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When the school was inspected in May 2001 it was found to have serious weaknesses. This is no longer the case. It has made satisfactory progress overall and good progress since the current headteacher took up her post in January, when she put in place a clear strategy for improvement. Currently, it has not had sufficient time to make a full impact on standards but they are on course to rise further. However, the quality of teaching has improved through careful selection of staff and rigorous monitoring. Staff morale has also risen significantly and there is a good team spirit. There is now a robust approach to school improvement and the governors are more effectively involved in the work of the school. Other improvements include those to the curriculum particularly in the Foundation Stage, SEN and the monitoring of attendance. Although a start has been made, the leadership team is aware more work needs to be done in raising standards, improving the curriculum and putting in place effective procedures for checking on pupils'

standards and progress.

## 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	C	E	C
science	E	D	E	C

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

In 2002, at the end of Year 6, standards in English, mathematics and science were well below the national average. Compared to the results in similar schools standards were above average in English and were in line with those in mathematics and science. The standards reached in English and mathematics were some distance off the targets set for 2002 long before the headteacher arrived and which she agrees were unrealistic. Too few pupils achieved the higher levels compared to the national average. The targets she has inherited for this year replicate the previous ones and although she anticipates improvement on last year, she does not expect them to be achieved. Inspection agrees with this assessment. The trend in the school's average points scores for these three subjects has been broadly in line with the national trend. By the end of Year 2 in 2002, standards in reading and mathematics were well below average and were in the bottom five per cent of schools nationally. Compared to the results in similar schools, standards were in line with those in reading, were well below in writing but were above average in mathematics. The school has identified improvements to writing as a priority.

Inspection findings show that children make a good start to their education and by the end of Reception they are on course to attain the early learning goals in personal, social and emotional development and physical development. These children are achieving well. Because of the very low standards of attainment when they enter the school and despite the high quality of teaching, they are unlikely to attain fully the early learning goals in the other areas of learning<sup>1</sup>. By the end of Year 2, standards in reading are well below those expected for pupils of this age and the work in pupils' books in writing and mathematics is also well below those expected. In science they are below the standards expected. However because of recent improvements in teaching and the curriculum, standards in lessons are rising but are still below those expected. By the end of Year 6, although standards as judged in lessons are improving overall, an analysis of work reveals they are still well below in English, mathematics and science. Given their attainment on entry, their achievement is satisfactory, overall. Standards in ICT are in line with those expected and teachers provide pupils with good opportunities to use computers when working in other areas of the curriculum. In most other subjects, where it is possible to judge, standards are at age-related expectations, except in geography and physical education, where they are below these levels. Pupils with SEN, including those in the language unit, are achieving satisfactorily.

<sup>1</sup> Communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good and help pupils in their learning.
Behaviour, in and out of classrooms	This is good in and around the school. Pupils are generally courteous to adults and to each other.
Personal development and relationships	Pupils have very positive relationships that are helpful in their learning. Personal development is good. Pupils are willing to take on additional responsibilities but they could be given more opportunities to do so.
Attendance	Attendance is below the national average and unauthorised absence is in line, but attendance is improving. A significant minority of pupils arrive late.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

*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 in the Nursery and both Reception classes is good overall and is often very good. In the rest of the school it is satisfactory overall. There is much teaching of very high quality. However it is not consistent enough and a minority of lessons that are unsatisfactory lower the general standard. Although teachers in parallel year groups plan together, on occasion there is too much variety in what is taught in these classes. Teachers generally manage their classes well and most teachers and learning support assistants take account of the needs of all groups of pupils satisfactorily, including those with SEN and those in the early stages of acquiring English. The teaching of English and literacy is good, overall and is satisfactory for mathematics and numeracy. Homework is satisfactory overall, but is not consistent throughout the school. In the language unit teaching is very good for children of nursery and reception age, good for pupils in Years 1 to 3 and satisfactory for the older pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for nursery and reception children, but unsatisfactory in the rest of the school. The current headteacher has done much to address the weaknesses identified in the previous report but the curriculum is still insufficiently broad and balanced.
Provision for pupils with special educational needs	This is good in the Nursery and Reception classes and satisfactory in the rest of the school. In the language unit it is satisfactory for most pupils, but the oldest pupils are not consistently receiving a broad or relevant curriculum.
Provision for pupils with English as an additional language	Good in the Nursery and Reception classes, satisfactory in the rest of the school. Specialist support and teaching assistants provide effective help in the classrooms.
Provision for pupils' personal, including spiritual, moral, social and cultural,	This is good overall and has improved since the last inspection. Spiritual development is satisfactory. There is appropriate emphasis on pupils' personal, social and health education.



development	
How well the school cares for its pupils	There are satisfactory procedures for care and welfare to ensure pupils learn in a safe and secure environment. Although much has been done to improve procedures to check on pupils' academic progress they still remain unsatisfactory. The school has established a satisfactory partnership with parents.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	These are very good. The headteacher has a very clear vision for the school and is supported very well by the newly appointed deputy headteacher and assistant headteacher. The management of the subject co-ordinators is satisfactory overall.
How well the governors fulfil their responsibilities	Satisfactory overall. It is more involved in the work of the school than it was at the last inspection and fulfils its responsibilities satisfactorily with the exception of the school prospectus and annual reports that have some omissions.
The school's evaluation of its performance	Good, overall. The headteacher ensures the quality of teaching is monitored rigorously and has identified the school's priorities for development very effectively.
The strategic use of resources	Satisfactory overall. Most resources are used appropriately, although the library is underused. Resources for ICT are good and are used well. The school makes sensible spending decisions and reviews the benefits appropriately. Staffing, learning resources and accommodation are satisfactory, but some areas of the school are in need of repair and decoration.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• They make good progress.</li> <li>• Behaviour is good.</li> <li>• The school is approachable.</li> <li>• It has high expectations.</li> <li>• It is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The right amount of homework.</li> </ul>

Inspectors agree with most of parents' positive views but found the rate of pupils' progress to be satisfactory rather than good. A minority of parents in the questionnaire were not happy with homework although at the meeting most parents were satisfied with homework. Inspectors agree with parents at the meeting.

## **PART B: COMMENTARY**

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

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

1. Compared to the national picture, standards in the national tests for pupils in Year 2 in 2002 in reading were well below average but were in line compared to the performance in similar schools. In writing, standards were in the bottom five per cent in the country and were well below compared to similar schools. Although standards in mathematics were also well below the national average they were above those found in similar schools. In Year 6 in the 2002 national tests, standards were well below the national average in English, mathematics and science, but were better when compared to similar schools – above in English and in line in mathematics and science. Inspection finds that standards in English and mathematics broadly reflect the 2002 test results and are well below average at the end of Years 2 and 6. In science they are well below in Year 6 and are below in Year 2. Since the appointment of the current headteacher who has clearly identified the issues such as improvements to the curriculum and teaching, through good appointments and increased monitoring, standards are slowly beginning to rise, but they have not yet had time to have had a noticeable impact.
2. The previous report judged progress made by children in the Foundation Stage to be satisfactory overall. Since then there has been a complete change of teaching staff in the Nursery and both Reception classes and teaching is consistently at least good and sometimes better, leading to children making good progress. Improvements to the curriculum for this age group have also been made. When they enter the Nursery the attainment of most children is very low, particularly in their language skills. Most children come from homes where a language other than English is the mother tongue and when they enter the Nursery most are unable to speak any English. As a result of good teaching and support, including good support for children with special educational needs (SEN), children make a flying start in this class. In the Reception classes although the quality of teaching is good in both, the rate of children's progress varies as one of the classes has less bi-lingual support than the other. As result of the good teaching children are on course to attain the early learning goals in personal, social and emotional development and physical development but are unlikely to attain the other early learning goals, although they make good progress towards them, because of their very low starting point.
3. The school's programme of support for pupils with SEN in the rest of the school is satisfactory. It is effectively organised to identify pupils who need additional help in class and enables them to make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of SEN are effective and ensure they attain standards that are in line with their prior achievements. Pupils who have individual education plans make adequate progress in meeting their targets; as a result their attainment in relation to these targets is satisfactory. Pupils from homes where a language other than English is the mother tongue make the same rate of progress as their peers.
4. Inspection finds that by the end of Year 2, standards in speaking and listening are below the standard of pupils these ages but compared to their attainment when they enter the school they are achieving satisfactorily. More attention is being given to developing pupils' speaking skills since the last inspection. Some teachers use open questions and encourage their pupils to speak at length while others tend to rely on closed questions and are too ready to accept brief, even one word answers. By Year 6, pupils' listening skills have improved and the majority generally listen attentively both to their teachers and to each other. Their speaking skills however remain below those expected for pupils of this age. Although the majority of teachers provide good role models for their pupils, some teachers' diction is not clear and inhibits pupils making good progress in their spoken English and other aspects of learning. However, when sufficient attention is given to developing their speaking skills the results can be pleasing. In an assembly for the older pupils in the school for example, members of the school council spoke clearly and confidently about their proposals for a peace garden.
5. Pupils' standards in reading are well below age-related expectations in Years 2 and 6. In Year 2, although pupils have good word recognition skills their level of understanding of the texts does not match these skills and is poor. Some of the books selected for pupils to read are unsuitable and are

difficult for them to relate to as they deal with subject matter outside of their own experience. In Year 6, higher attaining pupils are able to name some of their favourite authors but are not very confident in giving the reasons why they are attracted to them. The majority of pupils of this age continue to suffer from poor understanding of the texts as a result of poor vocabulary and unfamiliarity with much of the sentence structure.

6. Although standards in writing are improving they are still well below age-related expectations by the end of Year 2 and Year 6. The standard of presentation throughout the school is inconsistent and ranges from good to poor and is below that expected for pupils' ages generally. Handwriting is often untidy and in some classes work is unfinished, as there is no expectation that it must be completed.
7. In Year 2, pupils' story writing is showing signs of improving. Pupils of average attainment are able to retell stories in writing such as those used in the literacy hour to an acceptable standard, using satisfactory spelling. In Year 6 whilst work in pupils' books is well below the standard normally expected, that seen in lessons is often up to the standard expected particularly in their poetry writing which they enjoy. This is because of the good teaching in the subject in these classes.
8. In mathematics in Years 2 and 6 although the work in pupils' books reveals that standards are well below those normally expected, more recent work and observation of lessons suggest that standards are improving in important areas such as number, data handling and shape, space and measures. Generally there is less emphasis on problem solving and investigations and as a result there is less evidence of improvement in this area, although during the inspection there were examples of rare, but good quality, investigations observed. Pupils' skills in numeracy, although well below those expected, are improving. In Year 2 most pupils are able to place numbers up to 100 in the correct sequence but most tend to flounder beyond this. Higher attaining pupils are reasonably confident with their two, five and ten times tables. In Year 6 higher attaining pupils are able to correctly place numbers up to 1,000,000 in the correct sequence. Most pupils have a reasonable understanding of the relationship between fractions, decimals and percentages.
9. In science, the below expected standards in Year 2 and those well below in Year 6 are partly the result of insufficient opportunities given for pupils to write up their accounts of what they know and have done and partly the result of inconsistent teaching. In Year 2, an analysis of pupils' past work shows there is too much reliance placed on worksheets to record their work and as a result many pupils, although not all, have failed to develop good habits of writing their own accounts. Those who are encouraged to write such accounts have a much better understanding and knowledge of the subject. In Year 6, standards are low because, historically, they have not been taught well enough and there have been gaps in the taught curriculum. Inspection finds standards to be improving as a result of good teaching in these classes and satisfactory teaching overall and pupils are making satisfactory progress.
10. In information and communication technology (ICT), standards meet pupils' age-related expectations and have improved well since the last inspection. These standards are the result of the subject being well managed, improved teaching, good use of the ICT suite, effective technical support and good use of the technology in other subjects of the curriculum. In religious education pupils' standards meet the requirements of the locally agreed syllabus. This represents good improvement since the last inspection when pupils' achievement was described as 'unsatisfactory'. By Year 6 pupils have a wide knowledge of all the world religions and take part in religious celebrations representing many of them. The headteacher, in her role as acting co-ordinator, has improved the curriculum since her appointment.
11. In design and technology and history, standards are in line with age-related expectations and have improved well since the last inspection. In geography, standards have improved since the last inspection but are still below expected levels. In physical education, they are also below expected levels, similar to those reported at the last inspection. In art and design and in music, the limited evidence on display or in the lessons observed, suggests standards are broadly in line with those expected, however there is insufficient evidence to make secure judgements on standards overall.

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

12. When children enter the Nursery many have limited social skills and are shy and reluctant to respond to staff. In response to good teaching and the very good relationships that all staff help to create, children gradually settle in well and they become more confident with adults and each other. By the end of Reception, children have developed very positive attitudes to their learning and enjoy coming to school. They continue to have very good relationships with each other and with all staff. Children play happily together and work hard and are developing a good degree of independence and are increasing in confidence. Children feel secure because routines are well established and as a result they know what is expected of them and generally behave well. They concentrate well in groups, are beginning to listen to each other and most children know how to take turns in speaking. The majority of children are beginning to play together effectively, are increasing in maturity and most children are developing a clear sense of right and wrong. Children are on course to achieve the early learning goals by the time they finish in the Reception classes.
13. Pupils' attitudes to work are good and make a positive contribution to their learning. In discussions with pupils they say they enjoy coming to school and are able to identify favourite subjects. The majority of pupils are interested in what they are doing and take an active part in their learning. They listen attentively to their teachers' instructions, maintain concentration for appropriate periods of time and make a positive contribution to classroom discussions. For example, in a Year 6 lesson in ICT where pupils were using data from their athletics rewards scheme to produce a graph, they responded enthusiastically to the task, worked very hard and maintained their concentration throughout the lesson. They were very keen to discuss and share their work and support each other and therefore made very good progress. Most pupils are willing and able to talk about their work and explain their ideas to adults. Pupils with SEN generally respond well to their lessons and demonstrate a positive attitude to learning alongside their classmates. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates.
14. In the majority of lessons behaviour was good and in a significant number of lessons very good. This makes a positive impact on their learning. For example, in a Year 6 lesson in English where pupils were working in pairs to act out a script, their behaviour was very good throughout the lesson. Pupils understood the purpose of the task given to them was to perform to an audience and they responded enthusiastically. They supported each other very well, provided constructive comments on each other's performance and applauded spontaneously. Most teachers have high expectations of pupils' behaviour, which is supported by a well-developed code of conduct. Pupils are involved in drawing up classroom rules that give them a good understanding of what is and is not acceptable behaviour and the impact of their actions on others. They are well aware of the school's system of rewards and sanctions and readily accept the principle of sanctions as an appropriate response to poor behaviour. There are a significant minority of pupils whose behaviour on occasions is unacceptable. However, this behaviour invariably involves pupils who have already been identified as having emotional and behavioural problems and the school has good procedures to minimise the effect of this behaviour on others. Outside of lessons, including lunchtimes, pupils generally interact well together. They treat the school's accommodation and resources with care and there is very little litter around the school.
15. Bullying is an occasional problem. The school has a good anti-bullying policy that makes clear that it will not tolerate this behaviour. Staff react quickly to any instances of bullying. Parents and pupils have indicated that these procedures are effective. In the last academic year one boy was excluded for a fixed term because of aggressive behaviour. There have been no exclusions in the current academic year.
16. Pupils make good progress in their personal development. Relationships between staff and pupils are very good, as are relationships between pupils. These very positive relationships promote pupils' social development and make a positive contribution to pupils' learning. Teachers encourage pupils to reflect on the impact of their actions on others, mainly through assemblies, their work in religious education and personal and social education. Pupils in all year groups show a willingness to undertake additional responsibilities, undertaking a range of duties as classroom monitors. Pupils in Years 3 to 6 serve on the school council and pupils in Year 6 undertake shared reading with younger pupils. However, there are few structured opportunities for pupils to take meaningful positions of responsibility.

17. Overall, attendance is unsatisfactory, despite the presence of a wide range of strategies employed by the school for improvement. Attendance is below the national average. Nevertheless, attendance has improved since the last inspection. A significant minority of pupils do not arrive at school on time.

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

18. Teaching has improved since the last inspection, when although it was satisfactory overall, there was much less teaching reported that was very good or better. In this inspection 25 per cent of lessons in the main school were very good or outstanding, nearly three times the percentage at the last inspection. The percentage of teaching that was good or better is also higher whilst that which was less than satisfactory is similar to the last inspection. However, whilst there is much very good teaching, its quality in the school is inconsistent.
19. Since the last inspection, the school went through a period of decline due to tensions in the senior management of the school and between the head and governing body that resulted in low staff morale and inhibited any progress that the school otherwise might have made. For example a consultant's review, in conjunction with the LEA, reported less than a year after the inspection that 'almost half of the 22 lessons observed were rated as being less than satisfactory'. Although on a relatively small evidence base, percentages can be distorted and should be treated with caution as each lesson represents 4.5 per cent of the total; this is nevertheless an alarming figure. The new headteacher has done very well to turn this position around and in this inspection the quality of teaching was satisfactory overall.
20. The school attributes the improvement in teaching to a number of measures including the following:
- significant raising of staff morale with good teachers performing to their potential;
  - care in making teaching appointments (it is the headteacher's practice to observe candidates teaching before appointing);
  - relative stability of staffing after a recent high turnover of staff;
  - rigorous monitoring of teaching and planning; and
  - introduction of a newly developed curriculum framework, to enable gaps to be plugged in the taught curriculum.

The inspectors agree that these elements have been crucial in improving standards. However, they have not been in place long enough for their impact to be fully felt in driving up standards.

21. Most teachers and learning support assistants take account of the needs of all groups of pupils satisfactorily. Support in regular lessons for pupils with SEN is satisfactory and has improved since the last inspection. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. In some classes, learning support assistants are particularly effective and make a valuable contribution to the quality of teaching and learning. However, when planning, not all teachers take sufficient account of pupils' targets in their individual education plans or match the work they provide to the pupils' individual needs. Teachers generally manage their classes well, including pupils with behavioural problems and treat their pupils in a consistent manner. This good class management contributes positively to a purposeful learning environment. Many teachers use questioning well and provide good opportunities for pupils to develop their speaking skills. A minority tends to use closed questions and rely on pupils giving one-word answers. A few teachers have poor diction in the English language.
22. Pupils coming new to the English language benefit from the support provided by specialist teaching funded from the Ethnic Minorities Achievement Grant (EMAG). Most support is given within lessons. A very few pupils are withdrawn and this is for a limited period only. Late entrants to the school work in a small group to learn beginners English. Pupils are encouraged to translate for newcomers and do this effectively and in the process also enhance their own language development. Team teaching has a positive effect on learning when both class teacher and the specialist teachers are clear about the objectives and share responsibilities.
23. However, because of the number of pupils who come from homes where English is not the mother tongue and those learning English as an additional language, class teachers have much of the responsibility for their support and their skills in promoting spoken language are variable. In a

mathematics lesson a teacher was very effective in enabling pupils to understand and use the term 'mode' in full sentences. In some lessons pupils do not make as much progress as they could in their language and learning because teachers are not sufficiently skilled in encouraging pupils to use key vocabulary and phrases and some tasks are not adapted sufficiently to match the needs of the pupils. The support from learning support assistants is generally satisfactory.

24. The quality of teaching in the Nursery and Reception classes is good overall and in many lessons observed was very good. Teachers and other staff create a good atmosphere and learning environment as a result of which all children, including those with SEN, who are supported well, and those in the early stages of acquiring English, make good progress and learn well in all areas of learning. In two classes, one in the Nursery and one in Reception, children learning English in addition to their own language are well supported by skilful bilingual assistants who help the children to become familiar with the English language as quickly as possible. However, in one class there is not the same level of bilingual support to enable the children in this class to access the language at the same rate. Particular strengths in the teaching include good knowledge of the children and planning of the curriculum, to enable all children to achieve well in all the areas of learning. Teachers manage their classes very well and all staff have very good relationships with their children. Teachers make their lessons interesting, ensuring that their children enjoy learning. Some sessions in the Reception classes that follow the literacy hour are too long for children whose home language is not English which prevents them making the progress of which they are capable.
25. The teaching of English and literacy is satisfactory for younger pupils following the National Curriculum (Years 1 and 2) good for older pupils (Years 3 to 6) and good overall. No unsatisfactory lessons were observed. However the generally good standards are not maintained consistently and this general good quality has not existed in the school for a sufficiently lengthy period to have had sufficient impact to raise standards further. Inconsistency is partly brought about because in this subject, as in others, there is too much variation between what is taught in the parallel classes, which does not reflect their joint planning. In the best lessons, teachers have very good subject knowledge, maintain a snappy pace and have high expectations of what pupils of all different ability levels are able to achieve. As a result, pupils are generally sufficiently stretched. This is an improvement since the last inspection. Teachers have good skills in supporting the learning needs of bilingual pupils. They also plan thoroughly and take account of the knowledge learned in previous lessons. Pupils are encouraged to use ICT effectively to help them in their learning and this aspect has improved since the last inspection.
26. In mathematics and numeracy teaching ranged from very good (in Year 6) to unsatisfactory (in Year 4) and is satisfactory overall. In the better lessons teachers plan well to ensure that work is matched carefully to the learning needs of all groups of pupils, including the effective use of learning assistants to support pupils with SEN and those in the early stages of acquiring English. Teachers share the learning objectives clearly with their classes so that pupils are aware of what has to be done and use the mental starter well to challenge pupils. Computers are also used well in these lessons. In the one unsatisfactory lesson, planning did not take account of the learning needs of all groups of pupils; the learning objectives were not shared with the class and the mental starter was undemanding.
27. In science, the quality of teaching ranged from very good to unsatisfactory and is satisfactory overall. In the best lessons, teachers plan very well and use the learning support assistants effectively. These teachers are confident in their knowledge of the subject and expect all pupils to work to the highest level of their ability. In Year 6, particularly recently, the teachers have encouraged their pupils to use their literacy skills in extended writing. Generally however in other classes, pupils are given insufficient opportunities to use these skills. In the two unsatisfactory lessons observed, teachers planned ineffectively and their class organisation was poor. In these classes the teachers' marking was unsatisfactory and was not helpful in showing pupils how to improve their work.
28. In ICT, teaching is good. Teachers have good knowledge and understanding of the subject and use computers, both in the suite and in classrooms, well. In history, teaching is also good. In this subject two outstanding lessons were seen. In one, the class was enthralled by its teacher's excellent use of role play, whilst in the other the teacher used high quality resources and directed her teaching to all groups of pupils so that all were fully challenged and greatly enjoyed learning. In most other subjects, including religious education, teaching is satisfactory. The exception is in physical

education where it is unsatisfactory, overall. In art and design and music there is insufficient evidence to make secure judgements, although in art, in the two lessons seen, teaching was good. In music, in a limited number of lessons, teaching ranged from good to unsatisfactory. In the unsatisfactory lesson the teacher had weak subject knowledge.

29. In the questionnaire, the majority of parents were happy with the quality of teaching and most, although fewer, were happy with the homework given to their children. Inspection found homework to be satisfactory but inconsistent and found the quality of teachers' marking to be very variable, with many teachers not providing useful pointers for pupils to improve their work.

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

30. At the last inspection, although the quality and range of learning opportunities in the Nursery and Reception classes were satisfactory, there were weaknesses in the nursery. Children who attended full time repeated the work in the afternoon that they had covered in the morning. In the Reception classes, children did not have access to an outside play area. The quality and range of learning opportunities in these classes are now good. All teachers have good knowledge of the curriculum for these children and they provide a stimulating environment in which they are challenged with interesting and imaginative learning opportunities. Curriculum planning ensures that all elements of the areas of learning are provided and follows national guidance for children of this age. Because of the restricted site there is no possibility of providing a dedicated play area for reception children. The staff have circumvented this difficulty by organising timetabled sessions in the school playground for a range of suitable activities for physical development.
31. In the rest of the school, the previous inspection found that the quality and range of learning opportunities offered to pupils were unsatisfactory. Apart from English, mathematics and music, there were weaknesses in the time allocated to the teaching of subjects and weaknesses in planning which meant that pupils were not making clear gains in their learning as they moved up through the school. In science for example, there were insufficient opportunities for pupils to carry out scientific enquiry. These weaknesses remain and the quality and range of opportunities offered to pupils remain unsatisfactory. Until the appointment of the current headteacher, insufficient progress had been made in addressing these weaknesses. However, in the short time since her appointment she has placed great emphasis on improving the curriculum for pupils. Policies are now in place for all subjects identifying how they are to be taught. There are detailed schemes of work which identify the knowledge and skills to be taught as pupils move up through the school. In addition, the headteacher has put in place clear guidance as to what aspects of each subject are to be taught each term over a two-year period – the curriculum framework. This guidance is intended to ensure that pupils in mixed-age classes are taught to the full requirements of the National Curriculum and that they neither repeat work unnecessarily or miss significant gaps in their learning. However, these improvements have not yet had sufficient time to have made a noticeable impact on standards nor address significant gaps in pupils' previous learning.
32. The school mainly meets the requirements for the teaching of religious education in accordance with the locally agreed syllabus, although Christianity is not emphasised enough. There are detailed policies for the teaching of sex education and drugs awareness and provision for the teaching of personal, social and health education (PHSE) is satisfactory. The school has implemented the National Literacy and Numeracy Strategies satisfactorily and they are slowly having an impact on raising standards, although inconsistency amongst teachers results in pupils' overall progress being impaired.
33. The school provides a good range of extra-curricular activities and these are enriched by funding from the AZ and the school's sports co-ordinator. There are sports clubs in football, dance, table tennis and athletics. Pupils have the opportunity to take part in clubs for art, cookery, writing and drama, and in Year 6, to join a film and animation club at the local secondary school. Pupils benefit from a range of visits, for example to the British Museum and the Toy Museum. Visitors from the school include those from the Guildhall School of Music and representatives from the fire and ambulance services.

34. Pupils benefit from effective links with the local community and good relationships with partner institutions, especially links made through the AZ. Local businesses support pupils' reading and mathematical development by providing 'reader partners for Years 3 and 4 and 'maths partners' for Years 1 and 2. Through the AZ, pupils have good opportunities to extend their skills at the local secondary school, for example in table tennis where the school has produced players of a county standard.
35. The provision for pupils with SEN is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils. Although teachers have copies of pupils' individual education plans they are not consistently used to plan suitable work effectively to meet the needs of individuals. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with the recently revised national SEN guidance. The school makes satisfactory arrangements in ensuring that all groups of pupils are treated alike in being provided with equality of access to the curriculum, albeit with some gaps. The exception is some older pupils in the language unit for whom some of the curriculum is inappropriate for their needs.
36. The school makes satisfactory provision for pupils who come from homes where their mother tongue is not English and are in the early stages of learning the language. All pupils are made to feel welcome and work well together. Specialist support and teaching assistants provide effective support in the classroom. However, inconsistencies in teachers' planning across year groups results in some pupils not consistently receiving the same curriculum.
37. The school's provision for pupils' spiritual, moral, social and cultural education has improved since the last inspection and is good overall. The provision for spiritual development is satisfactory. There is a positive ethos in the school in which pupils are encouraged to respect the views of others and reflect on the impact of their actions on others. Whilst class and school assemblies generally make a positive contribution to pupils' spiritual development they do so inconsistently. In circle time, - group time when pupils are able to discuss personal and school matters important to them - they are given opportunities to share and reflect on their aims, values and beliefs. The religious education programme provides pupils with opportunities to consider the spiritual aspects of major world religions and to reflect on their own and other people's beliefs. However, more could be done to provide opportunities to promote pupils' spiritual development across the curriculum.
38. Provision for moral development is good. Staff provide very good role models and consistently reinforce the principles of right and wrong. Pupils know what is expected of them and they are involved in drawing up classroom rules, which helps them understand the need for these and for sensible behaviour. As a result, the majority of pupils have a well-developed sense of right and wrong, most pupils treat teachers and each other with respect and courtesy and the school is an orderly and purposeful community. In their studies in PHSE pupils sensibly discuss the need for playground and classroom rules, how to respond to instances of bullying and relationships, including family and friends. Pupils have opportunities in circle time to consider their own and other people's values and beliefs and to think about moral values.
39. Provision for social development is good. Pupils are taught to share, help one another and show consideration for others. They are given many opportunities to work together in pairs and small groups; they listen respectfully as others present the findings of small group work and often offer spontaneous applause. Pupils in Years 3 to 6 have the opportunity to serve on the school council. Council members are elected by their peers and are given meaningful opportunities to influence the environment in which they work and play. For example, council members gave a detailed report in a whole-school assembly of their proposals for a peace garden, including detailed planning and the costs of plants and garden furniture. Pupils are given opportunities for social development in field trips, educational visits, team games and a residential experience in Year 6. The quality of provision for social development helps pupils to become more reliable, mature and independent in their conduct around the school and in their behaviour in lessons and therefore helps them to learn more effectively.
40. Provision for cultural development is good and is successful in broadening pupils' views of their own and other people's beliefs and cultures. They have studied the world's major religions in religious education, including Judaism, Sikhism, Islam, Christianity and Hinduism and they have celebrated festivals related to these religions. The school is a multicultural society and racial harmony is good.



For example, in a Year 6 religious education lesson, two pupils, one Muslim and another Hindu, were observed chatting happily about the differences and similarities of their religions. They discussed where and how they prayed, were interested in each other's religions and showed a mutual respect for each other's values and beliefs. Staff provide appropriate images in displays and in their choice of books and stories, which help pupils understand that their society is multi-cultural. The school seeks to broaden pupils' cultural and multicultural awareness by providing trips to galleries, museums and theatres.

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

41. This is a caring school which provides a safe and secure environment in which pupils feel happy and secure and are able to learn and develop. Overall, child protection procedures and the school's arrangements for health and safety are satisfactory. There are very good procedures for monitoring and promoting good attendance and good procedures for monitoring and promoting good behaviour.
42. Pupils and staff are well known to each other and enjoy very good relationships both inside and outside the classroom. Pupils say they would ask teachers for help should they have any problems either about their schoolwork or personal difficulties and are confident that appropriate advice and guidance would be forthcoming. Teachers contact parents as necessary to resolve any potential problems at an early stage. Provision is further enhanced by the involvement of the home school liaison worker who liaises with parents of pupils who experience difficulties with school life. The school actively promotes pupils' health education by the introduction of the breakfast club and its involvement in the healthy schools initiative.
43. The school's procedures for child protection are satisfactory. The headteacher is the designated teacher and is supported by the assistant headteacher, both of whom have received appropriate child protection training. However, although there is a child protection policy in place, there is a lack of guidance to staff on some aspects of the procedures and there is a need to formalise the school's arrangements for child protection training for all members of staff.
44. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements and the headteacher is responsible for the application of this policy on a day-to-day basis. There are good procedures for ensuring pupils safety on educational visits including residential visits. The school's first aid and fire procedures are appropriate. However, there are some areas relating to risk assessments that do not meet statutory requirements. The specific areas of concern were brought to the attention of the headteacher during the inspection.
45. There are very good procedures for monitoring and improving attendance. There is an attendance and punctuality group that meets on a weekly basis and consists of the assistant headteacher, an educational social worker (ESW), an attendance administrator and the home school liaison worker. The group is provided with weekly attendance levels of each class and accumulative attendance levels to date. They are also provided with attendance records of any pupil whose attendance falls below 90 per cent. The group discusses and agrees appropriate action to be taken in relation to pupils whose attendance is a cause for concern. This may involve letters to parents or home visits by the ESW. If parents do not respond they are invited into school to discuss the reasons for their child's poor attendance and offered support to try to improve their child's attendance. Whilst the school's overall attendance is still below national averages, records indicate a substantial improvement in attendance in the current academic year when compared with the previous year. Nevertheless, despite the school's best efforts, these procedures are not successful with all parents. The school actively promotes good attendance. There are weekly awards of certificates and an attendance cup for the class with the best attendance and termly awards such as attendance medals for 100 per cent attendance in the school year. The school regularly reminds parents of the need for regular and punctual attendance. Bar charts showing the weekly and monthly attendance levels of each class in the school are displayed in each classroom and the school notice board and have been successful in raising the profile of attendance with both pupils and parents.
46. The school has good procedures for monitoring and promoting good behaviour. A well-established school behaviour policy provides a system of rewards and sanctions. The merit system is popular

with pupils who also accept the principle of sanctions in response to poor behaviour. Class teachers record all incidents of unacceptable or anti-social behaviour and provide a copy of these records to the headteacher on a weekly basis. The headteacher discusses with the leadership team any individual whose behaviour is a cause for concern and parents are contacted if necessary. There are very effective procedures to deal with any incidents of bullying and both parents and pupils have indicated that these procedures are effective. There are clear procedures for the recording of any racial incidents.

47. The school has devised good links with other agencies to ensure the provision outlined in statements of SEN is implemented. The SEN co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently. All statements and reviews are up to date and specified provision is implemented effectively, including access to additional staffing. The information the school has gathered from checking on the progress of SEN pupils has not, until recently, been used effectively or consistently for reviewing the appropriateness of pupils being retained on the school's SEN register or deciding what further help they may require. Over time, this has resulted in a significant percentage of pupils being placed on the register indefinitely.
48. The school assesses the fluency levels of pupils learning English termly, but systems for monitoring progress and standards are in the early stages of development. Information collected enables support to be suitably targeted by specialist teachers and support assistants. However it is not yet used in lesson plans to produce specific language targets for individuals or groups in the early stages of learning English.
49. Work on assessing the progress of pupils has been given much attention by the headteacher since her appointment and a large amount of data has been built up. However, the use of this data is not yet fully embedded in the life of the school and much work remains to be done. The school has started collecting profiles and early learning records on children under five and also carries out the LEA baseline assessment scheme. In addition to the statutory National Curriculum tests in Years 2 and 6, optional tests are also given in Years 3, 4 and 5. The school is currently developing assessments in ICT, science, history and geography to determine how far the pupils have acquired the necessary skills.
50. Pupils' reading ages are tested every term using running records from the 'Reading Recovery' system. Writing levels are also checked termly. Information from the LEA is also used to compare results with other schools and to compare the results of boys, girls and pupils of different racial groups. However currently there is no tracking procedure in place, where the progress of every child can be monitored as they move through the school. The headteacher already has well developed plans for a new system to be put in place from September, where standards in reading, writing, spelling and mathematics will be recorded and tracked according to pre-set targets, throughout the school. Senior staff have already been trained in how to operate it and all staff, including support staff, have been introduced to it.
51. The headteacher is arranging termly meetings with the deputy headteacher and each class teacher to discuss pupils in detail, the progress made and any interventions and support necessary. Mid-year assessments will be carried out to check whether pupils are on target or not and plan for further interventions. Individual pupil targets will then be linked with the school's overall target-setting process and with the performance management of staff. Although subject co-ordinators are beginning to be involved in this process, as yet the use of assessment in guiding planning and adapting the curriculum to the individual learning needs of pupils, is inconsistent across the school. As a result it does not, as yet, ensure that the next steps in each pupil's learning can be planned and targets for improvement set. The school has developed a satisfactory marking policy, which is based on learning objectives, but it is not yet implemented consistently throughout the school.

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

52. The school has established a sound partnership with parents that has improved since the last inspection. Overall, parents have positive views of the school. The majority of parents are pleased with the progress their children are making, the quality of teaching and the expectation that their

children will work hard. Parents also said that their children enjoyed coming to school, that the school is helping their children to become more mature and responsible and that behaviour is good. Evidence from the inspection supports most of these positive views of the school, although it found that pupils' progress was satisfactory rather than good.

53. Overall, parents' involvement in their children's learning is satisfactory. The school encourages parents actively to be involved in their children's learning and a small number of parents help in classrooms, for example listening to pupils read. Parents are involved in organising weekly cookery and football clubs. There is an active parents' association that is involved in organising social and fund raising events and has provided valuable learning resources that have had a positive impact on pupils' learning. The staff are always available to speak with parents before and after school and actively encourage parents to discuss any concerns they may have about their children's academic or personal development. Parents say they feel the staff are very approachable. Nevertheless, there is little evidence of any significant involvement of parents in their children's learning at home having a positive impact on pupils' learning.
54. Overall, the quality and range of information for parents is unsatisfactory. The school prospectus and annual governors' report do not meet statutory requirements. Parents were not provided with a prospectus in this academic year (before the current headteacher took up her post) in accordance with statutory requirements. The recently introduced weekly newsletter is well presented and contains a wide range of information about the school and its activities. In addition, parents receive letters about specific events. Information in pupils' home language is patchy although home school reading diaries provide some information in Bengali. Parents are invited to three termly consultation meetings at which they can discuss with teachers their children's progress. There are weaknesses in pupils' annual reports. Whilst most reports indicate pupils' strengths, many do not use parent friendly language and do not indicate levels of attainment. Neither do they identify pupils' weaknesses and what they need to do to improve. There are good arrangements to involve parents of pupils with SEN in the development and review of their children's individual educational plans. Arrangements with parents before their child starts school in the Nursery are very good.
55. Parents of pupils with statements of SEN are appropriately involved in annual review meetings. They are invited to contribute, both in writing and verbally, to the discussions about the continuing needs of their child and the progress they have made since the previous review. However, the school is less efficient in consulting with parents of other pupils who have individual education plans. Here, the tendency is to inform parents rather than involve them in identifying their needs and contributing to setting targets and working to achieve these both at school and at home. Pupils themselves are also not yet sufficiently involved in contributing to this process.

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

56. At the time of the last inspection it was reported that there were serious weaknesses in the management of the school. The improvements to teaching and pupils' standards were considered inadequate. Other weaknesses included a lack of clear targets identified for improvement, many policies were not in place and many subjects were managed ineffectively. After the last inspection the deputy headteacher left and another was appointed. Relationships between him and the headteacher quickly deteriorated, tensions developed between the headteacher and the governing body and staff morale plummeted. Improvements to significant areas were not addressed and standards declined, particularly in teaching and were identified by the monitoring report in March 2002. The tensions culminated in the headteacher and deputy independently, but at short notice, resigning. The LEA then intervened and put in place in turn, two experienced members of staff. One of these was an experienced headteacher and the other an experienced deputy headteacher from a local school to steer it through the following term until the current headteacher was appointed and took up her post in January 2003.
57. She is providing very effective leadership and very clear educational direction for the work of the school. She is fully committed to ensuring the highest possible standards and achievement in all areas of the school's work. She has experience of raising standards and of school improvement. She is therefore determined to raise all her pupils' levels of attainment. At the same time she is aiming to provide them with a secure and stimulating learning environment, which will enable them to develop

into confident and caring individuals. Her vision for the school includes the development of “a new reflective ethos of shared direction, appropriate delegation and a shared commitment to succeed”. The headteacher has quickly and accurately assessed the quality of teaching in the school as a result of rigorous monitoring and is fully aware that improvements in this area are the key to raising standards. Improvements have already been made and some teachers, who were either not committed to, or were unable to measure up to her standards, have left and others are due to do so. She is confident that their replacements, which she observed teaching before appointing and some of whom are due to take up their posts in September, are of a calibre to achieve her goal of enabling all pupils to achieve high academic standards. She has established clear aims and values and these are becoming increasingly reflected in the school’s work. While the headteacher recognises that much remains to be done, an encouraging start has already been made and the leadership of the headteacher is a major strength of the school.

58. The leadership team, in addition to the headteacher, consists of the newly appointed deputy head and the assistant headteacher. Taken together, this team has a wide variety of experiences and although it is very new it is already beginning to develop a strong corporate identity. All the team share the headteacher’s vision and clear commitment to raising levels of attainment and developing the school into a successful force in the life of the community. One member of the team said they want the school to be good enough to be the first choice for parents in the area. All members are ambitious for the school and have high expectations. They want standards in the school to be not just matching the national average in the National Curriculum but to be above the national average. They are confident that with the nucleus of good and very good teachers they will succeed and aim to be a school worthy of being a Beacon School. They are also realistic and know there is a long way to go, but this team suggests it will be a major element in improving and developing the school.
59. During the last inspection the governing body was judged to have not taken a sufficiently active role in either helping to develop a shared view of the school’s future, or in monitoring the quality of education it provides. The governing body is now supportive and has only a few vacancies whereas there were few governors at the last inspection. It is organised into appropriate committees and as a result the chair feels they are in a better position to deal with information more thoroughly and are better informed compared to the last inspection. For example, most governors have a reasonable understanding of the school’s strengths and areas for development. While there is scope for the effectiveness of the governing body to be developed further for example, by training in aspects of governance, including its role as a ‘critical friend’, it is now participating more effectively in shaping the developments of the school. (The aim of ensuring the governors are more rigorous in the drive to raise standards is identified as a priority in the school’s development plan). There is a satisfactory policy for SEN and a named governor with responsibility for this aspect of the school’s work. However, the governors have had too little involvement in monitoring the quality of SEN provision or devising any criteria for assessing the value of this element of the school’s work. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. However, there are some areas where statutory requirements are not met fully such as information in the governors’ annual report to parents, the school prospectus and in some areas relating to risk assessments.
60. The headteacher has a clear grasp of the school’s strengths and weaknesses. In the short time she has been in post, in addition to establishing effective strategies to improve the standard of teaching, she has developed a curriculum framework. She has begun to improve the learning environment in the school and has built up a strong concept of corporate responsibility for the work of the school. The school improvement plan for 2002-03 is a clear document, the purpose of which is “to continue to raise levels of achievement in all areas”. It includes very appropriate priorities grouped into three main areas – ‘improving our curriculum’, ‘improving leadership and management’ and ‘developing the school community’. Although these plans are in draft, they successfully address the criticisms in the last report of a lack of clear targets for improvements by which progress could be evaluated.
61. Most subjects and aspects are the responsibility of individual teachers. In religious education, music and physical education, there were no substantive co-ordinators and the headteacher was taking responsibility for them pending permanent appointments being made. The management of subjects and aspects is satisfactory overall and is good in the Foundation Stage, which is an improvement since the last inspection. It has also improved in SEN where, at the time of the last inspection, it was a key issue for action. Since that time the good leadership and management of the SEN co-

ordinator has enabled effective measures to be put in place to address the weaknesses and have brought about good improvements in this aspect of the work of the school. The management of ICT and geography is also good, but is unsatisfactory in science. The school improvement plan places appropriate priority on the professional development of staff and this is carefully linked to priorities identified in the plan. The school has very good systems for introducing new staff to its procedures.

62. The school is fully committed to meeting the needs of all pupils. Many support staff are particularly effective in the contribution they make to teaching and learning, especially when they are well deployed to support pupils in class lessons. The additional support provided for pupils with statements of SEN is most effective because it is used to enable pupils to be taught alongside their classmates. The management of support for pupils whose home language is not English is satisfactory although somewhat disjointed in responsibilities. This is recognised by the school and the intention is to co-ordinate this management with English and assessment more closely. The school is a welcoming place for pupils of different languages and cultural backgrounds. A medical policy is implemented that enables pupils to come to school with conditions such as asthma. Sports clubs for girls only have been initiated and teachers are sensitive in their handling of gender issues. All pupils now go on school visits, when participation was formerly sometimes dependent on good behaviour. The school has applied to be part of the LEA project 'Reaching out to all learners'. This will provide additional impetus. There are concerns about withdrawal for intervention programmes from key subjects such as science. Plans have been made to assess the value of these.
63. The school works satisfactorily on a day-to-day basis. However a significant minority of pupils arrives late disrupting the start of the day for others and, for those who are consistently late, results in a substantial loss of time for learning in the school year. Day-to-day financial management is satisfactory. An office manager with responsibility for finance has been appointed relatively recently and the monitoring of the budget and financial controls have improved since the previous headteacher was in post when they were weak. However the school finds it difficult to get up-to-date financial information from the local authority. At the time of the inspection for example the final out-turn financial position for 2002/2003 was still not available. Within this constriction, educational priorities are supported well through the school's careful financial planning. In 2001/2002 there was a total carry forward of over 14 per cent that reflected the lack of communication between the previous headteacher and the governing body. Some of this has been spent on interactive white boards for both the ICT suite and some classrooms, the temporary appointment of two learning support assistants and continued refurbishment of the school to improve the internal environment.
64. The school uses new technology appropriately in administration. Pupils learn the skills of using computers well and the well-stocked computer suite, in addition to computers in all classrooms, ensure that resources for this purpose are good. The technology is used well to support learning in other subjects.
65. The quality and number of teaching and support staff are satisfactory overall. In general, teachers are deployed effectively and the majority of support staff are effective, particularly in supporting pupils who have learning difficulties of various kinds. However, there are occasions when learning support assistants are too inactive, spend time merely watching what is happening and do not intervene on behalf of the teacher when it would be appropriate. This is an inefficient use of their time and the school recognises that some would benefit from further training.
66. Accommodation is satisfactory. The school has the benefit of three halls, but the playgrounds are rather small and are arid, unexciting areas with few trees or plants to stimulate pupils. The roof playground, although small is more stimulating. The school has no playing field. Some of the accommodation is in poor condition as a result of long-term neglect. Resources for learning are satisfactory overall. In addition to ICT they are also good in mathematics.

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

67. To raise standards and improved the quality of teaching, the headteacher, staff and governors should:
  - I. Raise standards in English, mathematics and science by:

- continuing to develop pupils' vocabulary and speaking skills;  
*(Paragraphs 4, 5, 105, 106 and 107)*
  - giving more attention to improving pupils' standards of presentation of their written work;  
*(Paragraphs 6, 108 and 119)*
  - ensuring reading books are provided that are suited to pupils' ages and aptitudes;  
*(Paragraphs 5 and 107)*
  - providing more opportunities in mathematics for pupils to practise their problem solving and investigative skills;  
*(Paragraphs 8, 115 and 116)*
  - ensuring pupils' work is marked well consistently;  
*(Paragraphs 119, 121 and 126)*
  - ensuring all pupils are given sufficient opportunities in science to write extended accounts of what they have learned; and  
*(Paragraphs 9 and 124)*
  - providing more emphasis on scientific enquiry.  
*(Paragraphs 9 and 126)*
- II. Improve the quality of the curriculum by:
- ensuring that the school's new curriculum framework is implemented consistently;  
*(Paragraphs 31 and 36)*
  - ensuring that the quality and range of learning opportunities are satisfactory in all subjects, particularly mathematics, science, art and design, geography, music and physical education; and  
*(Paragraphs 9, 115, 127, 129, 132, 138, 144, 161 and 162)*
  - ensuring more emphasis is given to the teaching of Christianity.  
*(Paragraphs 32 and 168)*
- III. Improve procedures for checking and recording pupils' standards and progress by:
- putting in place procedures that will enable the tracking of the progress of every child to be monitored as they move through the school.  
*(Paragraphs 50, 127, 132, 137, 144, 151, 161 and 167)*
- IV. Raise the levels of attendance and improve punctuality by:
- continuing to implement the wide range of strategies already in the school that have begun to show improvements in the levels of attendance; and

*(Paragraphs 17 and 45)*

- encouraging parents to develop a culture of sending their children to school on time.

*(Paragraphs 45 and 63)*

### **Other issues which should be considered by the school**

- Ensure the governors' annual report to parents, the school prospectus and areas relating to risk assessments meet statutory requirements.

*(Paragraphs 44, 54 and 59)*

- Raise standards in geography and physical education.

*(Paragraphs 11, 138 and 162)*

- Ensure there is more consistency in the setting of homework and teachers' marking.

*(Paragraphs 29, 119, 121, 126 and 143)*

- Ensure older pupils in the Language Unit receive a broad and balanced curriculum.

*(Paragraphs 35 and 69)*

- Continue to encourage the staff in the unit to integrate pupils as much as possible into the main school according to their needs.

*(Paragraph 70)*

- Provide more challenging work for older pupils in the unit.

*(Paragraphs 71 and 73)*

- Ensure data on pupils' progress in the unit is used to guide all teachers' planning.

*(Paragraph 75)*

### **THE WORK OF THE LANGUAGE UNIT**

68. This unit forms part of the LEA's provision for primary aged pupils with speech, language and communication difficulties although the pupils are on the school roll. The LEA funds the provision through an identified element of the school budget. Currently there are 30 pupils in the specialist classes. All pupils have a statement of SEN. At the time of the inspection the unit was operating to its full capacity.
69. No pupil is disapplied from the National Curriculum and, therefore, they participate in the national tests and teacher assessments at ages of seven and 11. The standard of work produced by the younger pupils is below expected levels and for older pupils it is very low. In relation to their own prior achievements younger pupils make very good progress, but older pupils do not make as much progress as they could because they are not receiving a broad, balanced or relevant range of learning opportunities appropriate to their age. However, when pupils are given the opportunity to share in lessons with pupils of a similar age in the mainstream school they make much better progress and achieve higher standards of work. For example, when children joined the Nursery and Reception classes for singing they all made very good progress. This was because the quality of support was good. The specialist and mainstream teachers are very aware of the additional special needs of the pupils and made good provision to meet these needs by involving them and making them feel welcome. All staff have high expectations of what these pupils are capable of achieving. Their level of enjoyment and enthusiasm for learning also makes a significant contribution to the standards they

achieve. They are very well motivated and benefit from working alongside pupils of a similar age who do not have special needs.

70. The philosophy of the current headteacher and the language unit co-ordinator is to enable these pupils to work alongside pupils of a similar age in the mainstream school as much as possible, whilst giving focused support for their specific individual needs in the specialist classes. These needs are mainly associated with the development of communication, literacy and numeracy skills together with significant aspects of personal and social skills. However, at the time of the inspection, the headteacher's vision for the pupils had not been fully realised because of the previous instability of staffing in the mainstream classes. The current staff is being encouraged to be more proactive in promoting an education which provides equality of opportunity for every pupil regardless of their disability. The school is fully aware that previous practice has not reflected rights and duties introduced by the Special Needs and Disability Act. For example, pupils do not have the same access or opportunity as pupils in the main school classes. These pupils are not benefiting from the full range of what the school provides, for example they are not given opportunities to join pupils of the same age for registration. Opportunities that do exist, such as attending assembly, sharing lunch and playtimes, form a positive start. When pupils from the unit share experience with those from other classes, such as football and table tennis they benefit both socially and academically.
71. The quality of teaching in the unit is very good for pupils in the Foundation Stage, good for those in the Key Stage 1 class and satisfactory for those in the class for older pupils. During lessons, the majority of teachers managed pupils well and made effective use of homework to support pupils' learning in class. They use a satisfactory range of methods to help pupils learn, such as class activities, group work and individual tasks, but they do not always select the best approach to help pupils learn as well as they could. For example, the older pupils, when learning about collecting and recording data, were given tasks which were too reliant on following the teacher's instructions rather than being able to learn through practical work. As a result, some lost interest in what they were doing and became distracted and annoyed their classmates. Because of these weaknesses the oldest pupils are not working as hard as they might, nor producing work of a standard of which they are capable.
72. In more challenging and creatively planned lessons pupils behave very well. For example, the youngest children behaved very well in a lesson where they were developing their numeracy skills. They thoroughly enjoyed learning to recognise and match numbers through playing with dice and 'unifix'. When learning new vocabulary they were keen to share their efforts with the adults helping them. They had very good relationships with their teacher and she was effective in getting individuals to work together co-operatively. Children were confident in learning new skills and enjoyed the opportunities to improve their speaking skills. Pupils in each of the three classes show a good level of understanding about the impact of their actions upon others and, as a result there is little bullying or oppressive behaviour. Most staff are adept at dealing with any potential conflict and ensure pupils' behaviour is consistently managed.
73. Whilst teachers plan to teach all the subjects of the National Curriculum and religious education during the course of the year, the content of many lessons for older pupils is inappropriate. Whilst the wide age range of pupils within the class makes planning an appropriate curriculum difficult, this problem is compounded because too little use is made of guidance available in nationally recognised curriculum documents. In particular the strategies used in teaching literacy and numeracy in this class are not sufficiently well structured. Progress in their English and mathematics lessons is not at the level it should be because lessons are not planned with a clear focus on meeting each individual's learning needs. When an activity has been completed pupils are not given more challenging work to complete for the remaining time. The use teachers make of pupils' individual education plans is variable. It is exemplary in two classes, but, because there is no common format to teachers' planning in all classes, it is not consistent in the class for older pupils.
74. There are good systems in place to ensure that pupils are well cared for and safe and this helps them to feel secure. Staff know all the pupils very well and endeavour to work in their best interests, safeguard their welfare and promote their development. There are effective partnerships with other agencies, especially the speech therapists and these contribute positively to the good quality of provision for pupils' welfare. Child protection systems are good and staff are knowledgeable about



procedures they need to follow if they have a concern about any pupil. Procedures for monitoring and improving attendance and good behaviour are also effective. Pupils are adequately supervised during playtime, before and after school and the collection arrangements at the end of the day are a well-established routine.

75. Procedures for checking on pupils' standards and progress are good in the Foundation Stage and Key Stage 1 classes. These procedures are not as good in the class for older pupils. Not enough use is made of the data on pupils' progress to guide the teacher's planning. There are no clear links between individuals' statements of SEN, individual education plans and what they are taught in each lesson. Subsequent targets often bear no relation to previous ones and there is no clear record of the pace at which pupils are learning. Staff do not have sufficient information to ensure that lessons are effective in promoting each pupil's full potential. In the other two classes records of pupils' progress are of a high quality.
76. Pupils' statements are in place and reviewed regularly. There is effective liaison with outside agencies, including the educational psychologist. There are very effective working relationships with the speech therapy service. Parents are informed of their right to contribute views and opinions at annual review meetings. The same opportunity is afforded to the pupils. Parents are very happy with what is being undertaken and feel that their children make good progress. Generally pupils are not given sufficient opportunities to take more responsibility as they become older.
77. Since the previous inspection the management of the unit has been good. There are plans to review the curriculum for the older pupils and a comprehensive programme for monitoring the quality of teaching and learning is being devised. There is an awareness of the need to ensure that individual education plans are effectively used in all teachers' planning so that pupils are provided with appropriate learning opportunities and make as much progress as possible.
78. Whilst the SEN governor has some knowledge and understanding of the work of the specialist provision this has been inadequate until recently. The headteacher and head of the unit are keen to improve the understanding of all the governors so that they are clear about the strengths and areas to be developed regarding this aspect of the school's work. The school receives a high level of funding for these pupils and currently there are no mechanisms in place for the governors to review and evaluate the value for money being provided by the unit. In common with the rest of the school this is currently satisfactory.
79. The accommodation for the specialist classes is good except for the junior class. This room is small and there is insufficient space to store the good level of materials and equipment. There is a generous number of teachers and support staff to meet the demands of the curriculum. The teachers have a range of experience and the support staff are well qualified for their roles. At the time of the inspection a post of speech therapist was vacant and this was having a negative impact upon the quality of teaching and learning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

87\*

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

40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	6	17	34	23	6	1	0
Percentage	6.9	19.5	39.1	26.4	6.9	1.2	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	311
Number of full-time pupils known to be eligible for free school meals	9	190

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	3	36
Number of pupils on the school's special educational needs register	3	60

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	263

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	8.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	31	19	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	15	28
	Girls	16	8	19
	Total	38	23	47
Percentage of pupils at NC level 2 or above	School	76 (68)	46 (65)	94 (80)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	22	27
	Girls	12	14	14
	Total	30	36	41
Percentage of pupils at NC level 2 or above	School	60 (63)	72 (73)	82 (68)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	18	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	12
	Girls	8	8	15
	Total	17	17	27
Percentage of pupils at NC level 4 or above	School	50 (61)	50 (72)	79 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	10	14
	Girls	6	7	15
	Total	11	17	29
Percentage of pupils	School	32 (58)	50 (83)	85 (72)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
------------------------	----------	---------	---------	---------

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
57	0	0
7	0	0
9	0	0
5	1	0
1	0	0
0	0	0
1	0	0
6	0	0
1	0	0
209	0	0
4	0	0
11	0	0
13	0	0
2	0	0
8	0	0
5	0	0
1	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)	15
Number of pupils per qualified teacher	22.6
Average class size	24.2

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

Total number of education support staff	14
Total aggregate hours worked per week	435

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A
Total number of education support staff	2
Total aggregate hours worked per week	73
Number of pupils per FTE adult	8.3

### **Financial information**

Financial year	2001/2002
	£
Total income	1,273,291
Total expenditure	1,208,255
Expenditure per pupil	3,847
Balance brought forward from previous year	119,601
Balance carried forward to next year	65,035

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	8

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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	369
Number of questionnaires returned	79

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	1	0	0
My child is making good progress in school.	46	49	1	1	3
Behaviour in the school is good.	43	44	3	0	10
My child gets the right amount of work to do at home.	48	34	8	8	1
The teaching is good.	57	30	10	0	1
I am kept well informed about how my child is getting on.	54	33	9	0	4
I would feel comfortable about approaching the school with questions or a problem.	53	39	3	1	4
The school expects my child to work hard and achieve his or her best.	66	30	1	0	3
The school works closely with parents.	38	48	5	1	8
The school is well led and managed.	43	44	3	0	10
The school is helping my child become mature and responsible.	44	41	10	0	5
The school provides an interesting range of activities outside lessons.	39	35	6	1	18

### Summary of parents' and carers' responses

Most parents think well of the school. Inspectors agree with most of their positive comments but find the quality of teaching and the rate of pupils' progress to be satisfactory rather than good overall. Inspectors also found homework to be satisfactory.

## **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**

80. The provision for children in the Nursery and Reception classes is a strength of the school and gives them a secure foundation for the rest of their education. This is an improvement since the last inspection when it was judged to be satisfactory. Most children enter the school with skills that are very low for their age in all areas of learning. Most of the children come from homes where the mother tongue is a language other than English and most do not speak any English at all. Many children have lower than average skills in their first language.
81. All children respond well to the good atmosphere and learning environment in these classes, the good teaching, the skilful intervention of staff and the wide range of activities offered. As a result they make good progress and by the time they leave the Reception classes, most children are likely to be achieving the early learning goals in physical development and personal, social and emotional development. In spite of the good progress, most children are unlikely to reach the goals in mathematical development, creative development and knowledge and understanding of the world. No child is likely to reach the early learning goals in every aspect of communication, language and literacy. This is because of the very low standards on entry in English and their poor speaking skills.
82. Children with special educational needs (SEN) and English as an additional language receive good support and make good progress in all areas of learning. In the Nursery and one of the Reception classes, children with English as an additional language are well supported by bilingual assistants who by their creative teaching and bilingual translation enable the children to access the English language as quickly as possible. However, in one class the amount of support for these children is less generous and they do not progress at the same rate.
83. Accommodation in the Nursery class is good and the children are able to access readily the good resources as well as a small outdoor area, which is used well. The accommodation in the reception classes is satisfactory, but there is no outdoor play because of the nature of the school site. Staff have compensated for this deficiency by organising timetabled sessions in the school playground and provide for a range of activities in physical development, including the use of wheeled toys. Mathematical games are played on the roof playground, which has suitable markings.
84. Arrangements for admission to the school are good. Staff have excellent contact with parents and children, visiting them in their homes before children start school and collecting photographs and pictures to display in the Nursery to make them feel at home when they start school. Very few parents are able to help their children at home by sharing books with them or taking them anywhere. A few parents help in the classroom with reading and other activities and their help is valued by the children and staff and enhances the learning opportunities available for the children but there is room for further development in this area.
85. The quality of teaching is good overall and is often very good. Key strengths include:
- good knowledge of the children and planning of a range of activities to give them rich experiences and good support matched to these learning needs;
  - good teaching in all the areas of learning which enable children to achieve well;
  - very good class management skills and appropriate grouping of children of similar ability;
  - very good relationships ensuring children settle in well, are happy and grow in confidence;
  - a good balance between teacher-directed learning and child-initiated activities. Adults ensure that these lessons have good pace, challenge and fun, but do not go on for too long; and
  - good support by the nursery nurse, classroom assistants and bilingual assistants ensure fast progress for all children, including those with SEN and English as an additional language, in two out of the three classes.
86. Although there were no specific weaknesses in teaching, the external advice given to the school that the full literacy hour should be undertaken in the summer term in the Reception classes is unhelpful.



This is because evidence during the inspection shows that this is too long for those children who have English as an additional language. As a result they have to listen for lengthy periods in a large group to material which is too difficult and not well matched to their individual level of learning. Many children become restless and bored and learning is hindered. Faster gains in learning take place when the literacy activities are split up into shorter sessions during the day.

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

87. When the children first start school, many are extremely shy, passive and bewildered and are reluctant to respond to staff or activities. However, the skilful teaching and very good relationships in the classes enables them to settle down gradually and become more confident with adults and each other. By the end of the Foundation Stage, children have very positive attitudes to their learning. They enjoy coming to school and form very good relationships with each other. Children work hard and play happily together with a good degree of independence and increasing confidence and are learning to persevere and stay on task when working independently at a chosen activity. This is due to the careful matching of the activities to the capability of the children and the gentle encouragement of the staff to persist until the task is finished. A few children still prefer to play on their own, but the majority of children are growing in maturity and are beginning to co-operate and play together, for example, in role-play areas such as the Kid's Café and the home corner.
88. Routines are well established so that children know what is expected of them and feel secure. As a result of this, their behaviour is generally very good. Children concentrate well in groups and whole-class sessions. They are beginning to listen to each other and most know how to take turns in speaking, as well as how to signal that they wish to contribute or answer questions. Most children say 'please' and 'thank you', because of the emphasis on politeness. They practise these skills when thanking the waiters and waitresses for their food in the café.
89. All staff listen carefully to what children have to say and value their contributions, often repeating to a wider group or asking questions to include others within the discussion. Adults are sensitive to the needs of all children and work hard to increase confidence and self-esteem. Children are proud of their achievements and rehearse them to visitors: 'I can count to 20', 'I can put my own coat on.' Praise is used well to acknowledge these achievements.
90. Teachers have high expectations that children will care for themselves independently, that after visits to the toilet they will wash their hands and accept some personal responsibility, such as when changing for physical education lessons. Children rise to these expectations with many able to act on their own without any adult support, or support limited to tying a shoelace or helping to turn items such as jumpers the right way round. Children are encouraged to have a go first and then ask an adult for help if needed, enabling them to develop independence. They understand the class rules and know what behaviour is expected of them, such as learning to tidy up after activities and take care of equipment and to put their coats on when it is cold outside.

## **Communication, Language and Literacy**

91. Children make good progress overall in this area and achieve well. Most children enter the Nursery with communication skills and vocabulary in English that are very low and the school enables them to develop these skills with increasing confidence. Children are willing to speak in whole class discussions and are learning to listen and take turns in conversations. They have learned a wide range of songs and action rhymes, such as 'Chick, chick, chicken, lay a little egg for me' and enjoy performing them. Children have regular opportunities to share their news and to talk about their experiences. They enjoy listening to stories and sit attentively for an appropriate length of time. Children are developing their early reading skills well. Most recognise their name and read others' names with confidence.
92. Children know the outline for a story, recognising that print has meaning. They can recognise rhyming words and repeating patterns, joining in the chorus of favourite rhymes and stories. More able children have started reading simple texts and instructions. They are learning a number of frequently used words and attempt to make sense of unknown words using the initial sounds and picture clues. Less able children try to explain what is happening in stories read to them and use

pictures to predict what might happen next. Children are aware of the words 'characters' and 'setting' and some know the difference between them. Children enjoy illustrations in books; some have favourite books and handle them carefully. They can hold books the correct way up and turn the pages in order. Early writing skills are beginning to be developed and most children make marks to represent writing, some incorporate correct letter symbols into their writing and a few try to read back what they have written. Some copy the teacher's writing with good pencil control and a few more able children attempt a simple sentence and put a capital letter to start and a full stop to end their work. Spoken language is developed well in both formal and informal situations. Most children chatter about their play in Bengali and English. Most will explain what they are doing to visitors and will initiate conversations with each other and negotiate positions.

93. In teacher-directed activities, children are given time to express their thoughts and ideas and the more articulate children are encouraged to develop further their language skills. The basic skills of reading and writing are taught very well in short, well-focused sessions in which children learn quickly. For example, when reading a large book with the class, teachers point to words as they read and emphasise that words carry meaning. Letter sounds are taught well and reinforced in activities such as rhyming games and picture and letter matching. The children are introduced to a wide range of books to stimulate their interest such as those about mini-beasts. Adults read stories in such an enthralling way that children listen intently, hanging on every word, absorbing the pace, tempo and timbre of reading 'ordinary' stories. The children take books home to share with parents, which helps to develop their interest and skills. Children are encouraged to use their early writing skills to write for a range of purposes, such as making homemade books of stories. Good opportunities are always available for writing, especially during role-play, for example, writing menus for the café. Displays of children's writing around the classroom reinforce the message that it is important and valued. Children make less progress during the 'literacy hour' that is too long and too difficult for many children not yet confident in English.

## **Mathematical Development**

94. Children have very low levels of mathematical ability and skill when they enter the school and standards are generally well below average. Only a few children recognise numbers from one to nine and can count to nine. Through well-planned practical activities, including play, children develop an understanding of number, pattern, shape and measurement, with an appropriate vocabulary such as 'big' and 'little', 'tall' and 'short' and 'full' and 'empty'. They also learn specific mathematical vocabulary such as 'take away' and 'plus', 'add', 'more than' and 'big', 'tiny' and 'medium' when singing 'When Goldilocks went to the house of the bears'.
95. Good teaching ensures that a wide range of structured and unstructured activities to develop learning is provided. These are well chosen for interest and enjoyment and are matched closely to the children's level of understanding. Teachers make use of every opportunity to encourage children to count, to recognise numerals and to do simple addition and subtraction as they play. For example, when singing together, children use their fingers to count up and down as well as act out songs, such as 'One, two, three, four, five', developing and consolidating their understanding of 'one more' and 'one less'. They also learn simple addition and subtraction such as  $2 + 5 = 7$ , and  $5 - 2 = 3$ , and the more able can add  $4 + 8 = 12$  and  $7 + 5 = 12$ . Good use is made of a range of computer programs to reinforce learning in all areas of mathematics such as putting eight legs, eight hats and eight boots on 'Millie', in 'Millie's Maths House'.
96. A few children are able to place numbers in the correct order from one to 20 and they demonstrate this daily when counting how many children are in the class, how many are away and how many are present during registration. Most know that fingers help you count in tens and fives, and can recognise numbers one to ten on a number line and program a ladybird to move up to eight squares. They learn about two-dimensional shapes through a range of activities, such as making pictures and geometrical patterns out of coloured sticky shapes and playdough. Children make good use of the sand and water trays to investigate capacity and volume and learn vocabulary such as 'full', 'half full' and 'empty'.

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

97. Children's natural curiosity is nurtured by effective teaching that gives a range of opportunities for them to explore the natural and man-made environment. For example, after looking at daffodils and hearing poems, they painted pictures and made collages of them. They keep chicken's eggs in an incubator, wait until they hatch and then observe them closely as they develop, drawing pictures, making collages and singing songs about them. They also study their own growth from when they were babies, bring in pictures of themselves as babies and work out what they can do now, that they could not do as babies. *'When I was a baby, I crawled on my knees, but now I walk on my feet to come to school.'*
98. They study mini-beasts and make large red ladybirds with black spots, out of papier-mâché, read the story of 'The bad tempered ladybird' and use the ladybirds they have made for counting and adding up. They grow plants and flowers in the garden area, watch their peas as they climb up strings and then enjoy eating them. They also make a working model of a volcano, using bi-carbonate of soda and vinegar, make the mixture turn red and bubble and fizz. They carry out tests, making predictions first, about what will happen to it if they add other ingredients such as glue powder, or oil. On the computer they use a mouse proficiently, can type simply and can drag with the mouse. They click on icons on the 'first-aid box' program and access a skeleton, bandages, syringes and other medical equipment and chatter about their uses. They also write their own and other children's names, using the keyboard. They can also program a ladybird roamer to go forwards and onto squares one to eight.
99. Children use construction kits to good effect to build towers, helicopters and a house for the three little pigs. They cut and stick paper, paint and make collages of the local area including shops, houses and transport. Children are beginning to develop a sense of time and happily recount what they did at school yesterday, as well as what they are going to be doing at the weekend and in the holidays. They are beginning to learn about their own culture and beliefs and those of other people. They make a large lion out of material, boxes, cardboard and paint and perform a lion dance for the Chinese New Year.

## Physical Development

100. Children's manipulative skills are low when children enter the school. Good teaching ensures that these develop well so that all children learn how to hold tools such as scissors, pencils and paintbrushes correctly, and play with small world toys, such as toy animals and jigsaws and small and large construction equipment, helping them to develop their physical skills.
101. Children in the Nursery run, jump and hop all over the outdoor area and climb, balance and slide with safety on the apparatus available. It is sufficiently challenging for the more able children, but there is no room for them to have access in this area for wheeled toys, so both the Nursery and Reception classes have timetabled opportunities for these activities in the main playground. Reception children have some limited opportunities to use the nursery climbing equipment at times and these are supplemented by physical activities in the hall and playground. Children make good progress in this area of learning and are on course to achieve the early learning goals by the time they leave the Reception classes.

## Creative Development

102. Children are offered a good range of activities, including drawing, model-making, painting, imaginative play and music. They respond well to the good teaching and their work in these media suggests good progress and increasing imagination and confidence, such as the brick patterns for the little pig's house painted with sponges using red and yellow paint and the pig faces made out of paper plates, corks, lolly sticks and coloured paper. Children enjoy making music and singing songs and are extending their repertoire of songs, nursery rhymes and jingles. They play instruments in time with the songs, perform the actions, clap repeated patterns and dance in time to music such as 'The Birdy Song' and dance in a ring.
103. Children play imaginatively in the home corner and kids café, dressing up in suitable clothes and mimicking adult talk and behaviour. In the café, one little girl said, *"Line up! One at a time please"* and in the house two children waited patiently nursing their babies while another cooked pasta in a frying pan for them. Cooking, eating and drinking are enjoyed in all classes and these and other

opportunities to smell and feel give children good experiences to respond to sensations and explore their senses saying, *"I like bananas best"* and *"Oranges are sweet"*. Children play in the sand enjoying the sensation of the sand through their fingers, make houses for the three little pigs out of cardboard boxes and make shelters for reading and creative play out of igloo tents and draped material.

## ENGLISH

104. The results of the national tests in 2002 for pupils in Year 2 in reading were well below the national average but were in line with the standards of pupils in similar schools. In writing they were in the bottom five per cent of schools nationally and were well below compared to similar schools. In the national tests in 2002 for pupils in Year 6, standards were well below those found nationally but were above those achieved in similar schools. Pupils are achieving satisfactorily compared to their attainment on entry. Inspection finds that there has been improvement recently, particularly in writing, but this has not yet had a significant impact on attainment.
105. Standards in speaking and listening are below average throughout the school. The majority of pupils come to school speaking little or no English and while they improve over time, too many leave the school without sufficient command of English to express fully what they know. There is little difference in the English of the more fluent bilingual pupils and their monolingual peers by the time they leave the school. Pupils with SEN are supported appropriately and make satisfactory progress. There is improvement in the promotion of speaking and listening since the previous inspection. For example, teachers give pupils the opportunity to try out their ideas by talking briefly to a partner, but even so in too many lessons pupils answer questions only very briefly and do not have full control over sentence structure. However when the teacher has high expectations and knows how to develop oral language pupils rise to the challenge and improve their speaking skills. Pupils' answers in Year 5 rapidly became more comprehensive when the teacher questioned effectively and indicated what was needed. In a Year 6 lesson there was good emphasis on pupils improving their performance as they dramatised the first meeting between Edward Jenner and James Phipps.
106. Some teachers provide good role models and this is mirrored in the quality of the pupils' speech. In other lessons the teacher's diction is not clear and there is not enough response to pupils' spoken language. Specialist teachers supporting the language of minority ethnic groups pay good attention to this aspect, even expecting pupils new to English to improve their diction by listening carefully to well formed speech. The quality of support given by specialist staff to pupils learning English as an additional language is satisfactory and that for newly-arrived pupils is good.
107. Despite the teaching of reading in lessons, when pupils are introduced to a variety of texts that are carefully analysed for meaning, pupils' reading is well below expectations in Year 2 and 6. In Year 2, although pupils are skilled in word recognition and use this method of reading as their main approach to a text, too many have difficulty in understanding what they read. This is because much of the teaching, including the work on 'Early Words', is focused on word recognition. For example a Year 2 pupil, who read a simple text accurately had very little idea of what the story meant and was unable to point to objects in the illustrations that matched the text. Some of the books selected for pupils to read are not at the appropriate level or well suited to the reader because the vocabulary and subject matter are well outside their experience. A competent seven-year-old tackled unfamiliar vocabulary well but needed much help in understanding the terminology and rules of a basketball game. Pupils read willingly but only the above average really enjoy it and read with expression and enthusiasm. The majority seem unused to talking about the books they read. In Year 6, more fluent readers name a limited range of authors such as J K Rowling, Jacqueline Wilson and Roald Dahl. They express reasons for liking particular authors in very limited terms. Only a very few above average pupils summarise plots effectively and make inferences beyond the literal. Less competent readers continue to read without very much understanding and are hampered by poor vocabulary and their familiarity with sentence structure. There is no great sense that they are fond of books or interested in reading. Their knowledge of using libraries is limited to colour coding and their reference skills are shaky. Most pupils use contents and indexes but very few have advanced skills in locating information.
108. Writing is improving. There is good quality writing in other areas of the curriculum such as religious

education and pupils are encouraged to express what they are learning in their own words. A Year 2 pupil writes an explanation of the water cycle showing good understanding and use of subject vocabulary: *"The sun dries the water and the water rises to the atmosphere. When it cools down the water vapour turns into a cloud and becomes heavy and the water drops down to earth as rain"*. Expectations of what pupils will achieve vary from class to class. Too often presentation is poor and pupils do not expect to have to finish their work because they are used to working at too leisurely a pace. Handwriting is often untidy and not joined. Some pupils have scruffy worksheets stuck in their books while in the parallel class there are carefully chosen illustrations that add to the quality of the work. Although marking is generally helpful, pupils take insufficient notice of teachers' comments. Recent improvement is not consistent across classes in each year group and standards at Years 2 and 6 are well below expectations. However, pupils' story writing in Year 2 is developing. Average pupils write a coherent version of the Three Billy Goats Gruff and are able to incorporate their own characters. Spelling is acceptable, although dialogue is without speech marks and some grammar is non-standard. An above average writer's story includes more detail, use of connectives and how to interest the reader by the choice of vocabulary: *"So the little horse went tip toe, tip toe"*.

109. Poetry writing is a strength and enjoyed by pupils who find this genre a way in which they can express ideas. One Year 5 pupil writing in the style of Michael Rosen clearly expressed her feelings about being the only daughter in her house. In response to very effective teaching, pupils in Year 6 wrote imaginative poetry, combining two words on each line to describe 'autumn'. Pupils are strongly encouraged to write from their own experience and culture. As scene setting for an exciting story one girl wrote: *"China Town was colourful, there were red balloons and fake fireworks hanging down from the houses on top of the shops. Most of the shops were red, because red is a lucky colour for people who celebrate Chinese New Year or are Chinese"*. Pupils are gaining increasing control over different forms of writing such as newspaper reports, letters and writing from different points of view.
110. Teaching is good overall, but this is not consistent and has not been sustained over a sufficient period of time to have made a noticeable impact on standards. It is satisfactory for the younger pupils (those in Years 1 and 2) and good for the older pupils overall (those in Years 3 to 6). There is some high quality teaching characterised by very good subject knowledge, a good pace in lessons and high expectations of what pupils of different abilities will achieve. In these lessons teachers also have good expertise in supporting the needs of bilingual pupils. Planning is thorough and lessons build on prior knowledge. For example in a Year 6 lesson, following the class analysis of a poem, the teacher used her pupils' own ideas and demonstrated effectively so that pupils were then able to construct their own poems. The needs of all groups of pupils were catered for very well because all pupils were sufficiently challenged. In this lesson a pupil from the language unit was well integrated and was supported well by a teaching assistant. ICT is used effectively as a tool for learning. Teachers are competent in using the interactive white-board in lessons and pupils often edit their work on the computer. Programs are used effectively for pupils learning English.
111. However, progress is often uneven between classes due to lack of consistency in planning and teaching and this impacts on standards and lack of consistent joint planning across year groups results in a variable curriculum for pupils. The lack of coherence in planning is particularly significant because of the changes in staff and subsequent lack of continuity.
112. The management of the subject is satisfactory overall. The co-ordinator has done a good deal of work and the school is aware of how much there still is to do. There are plans to co-ordinate the management of English and English as an additional language, a positive move in a school with a high proportion of bilingual pupils. There has been some effective monitoring of planning and lessons and this is having an impact on teaching. Writing has been identified as a priority. Resources have been improved but there is insufficient use of the library. Reading records are primarily focused on the accuracy of word recognition and this is also the pupils' perception of what reading is. Comprehension is tested but not consistently, or at a significantly high level, particularly taking into account the needs of the bilingual pupils. This emphasis is having an undue impact on the teaching of reading and ultimately on standards. There is also a lack of continuity in the record keeping of adults who listen to pupils read. There are also few comments by staff in pupils' home reading diaries to provide ongoing guidance to parents on their child's progress.

## **MATHEMATICS**

113. In the National Curriculum tests at the end of Years 2 and 6 in 2002, standards were well below the national average. When compared to schools in similar circumstances, standards were above average at the end of Year 2 and were in line with those at the end of Year 6. Inspection finds that by the end of Year 2 and Year 6, standards in mathematics are well below average and have not improved significantly since the previous inspection. However, standards are improving in number, data handling and in shape, space and measures. Until fairly recently, pupils, irrespective of gender, ability or ethnicity have made unsatisfactory progress in their learning.
114. There are a number of key factors which, historically, have contributed to standards not being high enough. These include inconsistencies in the quality of teaching and planning within year groups and across the school. Other inconsistencies include the quality of teachers' marking – and insufficient opportunities for pupils to use and apply mathematics in problem solving and investigations.
115. Standards in pupils' use and application of mathematics in problem solving and investigations are well below average because insufficient opportunities are given to pupils to work on this aspect, especially with investigations. In the mental starter session in lessons, some teachers do not make sufficient demands on pupils in terms of asking them to explain how they find answers to questions and problems. However, when given the opportunity, pupils show the capability to achieve well in this aspect. For example, in Year 6, pupils carried out a good investigation into 'Easter Eggs'. They combined literacy, numeracy and computer skills to produce a good quality investigation, with findings that gave information on the best value for money, or eggs that had the highest sugar and fat content.
116. Standards in number are well below average but are improving. There are some significant variations within year groups, especially in the standards achieved and in the amount of work done. By the end of Year 2, most pupils read, write and order numbers to 100, but few are confident beyond this. More-able pupils know their two, five and ten times tables. They solve word problems, such as 'Janet and Brian both bought an apple for 24p and a drink for 35p. How much did they both spend altogether?' By Year 4, most pupils read, write and order numbers to 9,999 but few are secure beyond this. Pupils are insecure in their knowledge of times tables. By Year 6, more able pupils read, write and order numbers to 1,000,000. Most understand the relationship between percentages, fractions and decimals. However, they have insufficient opportunities to work with and solve problems using larger numbers.
117. In work on shape, space and measures, standards are below average and show improvement. By the end of Year 2, more-able pupils tell the time accurately to the nearest hour, half-hour and quarter to and quarter past. Most pupils know how to measure to the nearest centimetre and more-able pupils recognise and name two-dimensional shapes. In Year 4, pupils understand and explain line symmetry. By Year 6, pupils know how to measure angles to the nearest degree and more-able pupils name accurately the different types of triangle. Although most calculate areas and perimeters of shapes using whole numbers accurately, they are less secure using decimals.
118. Standards in handling data are well below average, although the current focus on this aspect is contributing to improving standards, particularly in Year 6. Here, very effective use of spreadsheets and databases linked to the athletics awards scheme is enabling pupils to enter and sort information based on their own times and distances. Pupils show growing confidence in using spreadsheets to find averages. However, some found it hard to find the average mentally of, for example 'eight, ten and six'. In a lesson observed in Year 5, pupils took too long to recall how to use a tally chart and their skills in drawing a simple bar chart were significantly below average.
119. An analysis of pupils' work highlighted several important weaknesses. These include:
- inconsistent recording when targets have been achieved and the setting of new targets;
  - within year groups there are significant variations in the amount of recorded work by pupils;
  - poor standards of presentation by pupils; and
  - too much unfinished and unmarked work.
120. Teaching is satisfactory and is contributing to a gradual upturn in the standard of number, shape,

space and measures and data handling. During the inspection, the quality of teaching ranged from very good to unsatisfactory and this was reflected in the quality of teachers' expectations and marking from the analysis of pupils' work. The strengths of teaching are:

- well planned lessons which ensure that work is matched carefully to the individual learning needs of pupils;
- lesson objectives which are shared with pupils so they understand exactly what is required of them;
- well planned use of learning support assistants to help pupils with SEN or EAL;
- a good mental starter to the lesson which challenges pupils;
- clear targets for the lesson, for example "You have ten minutes to complete this task"; and
- the use of computers to support pupils' learning.

121. Most lessons were satisfactory or better but in one unsatisfactory lesson, the main weaknesses were:

- lesson planning which does not meet the different learning needs of pupils, so that all are doing the same task, for example in Year 4 where all pupils were expected to match decimals to fractions;
- pupils having no clear idea as to what they are expected to achieve in the lesson, with the result that they do insufficient work;
- mental starter sessions which are not challenging or demanding and do not get pupils thinking quickly enough; and
- marking which does not tell pupils how to improve, or reinforces key errors through omissions, for example '15x3=23' not corrected.

122. The leadership and management of the subject are satisfactory. The co-ordinator, who has been in post for four years, has seen a significant number of staff changes, including headteachers and these have not helped consistency in planning or in monitoring the quality of teaching and learning. Through his current detailed action plan, he has identified the main areas for improvement, which match inspection findings. He has developed very good assessment procedures for monitoring the progress of year groups through a thorough and detailed analysis of the results of the statutory and non-statutory National Curriculum assessments. However, teachers new to the school have insufficient information on what individual pupils have previously learned in the subject. Resources are good, but used inconsistently by teachers to support pupils' learning.

## SCIENCE

123. The results of the 2002 National Curriculum teacher assessments for pupils in Year 2 were well below the national average, but were in line with those in similar schools for pupils achieving the percentage of Level 2 and above. In the national tests for pupils in Year 6, the results were well below the national average but again, were in line with the performance of pupils in similar schools. These results are similar to those reported at the last inspection. When they are compared with schools that achieved similar standards in their teacher assessments when they were in Year 2, the progress of Year 6 pupils is below average. Throughout the school, pupils make too little consistent, sustained progress. Pupils with SEN and English as an additional language make similar progress to their classmates because they are given effective help within lessons.

124. Standards in the current Year 2 are below average and pupils in Years 1 and 2 make too little progress. Teachers provide too few opportunities for pupils to write their own extended accounts of what they have learned. An analysis of pupils' work over time reveals that too great a reliance is placed upon the use of worksheets as a means of recording. This curtails pupils' natural curiosity and, therefore, limits their independent learning. As a result much of the work so far recorded by pupils is below average. Pupils who write their own narrative accounts of their science work have a clearer knowledge and understanding of the subject and these pupils talk knowledgeably about what they have learned because of their better level of scientific language. For example, they know all living things need food and water to grow, including plants. Most are familiar with some uses of natural and man-made materials, including wool, plastic, wood and paper, but not all are confident about which are natural and which were manufactured. They have a limited understanding about the

benefits and dangers of electricity, but do have a realistic knowledge and understanding about safety issues. All pupils enjoy participating in opportunities for investigative work, but these are not as well planned as they could be. It is especially beneficial for pupils who have SEN, as they receive good support from adults and classmates. The practical approach to learning ensures all make better progress in the development of their knowledge and understanding of the subject. This was evident in their recall of information about forces and motion.

125. Standards in the current Year 6 are well below average and the majority of pupils have made inconsistent and erratic progress. Pupils who are capable of achieving higher than average standards, have not made as much progress in spite of being keen and conscientious in their work. They have high personal aspirations and want to do well and enjoy being made to work hard to achieve their goal. All pupils make better progress in practical activities, but all too often, pupils include too little detail in their recorded work. For example, pupils in Years 3 and 4 do not regularly write their own accounts about what they have learned. In both year groups, several weeks elapse between one piece of work and the next. Also, for some aspects of the subject, there is evidence to suggest these have been taught for one or two lessons instead of the recommended time specified in subject guidance documents. As a result these pupils have no comprehensive record of what they have studied and learned throughout the year which they can use as a point of reference. Pupils of the same age in parallel classes in Year 6 have not consistently learned about the same topics, therefore their knowledge and understanding of the subject is very variable. However, there is now evidence that teaching in the junior classes is improving and if pupils maintain the current rates of progress they are likely to be on course to achieve better standards by the time they leave the school.
126. Although the quality of teaching is satisfactory overall, it is very variable and not of a high enough standard to enable pupils to progress at a faster rate. Some unsatisfactory teaching was seen during the inspection, but also good and very good lessons were observed in Years 3 and 6. In the less effective lessons teachers do not organise and plan their lessons effectively or use a wide enough variety of different teaching styles to vary the activities. Most expect pupils to try their best so they endeavour to make the work interesting. However, the work pupils produce is not marked well enough and too rarely includes comments that would help pupils to improve their work. Pupils enjoy their lessons and behave sensibly. Teachers provide some opportunities for pupils to use their numeracy skills for recording work, for example, they use pictograms, bar graphs and tally charts. Less emphasis is placed on the development and use of extended writing and technical vocabulary, although better examples were found in recently produced work in one Year 6 class. In the better lessons, teaching was good or better because activities were very well planned and adults provided good support for learning. In these classes the teachers had high expectations about what they expected the pupils to achieve. The teachers' own confidence, knowledge and understanding about the subject were secure and this helped pupils learn about basic features such as fair testing and how to devise and carry out their own experiments and investigations. However, teachers do not yet give pupils sufficient opportunities to take responsibility for their own learning, for example to complete their own technical research or by devising investigative tasks. The best teachers capitalise upon the pupils' self-confidence in order to generate positive attitudes towards the subject by helping them to apply scientific knowledge and understanding within their daily lives.
127. The procedures for assessing pupils' work are unsatisfactory. Teachers keep some records of pupils' progress and the development of scientific skills, but they are inconsistent and not updated often enough. Therefore, they are of too little help and are not used in teachers' planning for subsequent lessons. Too little monitoring and evaluation of science teaching has been undertaken. The quality of pupils' work is not checked well enough and the curriculum is not monitored closely to ensure all pupils receive a broad and balanced range of learning opportunities. Since the last inspection the subject has not been led or managed well enough to bring about sufficient changes to impact sufficiently upon raising the standards achieved by the pupils. However, with the impact and influence of the new headteacher, the school now has the capacity to bring about the necessary improvements needed to raise attainment. The shared commitment and the capacity of the staff to bring about improvements are now good.

## **ART AND DESIGN**



128. At the last inspection, standards were reported as being in line with national age-related expectations and pupils' progress was satisfactory. It was not possible to observe any lessons in the age range for older pupils (Years 3 to 6), as in these classes design and technology was being taught during the inspection and there were few samples of pupils' previous work to analyse in order to judge standards. Judgements therefore are not made about the quality of pupils' work or the quality of teaching in this age range. For the younger pupils (Years 1 and 2), lessons were observed in two classes in Year 2 and in these lessons pupils' standards are broadly in line with national age-related expectations and pupils are making good progress as a result of the good teaching observed. However there is insufficient evidence to judge the overall rate of improvement since the last inspection.
129. However, the lack of breadth in the taught curriculum and the lack of work in pupils' books and on display indicates that there are gaps in some teachers' knowledge and understanding of the subject. It also indicates there are gaps in the taught curriculum in many classes although the formal curriculum in the school is intended to follow national guidance. For example, there is little evidence of emphasis on the design element of the subject. There are sketchbooks in most classes for both art and design and design and technology but with few exceptions the entries in these books are for the latter subject with few entries for art and design. The limited evidence available shows that they have not been used as a means of gathering information or developing ideas and are used as a record of gathering information. In the books of Year 6 for example, pupils have entered paintings of 'Starry, starry night' in which the task was to use wavy lines and avoid the use of straight lines. Although the blend of layered colours in these landscapes is good such finished pieces of work in sketchbooks suggests that most teachers have insecure knowledge of this aspect of the subject.
130. In the two lessons observed in the parallel classes in Year 2, pupils were asked to listen to a range of music and to use their own ideas and feelings in drawing lines in free-form in response to the musical stimulus. Many pupils in both classes produced interesting and imaginative responses with their pencils. Others at first were reluctant to respond and to give full rein to their imaginations, drawing instead very small reticent images. The teachers did their best to encourage these pupils to take risks and to use their imaginations. In the second part of the lessons pupils used coloured chalk and their fingers to blend skin colour tones to a portrait they had drawn of one of their classmates. Some of the results were impressive although the overall standard was in line with age-related expectations. Pupils in both classes enjoyed these lessons and were well behaved.
131. In these lessons teaching was good and all groups of pupils, including EAL pupils and those with SEN, made good progress. Both teachers planned their lessons well and managed their classes confidently. They monitored the work of their pupils diligently, ensured the lessons progressed at a good pace and used good questioning to encourage their pupils to think about the variety of lines that could be drawn.
132. The co-ordinator for the subject has only recently been appointed – too soon to have made a significant impact. She is aware that some teachers lack confidence in the subject and need training, for example in the use of sketchbooks. She is also aware that for many teachers the curriculum is viewed in too narrow a way and is interpreted as merely drawing and painting. She plans to monitor teachers' planning and to produce portfolios of pupils' work to identify appropriate standards as a guide for teachers. There are no procedures in place to monitor pupils' attainment and progress.
133. There is an after-school art club that is funded by the NOF (New Opportunities Fund). During the inspection, pupils were working with textiles to contribute to a collage of street and park scenes of the locality hanging as a mural on one of the stairwells. There were also some good drawings and paintings on display, hinting at what the pupils are capable of when given the opportunity.

## **DESIGN AND TECHNOLOGY**

134. There has been good improvement in design and technology, which is now satisfactory by the end of Years 2 and 6. This is a consequence of training of staff and a more coherent curriculum based on national guidance.

135. There is a sound balance between design and making. By age seven, pupils draw simple designs and begin to put these into practice. Pupils in Year 6 know how a slipper is constructed, make templates to fit their feet, select appropriate materials and plan for decoration. There are good links between design and technology and other subjects. Pupils in Years 3 and 4 made some delightful small books from folded paper in which they wrote the story of Goldilocks and the Three Bears and illustrated with cut out pictures. Numeracy skills are put to practical use as pupils measure as part of the process of designing photo frames and slippers. ICT is primarily a tool for word processing and opportunities are missed to use this in the design process. The subject is an important component of the teaching in the language unit, where pupils in Years 3 and 4 made very good gains in their skills and knowledge where they worked together well and showed each other what they intended to do and how.
136. Teaching is satisfactory overall. The subject is new to many teachers but recent training is having a good impact on their work. There is a tendency for teachers to use a step by step method of demonstration, effective in getting pupils to produce good finished products but which limits creativity. When the teacher of Years 3 and 4 gave pupils more freedom to find their own ways to solve problems their motivation and excitement was noteworthy. They experimented and some struggled before they found ways to strengthen frames, place photographs and make these stand up. But when they were eventually successful their sense of achievement was palpable. Most pupils, including EAL pupils, made satisfactory progress. SEN pupils are well supported and make good progress.
137. The management of the subject is satisfactory although monitoring of the subject is limited. Plans for assessment have been made but are not yet implemented. The co-ordinator has considerable expertise in the subject, which is not fully utilised throughout the school. Resources have improved and are now satisfactory.

## **GEOGRAPHY**

138. The last time the school was inspected the standards in geography were well below average. Since then standards have improved but are still below age-related expectations by the time pupils reach Year 6. Pupils, including those with SEN and EAL, make satisfactory progress. The arrangements for supporting pupils with SEN with their learning is very good and ensures they make appropriate gains in their knowledge and understanding of the subject. Three geography lessons were seen during the period of the inspection. Judgements about standards and the quality of teaching therefore also take into account teachers' planning, an evaluation of pupils' previous work, a review of school documents and discussions with staff and pupils. Although the quality of teaching and learning is satisfactory, the quality and range of learning opportunities are unsatisfactory because the subject is not being taught in sufficient detail nor for enough time.
139. By the end of Year 2, pupils have a limited knowledge of the locality. Teachers satisfactorily draw pupils' attention to similarities and differences between places in which people live. In discussions, pupils are able to express some preferences for their own homes or the houses in which close relatives live. Many can explain the routes they need to take to travel between various familiar places such as school, home and places where family members or friends live. Pupils begin to gain some knowledge and understanding of different localities and are able to compare similarities and differences between where they live and places they have visited for holidays. However very few are able to remember the name of any cities except London, nor are they able to explain the difference between a town and a city. Pupils have been given few opportunities to use research materials, such as maps, atlases or globes and therefore are not able to explain how they are used and what information they yield.
140. Throughout Years 3 to 6 pupils do not develop their geographical skills, knowledge and understanding as well as they could. This is because the subject is not taught in enough detail or frequently enough. In spite of lessons being planned, regular opportunities are missed to enhance pupils' acquisition of basic skills and understanding. In general, pupils have a better knowledge and understanding of features such as weather conditions, how these are represented symbolically on maps and are able to relate such conditions to the different seasons. A minority of older pupils have some awareness of more topical environmental issues such as the outbreak of the 'SARS' virus, but their inability to

clearly express their views by using appropriate vocabulary impedes their ability to present convincing opinions.

141. Pupils are given the opportunity to study other world locations such as modern Cairo. However, individual teachers' choice of some themes, such as the Silk Route, is obscure and difficult for pupils to comprehend. In discussion with pupils in Year 6, their breadth of knowledge and understanding of the subject are weak. They have some grasp of the water cycle, but are unfamiliar with vocabulary associated with rivers or mountains. They have a better understanding of terms such as continent, town, city and country and are able to explain the relationship between them. However, their knowledge of capital cities of the world is weak. For example, they were uncertain whether New York or Washington was the capital of the United States of America and were unable to remember most of the capital cities of European countries.
142. During the inspection the quality of teaching was satisfactory. In one lesson, in Year 6, it was good. In this lesson the teacher had planned the lesson well and had provided very good opportunities to use ICT to enhance learning. She gave challenging questions to her pupils and expected them to work hard throughout. By the end of the lesson pupils had the skills to use and interpret maps and weather symbols, as well as write and present a weather report. These activities also promoted the development of their literacy skills very effectively. However, too few opportunities are provided for debate linked to real life experience and current local, national and international issues so that the subject comes to life.
143. In other classes, teaching over time is less consistent, although satisfactory overall. In these classes planning was not as thorough and well focused as in the Year 6 class. A developing strength, however, is the emphasis placed upon joint planning and developing geographical terminology so that pupils are becoming increasingly confident to use it in their written work and group discussions. Throughout the school, pupils' limited range of written work is not marked well enough and does not include dialogue to encourage pupils to think about their work. It tends to be cursory and indicates work is correct without commenting on pupils' learning or what is needed to improve. Often work completed on commercially produced worksheets is not marked at all. The vast majority of pupils respond positively to their work, behave well and take pride in their achievements. In lessons where this enthusiasm is evident pupils make more progress in their learning, such as in the Year 6 lesson observed during the inspection.
144. The subject leader is aware that standards are not high enough and that pupils do not benefit from sufficient effectively planned visits and residential field trips. Opportunities for the co-ordinator to monitor teaching and learning have, in the past, been inadequate and not enough systems to assess the quality of work produced by pupils are in place. Those that are in place are used by teachers, to help in their planning, with varying degrees of success. The co-ordinator is aware of the need to ensure all pupils are taught geography frequently enough to raise the standards of all pupils in the school. The co-ordinator's own knowledge and understanding of the subject is good. She is keen and enthusiastic and has a good overview of how the subject needs to be developed. This commitment to improvement through good subject leadership indicates the school's capacity to improve standards is strong.

## **HISTORY**

145. Standards of work seen in history are satisfactory overall throughout the school and pupils generally make satisfactory progress. This is an improvement since the last inspection. However, there is some evidence of uneven quality and quantity of work in a few classes. Pupils with SEN and EAL make satisfactory progress. There are no significance differences in the progress of boys and girls.
146. By Year 2, pupils demonstrate a developing knowledge of the difference between children's toys of the past and present. They study the reasons for and experiences of, the Great Fire of London, and learn how it was rebuilt afterwards. This was linked well with science work as pupils studied materials that burn easily and those that do not. They read extracts from the diary of Samuel Pepys and this work has good links with writing diaries in literacy lessons. They also study life at the seaside in Victorian times, examining black and white photographs for historical evidence. In one lesson they enjoyed a visit from the deputy headteacher as an imaginary Victorian boy "Master

William” who arrived in the playground in his time machine and came to the classroom dressed in a Victorian bathing suit, wearing a handkerchief on his head and carrying a bucket and spade and beach ball. An excellent question and answer session revealed, with great fun, the customs of the day and taught the pupils specialist vocabulary so that they were able to reproduce this in their own imaginary accounts of Victorian life at the seaside: *“I am Master Hugo and I am seated on the carriage with Mama and Papa”*. They showed some understanding of chronology in studying time lines and were able to recognise the difference between old and new. They handled artefacts carefully, with respect and were able to explore primary and secondary sources for historical information.

147. By Year 6, pupils have studied the Romans in Britain, have found out where they came from and what they achieved. Good links were made with religious education, as they learned about the various Gods the Romans worshipped and with literacy, as they wrote newspaper articles which declared vividly the arrival of the Romans in Britain. They also examined a range of artefacts from Tudor times, such as children’s toys, shoes, a quill pen, a horn book and a cooking pot and worked out how they were used and how they differ from today’s objects. They also learn about Tudor life, their houses and Kings and Queens. They look at Egyptian tomb paintings and masks of Tutankamun and in art lessons create their own replicas using papier-mache, brightly coloured and painted gold.
148. In an excellent lesson in Year 6 about Britain since 1948, pupils listened excitedly and with great interest to a range of popular music from the last five decades. They guessed the names of the musicians, the titles of the music and the decade it was from, such as Nat King Cole, Elvis Presley, the Bee Gees and Michael Jackson. They also examined record players and other such equipment through the decades, plotting all the information on a time line.
149. Historical visits are a strong feature of history teaching and photographs depict pupils examining historical artefacts at All Hallows Church. They also visit the Victoria & Albert Museum, The British Museum, Bethnal Green Toy Museum, the Geoffrey Museum and the Ragged School Museum where they dress up as Victorian school children and experience a day in a Victorian school. These experiences enhance pupils’ opportunities for learning effectively. History is developing pupils’ understanding of how people have lived together in communities through the ages and the different social customs and rules for living that they adopted and how they sometimes differ from those of today. They are also enjoying literature, drama, music, art and crafts from a historical perspective, extending their cultural awareness and reflecting on their significance.
150. Teaching in history is generally good, particularly in lessons where teachers show real enthusiasm and detailed knowledge of the subject. Pupils are well behaved in lessons and are interested in the subject. They very much enjoy the visits and learn a great deal from the real experiences. Resources for history are good. There is a good supply of library and text books, packs of source materials, videos, tapes and maps. Artefacts for each topic are provided by the local Museum Service.
151. The co-ordinator for the subject has developed a new policy and scheme of work and has collected together resource boxes for each topic. She has made a start in checking teachers’ planning and is aware of the need to monitor more systematically the quality of pupils’ work. However, the quality and use of assessment is currently unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

152. By the end of Year 2 and Year 6, standards meet national expectations and all pupils, irrespective of gender, ability or ethnicity make good progress in their learning. Standards have improved since the previous inspection when they were judged to be below national expectations. These improvements are the result of good teaching, (teachers are much more confident than they used to be), the effective use of the school’s ICT suite and the technical support provided by the AZ. Teachers also provide pupils with good opportunities to use computers in other subjects of the curriculum. The co-ordinator can also be attributed to responsibility for some of the improvements and provides effective leadership and management of the subject, including the development of very good assessment procedures to identify pupils’ progress.

153. By the end of Year 2, pupils know how to log on and log off on the school's network. Whilst all pupils are confident in using the mouse, a number still have poor keyboard skills which means it takes them a while to enter their user names and passwords. Pupils show good skills in word-processing, for example in their current topic in history on looking at seaside holidays then and now. They produce their own questionnaires, that show good use of different fonts and justification of text when they write questions, such as, 'What are the carriages with wheels for?' They are generally confident in searching for information using a CD-ROM and show satisfactory application of their reading skills. For example, pupils find key facts on a shark, such as 'They eat other fish' which they then write as a sentence, before clicking and dragging on the picture of a shark and adding it to their text.
154. In Year 3, pupils use their literacy skills successfully in writing e-mails and sending them to pupils in schools in Bristol and the USA. They use a data-handling program well in creating block graphs to show their favourite colours. In Year 4, pupils show good skills in using the tools in a graphics program to produce exciting pictures which are based on repeating patterns of regular and irregular shapes. In Years 5 and 6, pupils benefit from a day spent at a national newspaper when they go through the process of creating a newspaper front page. Here, they make very good progress in understanding that process and in using desktop publishing skills to produce their own high-quality front pages. In Year 6, pupils make good use of Internet research when they write key fact sheets in science, such as topics on 'bacteria', 'fungi' and Edward Jenner. In history, they research and make good word-processed presentations of key events in Britain since 1940. In work linked to numeracy, pupils show good skills in using spreadsheets. They understand 'cells' and how to write a formula to solve a problem, for example in adding the total of six cells and in finding the average. These pupils use computers particularly well when presenting their findings of their high-quality investigation into 'Easter Eggs', including for example, which 'Easter Egg' is the best value for money. Throughout the school, pupils show great enthusiasm for and confidence in using the interactive whiteboards which are in the ICT suite and in an increasing number of classrooms.
155. Teaching is good and has made a significant contribution to the improvement in standards. Teachers are confident because of their good subject knowledge and there are significant strengths in their explanations and demonstrations when they use the interactive whiteboards very effectively. Lesson objectives are shared clearly with pupils, with the result that pupils know exactly what is expected of them in their lessons. An additional strength is the encouragement pupils are given to help with demonstrations when their confidence is increased, enabling teachers to assess pupils' skills and understanding. Lessons are well managed and organised so that teachers and learning support assistants are able to provide one-to-one support when it is needed.
156. The subject is led and managed effectively by a dedicated and enthusiastic co-ordinator and this has a significant impact on the improved standards. There is a detailed and up-to-date policy and a good scheme of work to identify what is to be taught as pupils move up through the school. There is very high-quality assessment of pupils' learning. Resources are very good and used effectively to support pupils' learning, including computers in classrooms so that pupils use and apply the skills learned in the ICT suite in other subjects, including literacy and numeracy. A highly skilled technician provided through the AZ enables the co-ordinator to avoid spending time on troubleshooting hardware and software problems.

## **MUSIC**

157. At the last inspection standards were judged to be broadly in line with national age-related expectations. In this inspection a limited number of lessons were observed, one in Year 1, two in Year 3 and one in Year 6. This is not a representative enough sample and judgements therefore are not made about overall standards of pupils' work or the overall quality of teaching. However in the lessons seen the overall quality of teaching was not up to the standard reported at the last inspection when it was described as 'very good and at times excellent'. Despite the presence of a visiting instructor to teach steel pans, music does not play a significant part in the life of the school.
158. In Year 1 a lesson took the form of a 'singing assembly'. In this lesson pupils enjoyed singing action rhymes and a wide variety of songs including 'I'm singing in the Rain' and 'I can sing a Rainbow'. Singing was unaccompanied and the standard was broadly in line with that expected for pupils' ages. In this lesson teaching was very good. Adults provided very good role models and the children of this

age from the language unit were very well integrated. The teacher made the activities enjoyable and she injected a lively pace into pupils' learning, which in this session was very good. She used the learning support assistants well and managed the pupils very effectively who, in turn, responded warmly to her pleasant manner and approach.

159. In Year 3, in both classes, the intentions were to learn how to make musical decisions for a class performance. In one of these lessons teaching was good, while in the other it was satisfactory. In the good lesson some pupils accompanied a Canadian Red Indian song 'My paddles clean and bright flushing with silver' on the tambour with a rhythmic accompaniment using an ostinato base. Singing was good, in tune and pupils enunciated the words clearly. They moved on to keeping the pulse by clapping well. They showed sound understanding of musical terminology such as 'ostinato', 'tempo', 'dynamics' and 'structure'. The teacher introduced the learning objectives well, and gave good explanations of how to use the tambour and used effective open-ended questions. Pupils' learning was good in this lesson which provided a good musical experience that all pupils enjoyed. In the other lesson in Year 3, where the learning objectives were the same, pupils had some difficulty in singing the song 'Li'l Liza Jane'. This was because they were not sure of the words and the rhythm of the song as the teacher had not ensured that her pupils were familiar enough with them. As a result their singing lacked enthusiasm and tunefulness. Towards the end of the lesson she decided to rehearse the words with her pupils, a strategy that would have been better placed at the beginning.
160. In Year 6, the lesson objective was to know how to evaluate and improve a song. Unfortunately this objective was not successfully achieved as the teacher had weak subject knowledge. Teaching and learning were unsatisfactory. The teacher used technology well at the beginning of the lesson to link a class computer with a 'smart-board' to display the text of 'Daisy Bell'. However there was no opportunity given to pupils for warm-up activities and pupils' performance was poor. Although he emphasised the need to sing in tune and to keep the beat, these cautions were not observed and more would have been accomplished if the teacher had attempted to teach the song in segments. Despite the lack of success in singing, pupils' attitudes and behaviour were satisfactory.
161. There is currently no co-ordinator for the subject and the headteacher is standing in as acting co-ordinator, pending a substantive appointment which she would like to make in the autumn term. She would like to raise the profile of the subject and to ensure training is provided to improve teachers' subject knowledge. There is additional funding to raise music standards, for example to provide additional music tuition, in addition to the steel pans, such as recorder teaching, but there is currently no one on the staff able to lead on this. Generally, the amount of actual teaching time for the subject is less than that normally recommended and insufficient attention has been given to checking on pupils' standards and tracking individual pupils' progress as they move through the school.

## **PHYSICAL EDUCATION**

162. By the end of Year 2 and Year 6, standards are below national age-related expectations and pupils, irrespective of gender, ability or ethnicity make unsatisfactory progress in their learning. Standards have not improved since the previous inspection. Although more time is now given to teaching, pupils have too many gaps in the earlier teaching of key skills to enable them to reach expected standards. In swimming, only 53 per cent of pupils meet the national expectation of being able to swim 25 metres unaided; this is unsatisfactory.
163. By the end of Year 2, pupils are insecure in the key health and safety requirement of knowing the importance of reacting immediately to the teachers' 'stop' command. They do not realise the importance of working in silence and they have difficulty in listening to instructions. As a result, they pose a risk to their own health and safety as well as to their classmates. Pupils lack a good awareness of space and in changing direction quickly enough to avoid colliding with fellow pupils.
164. In Year 3, pupils show a satisfactory standard in throwing and catching, particularly when they work in groups supported by a teacher. When working independently, skills are less secure because they find it difficult to sustain concentration. In Years 3 and 4, pupils benefit from an AZ funded scheme that enables them to have table tennis lessons in the sports hall of a local secondary school. Pupils make satisfactory progress in table tennis skills, for example in using the forehand, backhand and learning how to serve correctly. In Year 6, standards in athletics are satisfactory and have improved

since the previous inspection because of better teaching in this aspect of the subject. Pupils work harder in athletics lessons because they enjoy the challenge of an athletics awards scheme that encourages them to improve their performance in order to gain points and certificates. For example, in the standing long jump, pupils improve the distance jumped because of good teaching of the skills and technique required.

165. In Year 6, pupils make good use of their computer skills to enter their results into a database - a spreadsheet. They show good skills, for example in finding the formula to calculate their average distance over five standing long jumps. Numeracy skills are used successfully when pupils measure distances to the nearest centimetre and times to the nearest second.
166. Inspection evidence is consistent with the quality of teaching being unsatisfactory overall because of the significant gaps in pupils' prior learning. During the inspection, the quality of teaching varied from very good to poor. In the very good lesson, the lesson objective is shared with pupils so that they are aware of what is expected of them. The warm-up is rigorous and challenging and pupils know the importance of the 'stop' command. The teacher has high expectations of her pupils who listen attentively, especially to key teaching and coaching points and, as a result, their own performance improves. In lessons, teachers move around the playground and support individual pupils by giving them good one-to-one coaching in order to improve skills. In the one poor lesson, the lesson objective was not shared and pupils did not understand what they were expected to do because they were not expected to listen to instructions. Noise levels were very high and behaviour was unsatisfactory amongst boys and girls. As a result, progress was poor. In some lessons teachers do not consistently ensure that jewellery is removed and long hair tied back before the start of lessons.
167. Currently, there is no co-ordinator for the subject. The headteacher is performing a caretaker role until a newly appointed co-ordinator joins the school in September. The headteacher, since her appointment in January 2003, has ensured that the policy is now up to date and that a scheme of work is in place which is aimed at ensuring pupils are taught the full programme required by the National Curriculum. These improvements have had insufficient time to impact significantly on standards. Currently there is no system to check on and record pupils' progress. The school, with the additional support of the AZ and the school sports co-ordinator, provides a good range of extra-curricular activities, including football, table tennis, dance and athletics.

## **RELIGIOUS EDUCATION**

168. Pupils, including those with EAL, make satisfactory progress throughout the school in religious education, and by the end of Year 2 and Year 6, their standards of attainment are generally in line with the requirements of the locally agreed syllabus. Pupils with SEN also make satisfactory progress. However throughout the school, Christianity is not given a sufficiently high profile. Overall, improvement has been good since the last inspection.
169. In Year 2, pupils listen to many stories from the major world religions, such as those about Guru Nanak in Sikhism, the Buddha from Buddhism, the Creation Story in the Old Testament and the story of Jairus's daughter and the prodigal son in the New Testament. They reflect on the significance of these stories and the implications for their own lives. They also learn about the five rules of Buddhism and also that Guru Nanak's legacy teaches people that God is always present, to stand up for truth and help those in need. They reflect on the ten commandments God gave to Moses and the Israelites and the five pillars of Islam and how these teach people to live. They have also visited the Buddhist Centre where they learnt to meditate, a mosque and a church and have celebrated the major festivals of religions including Diwali and the Hindu Festival of Light.
170. By the end of Year 6, pupils have extended their knowledge of all the major world religions, listened to many stories and have taken part in further religious celebrations, including Eid and Christmas, and they have made further visits to places of religious worship including a Hindu temple. They consider the meaning of religious symbols and stories and compare and contrast the differences and similarities between the major world religions. For example, they learn that prayer in different religions takes a variety of forms. They explore the differences and similarities between places of worship. Pupils examine in detail religious practices, such as the use of the Puja tray for Hindus, set

up a personal shrine in the classroom and watch a Muslim pupil using a prayer mat. They learn that people from many religions go on journeys, such as Muslims to Mecca. Pupils are able to name the leaders of the main world religions and describe the good works of people such as Ghandi, Florence Nightingale, Martin Luther King and Mary Seacole who were motivated by their religious beliefs to benefit the human race. They also know that some people who are not religious, also seek to achieve the same aims because of their own personal code of ethics. They reflect on the meaning of signs, symbols and practices in religions and apply them to their own lives.

171. The quality of teaching is satisfactory overall and was very good in one lesson. Here the teacher had very good subject knowledge and injected a very slick pace to the lesson. He stressed technical vocabulary very well. In other classes, however, teachers' subject knowledge was less secure and the full impact of the subject material was lost. Teachers plan their lessons in accordance with the locally agreed syllabus and are careful to teach the meaning of specialist vocabulary and symbols. They enliven the subject by the skilful use of artefacts and use pupils to demonstrate religious practices.
172. Pupils' behaviour in religious education lessons is good and they are extremely interested in the subject. They enjoy hearing stories from a range of different faiths and are keen to hear about the religious practices of their own and other religions. They are respectful as they explore issues relating to religion and can compare and contrast similarities and differences between a number of religions at a level appropriate for their age. The majority of pupils come from backgrounds where religion is intrinsic to their culture and this deeper knowledge and its influence helps to raise standards in religious education.
173. The headteacher, who is acting co-ordinator, has planned a new curriculum which includes all aspects of the locally agreed syllabus, has introduced a satisfactory assessment system and has purchased an appropriate range of resources such as books, artefacts, video and audio materials and photographs, which cover all the major religions. She has checked the planning of all teachers but, as yet, there is no monitoring of teaching. However, this will be implemented in September when the newly appointed co-ordinator arrives at the school. Religious education is making an important contribution towards developing pupils' understanding of other ways of life, both throughout the world and in multicultural Britain. It is giving pupils the opportunity to reflect on their own and other peoples' beliefs and to examine how this might impact on their own behaviour and attitudes.