

# INSPECTION REPORT

## **JOHN PERRY PRIMARY SCHOOL**

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 101232

Headteacher: Mrs Jeannette Harris

Reporting inspector: Mr Tom Shine  
24254

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> September 2002

Inspection number: 246106

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

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## 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:	Charles Road Dagenham
Postcode	RM10 8UR
Telephone number:	(0208) 270 4622
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Appropriate authority:	The Governing body
Name of chair of governors:	Mrs Heather Fixter
Date of previous inspection:	3 <sup>rd</sup> – 6 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
9352	Malcolm Weaver	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?
18703	Christine Canniff	Team inspector	Mathematics Art and design Design and technology Music	
21171	Sally Handford	Team inspector	English History Educational inclusion English as an additional language	
21103	Val Ives	Team inspector	Science Special educational needs Religious education	
15011	Marion Wallace	Team inspector	The Foundation Stage Information and communication technology Geography	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

John Perry is a mixed, two-form entry primary school in the borough of Barking and Dagenham. There are 390 pupils on roll. In addition, there are places for 52 children to attend part-time in the nursery, either in the morning or afternoon. Children enter the nursery on a staggered basis in the autumn term following their third birthday and the majority transfer to the reception in the autumn term following their fourth birthday. About six per cent of pupils come from homes where languages other than English are the mother tongue, such as Punjabi, Greek, Turkish and Yoruba, but none are in the first stage of English acquisition. Children's attainment on entry is below average, with their language skills being particularly poor. Although the proportion of pupils with special educational needs (SEN) at 22 per cent is broadly average, the proportion of pupils with greater needs requiring support identified in a statement is above average; many of these have autistic spectrum disorders. The majority of pupils with SEN have language and communication difficulties. Although the school is situated in an area that is one of the most underprivileged in the country, the proportion of pupils entitled to free school meals is broadly average. The majority of pupils come from white UK backgrounds. In the last two years, there has been a significant turnover of teaching staff. A number of supply teachers were being employed until permanent appointments were made.

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

Standards are broadly average in most subjects by the time pupils leave the school. The school meets the needs of most of its pupils well. Those with SEN, the few with English as an additional language and those from minority ethnic groups are well integrated into the school. Most of the teaching is satisfactory or better but in some instances above-average pupils are not given sufficiently demanding work. The headteacher provides satisfactory leadership and the school provides sound value for money.

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

- Teaching is consistently good in Year 6 and pupils achieve well by the time they leave the school.
- Pupils' attitudes to learning and behaviour are good.
- Support for pupils with SEN is very good, overall.
- Relationships with parents are good and they think well of the school.
- Pupils of all attainment levels achieve well in swimming.

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

- Some teachers' expectations of above-average pupils.
- Effective monitoring of teaching.
- Pupils' speaking skills.
- Standards in geography and music.

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

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

Since the school was last inspected in November 1997, the school has made satisfactory progress in addressing the issues identified. Teaching has improved, including the quality of marking and satisfactory improvement has been made in the quality and range of the curriculum. For example, there are now policies for all subjects. Standards in English, mathematics and science are better. However, the emphasis on developing pupils' speaking skills remains an issue in some teaching. Challenging work is still not given consistently by all teachers to above-average pupils. In music, including singing, standards for older pupils remain unsatisfactory.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	D	B	B	well above average A above average B average C below average D well below average E
mathematics	C	D	B	B	
science	B	B	C	C	

In 2001, standards in English and mathematics at the end of Year 6 were above those in schools nationally and also when compared to similar schools. In science, standards were broadly in line with the national average and with the performance of pupils in similar schools. In English and mathematics, these standards were significantly higher than the targets set for pupils in this year group. The trend in the school's average points scores since 1997 has been above the national trend. The unpublished data of 2002 is less positive, suggesting a fall in English and mathematics, although science results have risen. The school points to a pattern of unsatisfactory attendance amongst some pupils in this year group (some 12 per cent) that adversely affected the results. By the end of Year 2 in 2001, standards in reading and writing were below the national average and were well below those in similar schools in 2001. In mathematics, they were below the average both nationally and in similar schools as there were not enough pupils achieving higher levels.

Children make a satisfactory start to their education in the nursery but, by the time they enter Year 1, they still attain standards below those expected in communication, language and literacy, mathematical and some aspects of physical development. By the end of Year 2, standards in reading are broadly average, but are below average in speaking, writing and mathematics. They are achieving well in science, where standards are broadly average. By the end of Year 6, pupils are benefiting from consistently good teaching and effective setting arrangements and are achieving well in English, mathematics and science, where standards are broadly average. In swimming, standards are above average throughout the school. In most other subjects, where there was evidence to judge, including information and communication technology and religious education, standards are as expected and pupils are achieving well in relation to their earlier attainment. The exceptions are in geography throughout the school and in music at the end of Year 6, where standards are unsatisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good throughout the school and have a positive impact on their learning.
Behaviour, in and out of classrooms	This is good in and around the school, including lunchtimes and in the playground.
Personal development and relationships	Relationships are good, but pupils are not given enough opportunities to use their initiative and exercise responsibility.
Attendance	This was broadly average last year, but was below average in Year 6, affecting results.

Pupils have good attitudes, behaviour and relationships that help them in their learning. They are not given consistent opportunities to take more responsibility for their learning, such as undertaking research



and being able to expand on their answers to some of their teachers' questions.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 is satisfactory. There is some teaching of high quality in Year 1 and notably in Year 6. In the Foundation Stage, all lessons were at least satisfactory, with a minority being good. The nursery nurse and, throughout the school, learning support assistants, provide effective support overall. The teaching of pupils with SEN is very good. These pupils make very good progress towards their targets when supported by the special educational needs co-ordinator. The teaching of swimming is good throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is broad and reasonably balanced, although there is less time for music than usually found.
Provision for pupils with special educational needs	Satisfactory in the Foundation Stage, very good in the rest of the school. These pupils are very well supported to help them learn well.
Provision for pupils with English as an additional language	Good. It is satisfactory in the Foundation Stage and Key Stage 1 and good in the rest of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory, but the provision of spiritual development is unsatisfactory as insufficient opportunities are given for pupils to reflect on deeper issues affecting their own and others' lives.
How well the school cares for its pupils	Good. Procedures for monitoring behaviour are good.

The curriculum has improved since the last inspection. Provision for pupils' moral and social development is good. Provision for personal, social and health education is also good. The school's links with parents are effective. The quality of information to parents is satisfactory. Annual reports in some year groups are good but they are not consistent throughout the school. Data from national and optional tests are analysed carefully and are used to track the progress of individual pupils effectively, but they are not used to set consistently challenging targets.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has maintained staff morale during a period of high staff turnover effectively. The school has a positive ethos that reflects its aims and values.
How well the governors fulfil their responsibilities	Satisfactory.
The school's evaluation of its performance	Satisfactory. The quality of pupils' work is regularly checked satisfactorily, but the monitoring of teaching is not rigorous enough.
The strategic use of resources	Satisfactory. Funds allocated for SEN are used very well.

Some governors are quite new to the school. Whilst they fulfil their responsibilities satisfactorily, they do not have sufficient understanding of the strengths and weaknesses of the school. Staffing,

accommodation and learning resources are satisfactory, but outdoor play provision for children in the reception classes is inadequate. The school applies the principles of best value satisfactorily.

### 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>• Teaching is good.</li> <li>• Pupils are expected to do well.</li> <li>• The school helps their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• How closely the school works with parents.</li> <li>• The right amount of homework.</li> <li>• The information about pupils' progress.</li> </ul>

Inspectors agree with many of parents' positive views. By the time they leave school, pupils make good progress. This is because of the consistently good and often very good teaching in Year 6. In most classes in the rest of the school, teaching and pupils' progress are satisfactory. Inspectors found the quality of homework to be good, especially for older pupils, and the range of activities outside lessons to be similar to those in other schools. They also found that the school works well with parents, but agree that there are weaknesses in the annual reports about their children's progress.

## **PART B: COMMENTARY**

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

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

1. Standards for children in the nursery and reception classes are below average in communication, language and literacy, mathematical and some aspects of physical development. Standards are similar to those reported at the last inspection in their language skills, but below those in mathematics. However, comparisons should be treated with caution as the curriculum for children of this age has changed considerably since the last inspection. Attainment on entry to the nursery is below average, with language skills being particularly weak. Although their language skills and most other areas of learning, especially mathematical skills, are below average by the end of the nursery year, children make satisfactory progress and are beginning to develop positive attitudes to school. This progress continues in the reception classes, but standards in communication, language and literacy, mathematical development and physical development are still below the level expected by the time children are ready to leave to enter Year 1. Progress in the other areas of learning is good. By the time they are due to leave the reception classes, the majority of children are on course to achieve the Early Learning Goals in personal and social development, knowledge and understanding of the world and creative development.
2. Standards in reading are broadly in line with expected standards when pupils are in Year 2, but not enough pupils are reading at higher levels. These findings are slightly better than the latest published National Curriculum test results for 2001 would suggest, when standards were below average, overall, partly as a result of a higher-than-usual number of statemented and other pupils with special educational needs (SEN). In writing, standards are below average. Whilst the majority of pupils are achieving at the lower end of the expected level, not enough are achieving at higher levels. A similar picture emerges in mathematics in Year 2, where standards are below average and are similar to those suggested by the latest published test results in 2001. In Year 6, at the time of inspection, which was near the beginning of the academic year, standards are broadly in line in English, mathematics and science and pupils are achieving well. In the National Curriculum tests, standards were above average in 2001 at the end of Year 6, when pupils had benefited from intensive preparation for the tests. Inspection found no significant differences between the performance of girls or boys.
3. Provision in most of the school for SEN is very good. Those pupils with SEN make very good progress towards the targets identified for them in their individual education plans. They benefit from very good support either in small groups or during individual tuition with the special educational needs co-ordinator (SENCO) and are achieving well in relation to their prior attainment. In classes, pupils with SEN receive very good support both from the co-ordinator and from their class teachers and learning support assistants. In the Foundation Stage, provision for SEN is satisfactory and children make satisfactory progress in their learning. The school monitors and analyses the achievement of the few pupils with English as an additional language (EAL) and those from minority ethnic backgrounds. These pupils achieve as well as their peers. The school is committed to meeting the needs of all groups of pupils, however, in some classes it fails to cater consistently for the needs of higher-attaining pupils. These pupils are not always appropriately challenged and do not always make as much progress as they could. The majority of children enter the school with below average attainment, and therefore the emphasis, understandably, has been on raising their attainment to at least average levels. This has been generally at the cost of neglecting the more able pupils, particularly in English and mathematics, in a minority of classes. This is a pattern that is replicated throughout the school.
4. By the end of Year 2, standards in listening are broadly average for pupils' ages, but they are still below average in speaking. At the last inspection, the need to improve pupils' oral skills was identified as a weakness and it still remains the case that some teachers do not focus sufficiently on developing their speaking skills. Pupils make satisfactory progress in their listening and speaking skills, listening well to their teachers and other staff and also to each other. However,

given their prior attainment in speaking, they are not making sufficient progress to raise it to the expected level. In speaking, they respond to good questioning and give reasonably confident answers, but generally and with notable exceptions, they are not sufficiently encouraged to expand on their answers. In Years 1 to 6, children with SEN are very well supported, especially those with statements of educational needs. In Year 6, pupils are confident in answering their teachers' questions. The use of role-play and drama also provides helpful opportunities for pupils to develop their speaking and listening skills, although the use of correct syntax and grammar and Standard English is still underdeveloped among the majority of pupils.

5. Standards of reading throughout the school are broadly average. By the end of Year 2, pupils have made satisfactory progress and have learned different strategies to help them read unfamiliar words. Below average pupils are given additional support, when needed, to identify letter sounds and spelling patterns. However, there are fewer pupils than normally expected reading at higher levels. By the time pupils are in Year 6, they have made good progress and more pupils are reading at higher levels. Given their starting point, when most children enter the school with below-average standards in communication, language and literacy, they are achieving well. However, the school relies heavily on a number of structured reading schemes to develop pupils' reading skills and these pupils are not consistently challenged by more demanding texts. Pupils of all attainment levels are keen on reading a range of written material, including fiction, especially adventure stories, poetry, plays and non-fiction books. They read with fluency and accuracy and good expression. Teachers and support assistants work with small groups within the literacy hour and at set times during the week. In sessions during the literacy hour and at other arranged times, pupils are given valuable opportunities to talk about the stories they are reading and so develop their understanding.
6. Although pupils make satisfactory progress in writing in Years 1 and 2, standards are still below average when pupils leave Year 2. In Years 3 to 6, pupils make good progress, overall, and, by the time they are in Year 6, they are attaining at broadly nationally expected standards. All pupils in Year 6, including those with SEN and pupils from ethnic minorities, are achieving well. In Year 2, pupils benefit from handwriting being consistently taught and most form their letters correctly and some pupils are beginning to join them. The quality of spelling is variable and is not consistent in accuracy. However, average and above-average pupils punctuate correctly. Most pupils are able to use capital letters and full stops appropriately by the end of the year. They are able to retell stories familiar to them and are able to place the main events in the correct order. Work in pupils' books indicates that above-average pupils are insufficiently challenged and suggests they could be asked to write at greater length. In Year 6, the presentation of pupils' work is very good, with pupils writing in a well-formed joined script. Work in their books shows that pupils are able to present and write their good ideas in a lively style. Throughout the school, most pupils lack a clear awareness of the differences between colloquial speech and Standard English. This confusion spills over into their writing. Pupils' spelling and sentence structure in their writing suffer and prevent some of them achieving higher levels.
7. Although pupils are achieving satisfactorily in mathematics by the end of Year 2, standards are below those expected for pupils this age. Most pupils make satisfactory progress in developing their basic numeracy skills, although pupils with SEN make good progress because of the good support they receive. In this age group, most pupils have a satisfactory knowledge of addition and subtraction to 20, although lower attaining pupils are less confident in these operations and make errors in elementary calculations such as simple subtraction. Above-average pupils are developing increasing confidence and understanding of place value and simple fractions and multiply by 2, 5, and 10 accurately. By the end of Year 6, the majority of pupils have made good progress and the general standard of their work is at the expected level. Pupils in this year group benefit from the consistently good teaching in all three mathematics' sets. These teachers analyse the National Curriculum test questions thoroughly to ensure that their pupils are well prepared, especially in those areas of mathematics in which pupils are less secure. The majority of pupils in this year group are confident in the number operations of addition, subtraction, multiplication and division, using whole numbers and decimals. When working on data handling, pupils increase their understanding of simple probability and statistics to a secure level. Pupils with SEN in Year 6, who are very well supported, make very good progress.

8. In science in Year 2, standards are broadly at expected levels – similar to those reported at the last inspection. Pupils throughout the school are achieving well in this subject. In a lesson in Year 2, pupils use good scientific vocabulary to compare the similarities and differences between various materials. Such appropriate emphasis on scientific vocabulary is a strong feature in the subject throughout the school. An analysis of pupils' work reveals that by the end of Year 2 they use clear diagrams and illustrations to describe graphically the simple features of materials and living things. In Year 6, pupils present their written work well and record the results of their experiments neatly in tables and bar charts. In two lessons observed in this year group, pupils demonstrated that they were able to plan and collect data in order to investigate factors likely to affect the rate at which sugar dissolves, using scientific knowledge previously learned such as fair testing and the need for accuracy.
9. In both Years 2 and 6, standards in information and communication technology (ICT) are broadly in line with those expected for pupils' ages. In Year 2, pupils use the technology confidently, with the majority of pupils being able to log on and open a particular program. The majority of pupils in this year group are able to use the print icon, move the cursor effectively and are able to explain the meaning of 'enter'. Higher-attaining pupils are able to explain confidently the difference between running text and line break. In Year 6, pupils use ICT confidently in other subjects such as literacy, history, religious education and art. They are able to refine sequences of events such as changing traffic lights and, with a partner, write the traffic light commands.
10. In religious education, standards are satisfactory and meet the requirements of the locally agreed syllabus. The school's timetable arrangements precluded observing lessons in Year 6 and, because there was little written work available, it was not possible to judge standards in this year group. In most other subjects, where there was evidence to judge, standards are at expected levels and pupils are achieving well in relation to their prior attainment. The exceptions are in geography throughout the school, where pupils' skills are below expected standards, and in music at the end of Year 6, where standards are unsatisfactory, particularly singing. There was insufficient evidence to judge standards in music at the end of Year 2.

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

11. When children enter the nursery, their personal and social skills are below average. Their teacher and nursery nurse are successful in creating a happy and secure environment to which the children respond well. They enjoy coming to school, feel positive about it and learn and adapt well to the school routines. Children grow in confidence and enjoyment as they develop good relationships with staff. Initially, children from homes where English is not spoken settle in well, but become frustrated when asked to obey simple commands. When they first come to school they are unused to playing with others, but they quickly learn to share equipment and to take turns. In the reception classes, they continue to develop their social skills and are more confident in sharing equipment, such as the computer. All children, including those with SEN, are encouraged to be kind to each other and are rewarded for being so.
12. Pupils' attitudes to school are good. Most pupils are keen to attend school, are enthusiastic when working and enjoy the activities that the school provides. They are consistently courteous and welcoming to visitors. Their behaviour is good throughout the school and there was no evidence of oppressive behaviour during the inspection period. There have been no exclusions in the past six years. Parents' positive views of the school are reflected in the inspection evidence. Pupils show satisfactory consideration for the feelings and values of others and respect one another's and school property. These findings reflect those found at the last inspection.
13. The orderly routines give pupils a sense of direction that enables them to settle quickly to their tasks. They are keen to learn and take pride in their work. The greater majority of pupils listen attentively and where the teaching is very good, pupils sustain their concentration very effectively and respond in a mature manner. Only on a relatively few occasions when teaching was less than satisfactory, with the pace of lessons being too slow, did pupils demonstrate an inability to sustain self-discipline or concentration.

14. Pupils' relationships with one another and adults are good, overall. The majority of pupils work in pairs and groups constructively and pupils with SEN and those from minority ethnic origins are well integrated into class and work and play together well. Pupils generally have appropriate levels of understanding of the impact of their actions on others and concern for each other's welfare.
15. The previous report indicated that pupils worked with good levels of independence on tasks involving research from books and computers. This aspect of their learning has declined since the last inspection. Insufficient opportunities are provided for pupils to pursue their own research, using the school library or computer room in support of their work, and little use other than directed work was undertaken on computers in classes. Many pupils are given insufficient opportunities to expand on their answers to their teachers' questions and to expand on their oral skills. Overall personal development is an area requiring more focus.
16. The level of attendance is in line with the national average. This is in keeping with the findings of the last report. The rate of unauthorised absence is above the national average. This is because the school takes a strong stance in discouraging parents from absenting their children from school in term time. A recent change of policy, for example, means that holidays taken in term time tend to be recorded as unauthorised absence. Despite the broadly satisfactory attendance rate in 2001/2002, the attendance rate in Year 6 was unsatisfactory, with a generally high absence rate throughout the year, having an adverse effect on standards in the national tests in 2002.

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

17. Teaching has improved since the last inspection. In this inspection, teaching is satisfactory overall. Over nine out of ten lessons were satisfactory or better, and nearly half of these were good or better. The proportion of unsatisfactory lessons at less than five per cent is lower than at the last inspection. All teaching in the nursery and reception classes was at least satisfactory. In the rest of the school there was proportionately more good teaching with most of the higher quality being in Years 3 to 6.
18. In year groups, the best teaching occurred in Year 1, where 60 per cent was good or better, with 20 per cent being very good. In Year 6, teaching was even better, with 82 per cent being good or better, and 35 per cent being very good or better. This includes the effective contribution from the SENCO who supports the lower sets very well in this year group for English and mathematics. In the last two years, there has been a significant turnover of teaching staff, with ten teachers leaving and nine arriving. This process has not been seamless and there has often been a need for long-term supply teachers, pending new appointees taking up their post, which, the school believes, has adversely affected standards.
19. Most teachers and support staff take account of the needs of all groups of pupils well. The teaching for pupils with SEN is very good and is based on very detailed assessment. This is clear in the careful planning of lessons, the match of work to the ability of each pupil and the individual preparation of resources to support their work. The teaching programme for these pupils is either on a one-to-one basis or in group sessions and has a significant impact on their progress, particularly in English and mathematics. A secure learning environment is achieved and good relationships are established, enabling pupils to become confident and wanting to improve. In addition, clear instructions build confidence and enable pupils to sustain concentration and complete the tasks set for them. The school has invested considerably in support staff that are very well deployed and have a considerable influence in guiding effectively the learning of pupils with SEN. Teachers are aware of the backgrounds of most of the children and understand their needs, including those from ethnic minority groups and the few pupils whose home language is not English. They understand the needs of their pupils, including those of pupils from homes where English is not the first language, and those from minority ethnic backgrounds. Whilst the school caters well for the needs of below average and average attaining pupils, there is a tendency for a minority of teachers' expectations to be not high enough. This results in some teachers not giving sufficiently demanding work to above average pupils.

20. Teaching in the nursery and reception classes is satisfactory overall. The learning support assistants and the nursery nurse in these classes provide effective support. In the reception classes, planning is not consistently matched to children's differing abilities. This results, on occasion, in a lack of challenge being presented for higher attaining pupils. There are insufficient opportunities provided for children to practise and extend their language skills. In the best lessons, relationships were good, providing a warm, caring environment in which children felt confident about learning; the teachers were enthusiastic and an appropriate range of activities was provided for learning. The teachers and support staff work well to ensure good provision, enabling pupils to achieve well in personal and social development, knowledge and understanding of the world and creative development.
21. Teaching in English and literacy is satisfactory in Years 1 and 2, good in Years 3 to 6 and good, overall. In mathematics, it is satisfactory, overall, and numeracy skills are taught well. In both English and mathematics, teaching is consistently good in Year 6 in all three sets. It is in this year group that pupils make the most significant progress in their learning. In English, in the best lessons, teachers make their lesson objectives very clear to their pupils, so that they know what they are expected to learn. At the end, they assess carefully how well the class has understood the lessons. These teachers have high expectations of what their pupils can achieve and the lessons are paced at such a rate that they always retain pupils' interest. In the best lessons throughout the school, the teachers are equally mindful of the needs of all groups of pupils, be they higher attaining, those attaining below average standards, including those with SEN, those from minority ethnic groups and those attaining average standards. In these lessons, class management is good and is based on good relationships between staff and pupils. As a result, pupils are well behaved, concentrate well and work hard. However, in the less successful lessons, teachers directed their pupils too much and did not give them enough opportunities to learn independently. Although teachers keep accurate records of pupils' progress that helps them identify those who are under-achieving, some do not plan sufficiently to give more demanding work to those who are capable of achieving above the average. In one unsatisfactory lesson, the introduction was much too long. The flow of the lesson began to slow to the point where pupils lost concentration. Although the teacher encouraged the pupils to speak clearly and loudly, there were missed opportunities to encourage them to expand on their answers and to give reasons for them, and so develop their speaking skills.
22. Teaching and learning in mathematics are satisfactory, with instances of very good or excellent teaching observed, particularly in Year 6. In the best lessons, teachers matched the work well to the needs of all pupils, and moved the lessons along at a brisk pace, always holding pupils' interest and concentration. They made very good use of resources to involve all pupils at all stages. In an outstanding lesson in this year group, the teacher used very good questioning and monitored her pupils' work exceptionally well. She was very quick to spot errors and to give appropriate support, on occasion using such instances to make helpful teaching points. Her very good subject knowledge enabled her to use a range of teaching strategies and different ways to solve problems. Although all teachers follow closely the local education authority's planning framework based on the National Numeracy Strategy, not all adapt it sufficiently to take account of the needs of higher attaining pupils. Teachers manage their classes well and have good relationships with their pupils. In an unsatisfactory lesson, although the class was managed well, the teacher continued with the lesson objectives even when it became clear that the tasks and concepts were too difficult for the pupils.
23. In science, teaching is good, overall, with some satisfactory lessons seen. Teachers use skilful questioning that develops effectively pupils' subject knowledge. Planning is good and lessons are interesting and maintain pupils' concentration and level of effort.
24. All teachers work well with the learning support assistants who provide effective support for groups of pupils, including SEN pupils, and individual pupils with statements of special educational needs. On some occasions, support staff are not involved sufficiently at the beginning of lessons to make their contribution fully effective.
25. In most other subjects, where there was evidence to make judgements, teaching is satisfactory. In

ICT, it is satisfactory in Years 1 and 2, good in Years 3 to 6 and good, overall. A particularly good feature is the good start teachers have made in giving their pupils the opportunity to use the technology in some of the other subjects, although there is some way to go. The teaching of swimming by a specialist instructor is good. Teaching is also good in history in Years 3 to 6. There was one unsatisfactory lesson which was unbalanced and consisted of too much time being spent on questions and answers during which many pupils were unable to sustain their concentration. Some unsatisfactory teaching was also seen in music and physical education. In a music lesson, the teacher lacked sufficient subject knowledge which led to the choice of repertoire being badly matched to the pupils' skill levels and was too difficult. In a lesson in physical education, the management of the class on this occasion was poor, preventing adequate progress being made. However, where it was possible to make judgements, teaching was satisfactory, overall, in these subjects.

26. In response to the questionnaire, most parents were happy with the quality of teaching. A minority of parents were less happy with the amount of homework given. However, the inspection found homework generally to be good. Most teachers' marking is helpful and encouraging, showing pupils how to improve their work. This is a significant improvement since the last inspection.

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

27. The curriculum for children in the nursery and reception classes, including the quality and range of learning opportunities provided for children, is satisfactory. Planning in both the nursery and the reception classes is linked to all areas of learning. The provision for outdoor play for children in the reception classes is inadequate. There are advanced plans to build a new nursery in the very near future that include additional facilities for outdoor play, so enhancing provision for physical development.
28. Throughout the rest of the school, a satisfactory curriculum is provided that includes religious education and all the subjects of the National Curriculum. Official recommendations and guidelines have been adopted for all subjects and give teachers sound support in their planning. Statutory requirements are met. Geography and music are weaker areas of the curriculum. The time allocated for music is less than that normally found and the range of experiences is not as strong as in other subject areas. In both geography and music, the school is implementing new planning that the school expects will have a positive impact on the curriculum for these subjects. Swimming is a particular strength of the curriculum, with pupils benefiting from the use of their own pool and being taught by a specialist swimming instructor. Provision for pupils with special educational needs is very good and is also a strength of the school. The provision for pupils' personal, social and health education is good. The school has recently been awarded healthy schools accreditation.
29. Since the last inspection, the school has made satisfactory improvement in the quality and range of the curriculum provided. The school has continued to improve and strengthen all subject areas of the curriculum, with policies being in place for all subjects. The local authority recommendations and guidelines have been adopted to give teachers support in their planning in these subjects and allow a steady progression in skills, knowledge and understanding. The vast majority of lesson planning and longer term planning clearly identifies what pupils are intended to learn. The provision for ICT has improved significantly. This is partly due to the development of an ICT suite with an impressive bank of computers. In addition, the subject is well planned and implemented and is also used effectively to enhance learning in many other subject areas, although not yet used sufficiently in mathematics and science. The school is in the process of implementing the recently launched, revised scheme of work for religious education.
30. Strategies for teaching literacy and numeracy skills are effective and contribute to pupils achieving well in these aspects of English and mathematics. In Year 6, in these subjects, pupils particularly benefit from the setting arrangements in which they are placed into three groups based on an assessment of previous ability. Pupils' learning in these groups is carefully tracked to ensure their



needs are met well. These arrangements, combined with good teaching, result in all pupils making good progress. However, teachers emphasise speaking skills inconsistently; there is too much variation in the opportunities and encouragement given to pupils to expand on their ideas and speak in full sentences.

31. There are some lessons that do not address the needs of above average pupils but otherwise, equality of access and opportunity is good. The provision of pupils with SEN is very good and the school meets fully the requirements of the new Code of Practice, with the school having amended appropriately the school's special needs documents in line with the new legislation. Class teachers and support staff are very well aware of individual needs and pupils who need additional support are identified early. The pupils' individual education plans are very well written; the targets are specific and measurable and progress is closely monitored. Pupils with EAL also have full access to the curriculum. Where necessary, help is sought from the local authority service provided through the Ethnic Minority Achievement Grant. This is to seek advice on ways to support the few children in the nursery in the very early stages of acquiring English, in order to enable them to participate fully in all aspects of the curriculum. Pupils from minority ethnic groups also have full access to the curriculum.
32. Extra-curricular provision is satisfactory. There is a satisfactory range of extra-curricular clubs for physical education, including badminton, computers and gardening. In Year 6, some pupils attend effective booster classes in English and mathematics. High attaining pupils attend local courses in mathematics and science. The clubs are well attended and provide good opportunities for pupils to extend their knowledge, understanding and experience. The school provides regular opportunities for pupils to perform in drama concerts such as 'Jack and the Beanstalk'. Environmental trips to local geographical areas such as the Chase enrich and extend learning in geography.
33. There are satisfactory links with the local community. Regular visits from the local church, fire station and police enhance learning opportunities effectively. There are satisfactory links with the local partner institutions. The teachers in Year 7 from the local secondary school visit the school and foster effective links by teaching pupils in Year 6. In turn, pupils in Year 6 make regular visits to the secondary school. The school's staff attend courses in conjunction with other primary schools to develop their professional skills such as in physical education.
34. The provision for pupils' personal development is satisfactory. For spiritual development, it is unsatisfactory. It was satisfactory at the last inspection. Regular acts of collective worship take place that provide a calm and quiet atmosphere during the morning. However, opportunities are not taken to develop pupils' awareness of a greater presence, or widen their awareness of spiritual feelings. The curriculum does not provide sufficient opportunities for pupils to reflect on deeper issues. Subjects such as drama, art and music fail to make an effective impact. However, there were some occasions that offered good examples of what can be achieved when more emphasis is placed on spiritual development. A very peaceful moment took place during a reading session in Year 2. The room was quiet and still as the pupils were absorbed in their reading whilst the teacher played an acoustic guitar effectively in *sotto voce*. In this spiritual atmosphere, the pupils responded reflectively and with sustained concentration. However, such moments for pupils to respond in this manner throughout the school were few.
35. Provision for pupils' moral development is good and is similar to that found at the last inspection. Pupils are taught the difference between right and wrong from the earliest opportunity and all teachers reinforce good behaviour and admonish that which is unacceptable. As a result, pupils develop their values such as trusting and forgiving others, effectively. All pupils listen to one another and respond quickly to instructions. Teachers and staff are good role models and reinforce the values and morals reflected in the school's aims. The school's expectation for good behaviour is well developed and evidence for how much this trust is well-placed lies in the good standard of behaviour of most pupils throughout the school.
36. The provision for pupils' social development is good. The relationships developed between pupils and with adults are good. When required, pupils work well in pairs and plan how they might achieve their aim in solving problems in lessons. Pupils in all classes take responsibility for jobs in the

classroom and volunteers from each class return registers to the school office. The School Council is at an early stage of development – too early to judge its effectiveness in enabling pupils to develop their social skills in discussion and debate.

37. Pupils are developing a solid awareness of cultural issues related to the Western tradition through art, poetry and history such as Victorian studies. Visits to the British Museum help to widen pupils' awareness of other cultures, such as the Egyptian empire, whilst work in the older classes in Key Stage 2 has previously focused on aboriginal art and more recently in making their own prints based on Islamic mat designs. The curriculum tends to be concentrated on Western European cultures. Whilst some teaching has been focused on the Sikh and Islamic religions, there is insufficient emphasis on the richness of other cultures and preparing pupils to live and work in a culturally diverse society.

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

38. Procedures for child protection and pupils' welfare, health and safety are satisfactory, overall. These are similar standards to those reported at the last inspection. The headteacher is the designated person for child protection. The staff are given a copy of the school policy, but there is no formal training for all of the staff, although a meeting takes place with the midday supervisors which includes procedures for ensuring pupils' behaviour. Safety checks for gym equipment, fire extinguishers and electrical equipment are conducted regularly. Satisfactory links are held with social services and all relevant confidential documents are stored securely. The school is due to take part in a pilot scheme involving the secondary school, an educational psychologist, social services and a senior teacher that is expected to improve the provision for pupils, particularly as they move to the secondary school. The school has effective procedures to ensure that pupils are protected from offensive materials on the Internet.
39. Procedures for monitoring and improving attendance are satisfactory. Parents are fully aware of the requirement to send a note or telephone the school, explaining the reason for their children's absence. A large number of parents continue to remove their children from school during the term. The school has taken a positive stance in ensuring that parents are made aware of the legal requirements and registers are maintained accordingly. There are minor inconsistencies in the completion of class registers, but the headteacher is committed to improving these issues and informs staff when they arise.
40. Procedures for monitoring and improving pupils' behaviour are good. The good example set by staff and teachers' appropriate and consistent use of the school's procedures ensures that the aims for appropriate school behaviour are met. All staff have full awareness of the school's policy on oppressive behaviour and follow it closely. As a result, there is an absence of aggressive behaviour throughout the school.
41. Procedures for monitoring and improving pupils' personal development are satisfactory, overall. They are good in relation to pupils' moral and social development within the school community, which results in the school being an orderly place. Insufficient opportunities are provided, however, for pupils to take responsibility for their own learning and to develop their independence sufficiently; for example, little provision or encouragement is given for pupils to carry out research work independently in the library or with computers. Several of the older pupils act as a support for newcomers to school and also to those who are feeling lonely; many other pupils have daily responsibilities in their classrooms.
42. Procedures for assessing, recording and analysing pupils' achievement are satisfactory, overall. Procedures for checking on progress in English and mathematics are satisfactory and teachers keep good records. There are also adequate procedures for checking on progress in science, and for the other curriculum subjects. Reading, spelling and tests in mathematics track individual progress. The English co-ordinator samples pupils' written work so as to identify common areas for improvement. National Curriculum test results and the results of optional tests are analysed carefully and used well to set general targets for improvement and raise standards. Although the

data is used to track the progress of individual pupils effectively, it is not used to set them consistently challenging targets. Assessment of children's attainment, both when they enter and leave the reception, provides good data on children's standards on entry to Year 1 and contributes to the assessment carried out during the year. Systems to check on children's standards and progress in the nursery are not used sufficiently to guide the teachers' planning. Assessment is not linked to the areas of learning for young children.

43. The school cares very well for pupils with SEN, including those with statements. They are quickly identified and their progress is monitored and supported thoroughly. Assessment across a wide range of complex needs is detailed and comprehensive and links with outside agencies are strong. Careful consideration is given to of their needs and, after being assessed, they are set realistic and achievable targets.

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

44. Partnership with parents is good and parents think well of the school. Despite some reservations, for example, regarding weaknesses in their children's annual reports, they believe it is a good school that supports their children's learning well. The effectiveness of links with parents and the resulting impact of parents' involvement on their children's learning are good. There is a thriving Parent Teacher Association (PTA) which annually provides the school with good funding as a result of a wide range of social and fundraising activities that are well supported. These funds are used primarily for the upkeep and maintenance of the on-site swimming pool and other school resources. Parents also support funding for charities and this contributes to the development of pupils' care and concern for others.
45. The quality of information for parents is satisfactory, overall, although there are some weaknesses. Of those returning questionnaires, a minority of parents do not believe they receive sufficient information about their children's progress. At the meeting, which was not well attended, parents felt the comments in the reports were not distinctive enough between pupils. Inspectors agree with this view. Reporting in some year groups is good in English, mathematics and science. But this good standard is not consistently applied across all year groups. Some comments tend to concentrate on the curriculum covered and pupils' attitudes rather than their progress in learning in the different subjects. The governors annual report to parents contains a number of omissions that are required to be reported and have now been brought to the school's attention. Parents value the consultation evenings and a good number have attended the curriculum afternoons held at the school and led by tutors from the local adult education college.
46. The headteacher ensures that she interviews the parents of newly arrived pupils. This enables her to get a full picture of the background of pupils, including those from minority ethnic origin.
47. The contribution of parents in supporting their children at home and at school is good. Parents take a positive approach to their children's homework and ensure that the work given is completed. They use home-reader notebooks and home-school diaries regularly, ensuring good two-way communication with the school. Parents of children with SEN are regularly involved in discussions with the class teachers and are kept fully informed of the support that their children are receiving. They are involved effectively in regular reviews of the targets set in pupils' individual education plans.

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

48. The schools' aims and values are reflected in its positive ethos. One of its aims, identified in its Strategic Plan, is for 'pupils to consistently achieve their full potential'. The school is not yet successful in achieving this: whilst provision for pupils with SEN is very good overall and the school supports those pupils attaining at average levels well, it is not doing enough to raise the standards of all the above average pupils.
49. The action taken since the last inspection has been satisfactory, but there has been insufficient improvement in the development of pupils' speaking skills. Pupils generally are given insufficient

opportunities to develop their speaking skills in a systematic way in order to communicate more clearly and confidently, recognising the difference between their own vernacular speech patterns and Standard English. Failure to do this results in some pupils writing and spelling in a colloquial style.

50. The school is committed to meeting the learning and other needs of all pupils and recognises that it needs to do more to meet the needs of the more able pupils. In the prospectus the school states: *"We believe that every child should have access to a broad educational programme; balanced in content, relevant and differentiated according to their ability and overall needs"*. This aim is broadly reflected in the school's practice, with the exception of some higher attaining pupils in a minority of classes. Pupils of all faiths, cultures, minority ethnic groups and prior attainment, including those with SEN and EAL, are involved fully in the life of the school and are integrated well. The headteacher is committed to ensuring that all pupils have equality of opportunity and to using assessment data in order to identify how well pupils with EAL are achieving. The school is therefore well placed to implement its good draft inclusion policy that commits the school to the full inclusion of all pupils. There is a draft policy for racial equality, which has good aims for ensuring that the school reflects the cultural diversity of British society, but these aims are not yet well reflected in the planning of the curriculum or in the work and displays seen around the school.
51. The provision for pupils with SEN is very well managed and support staff are well trained. They plan with class teachers on a regular basis, reporting back on the previous week's progress and taking specific notes of pupils' targets. The recently appointed co-ordinator for SEN is knowledgeable, and confident and has a very secure understanding of the needs of the pupils. She trains the learning support assistants by inviting them to observe her with the pupils who need support. She also monitors their work. Appropriate meetings are planned for her to liaise with the governor designated to monitor SEN on behalf of the governing body. This governor is supportive and well informed. Statutory requirements are fully met and the needs of all of these pupils are met very well.
52. The quality of leadership and management of the headteacher, the leadership team and the governing body is satisfactory, overall. The headteacher has been successful in maintaining staff morale during a recent period of high staff turn-over. There is a large senior management team that meets approximately every half-term, although during the inspection it was not possible to judge its effectiveness. There are co-ordinators for all subjects, although at the time of the inspection there were a few vacancies. A strength in planning for the curriculum is the audit and curriculum reviews completed by each subject co-ordinator, giving them helpful information on all areas of the curriculum. The leadership team consists of the headteacher and the two deputy headteachers, who together form the day-to-day management team. They work together effectively, although the balance of responsibilities of the two deputies is uneven.
53. There is a lack of rigorous monitoring to raise standards. An analysis of a sample of monitoring forms reveal that their format is inconsistent. Whilst most identify the progress of pupils and occasionally identify levels of pupils' work, many merely record what activities pupils are undertaking, with little evaluation. Comments on the quality of teaching vary considerably and little guidance is given for raising standards. Comments about meeting the needs of all ability groups are inadequate, with no focus on meeting the needs of higher attaining pupils.
54. The governing body fulfils its responsibilities satisfactorily. Many governors, including the chair and vice-chair, are new to their roles. Many find it difficult to get into school when it is in session because of work commitments. This leads to a less-than-full understanding of the school's strengths and weaknesses, although the headteacher and subject co-ordinators give them briefings about school developments. They are supportive and willing to learn and are beginning to develop their roles. For example, it was the governing body that suggested including, in the School Improvement Plan (SIP), greater involvement of parents at all levels of school life. At the time of inspection, the SIP for the current academic year was not completed, but included strategic plans, long-term goals and personal action plans for each teacher. There is no clear time scale or costs identified and, generally, the plan contains insufficient detail. There are good procedures in place for appraisal and performance management.

55. There is satisfactory use of new technology, both in the administrative section and throughout the school. The administrative and clerical assistants manage the day-to-day administration effectively, enabling the school to run smoothly.
56. The school has generally satisfactory procedures for ensuring that its finances are used effectively to support pupils' learning and school development. The governors complain that the financial information provided by the LEA is inadequate to track expenditure effectively and to plan budget spending appropriately. So serious do they view this situation that the school and governing body refused to agree the significantly high overspend indicated on the financial statement. As a result of the inadequacies in the LEA's financial management information, the headteacher takes a careful view of the school's actual spending and spends cautiously. Despite this, there is still an overspend resulting from the high number of special support assistants that help pupils with SEN, although this expenditure represents an effective use of resources. Currently, the school is on course to achieve another over-spend, unless compensatory action is taken. However, although the governors are aware of the need to draw up specific plans to avoid compounding the over-spend, they have not yet done so. There is evidence of a clear awareness of the need to reduce costs whilst seeking to maintain the current number of classes, and an analysis is conducted on a year-to-year basis until the school's financial status is clarified. Given the constraints on the financial information available, the strategic use of resources in the school is satisfactory. Whilst there are few specific grants to the school, money from the standards fund and for SEN is used well.
57. The quality and number of teaching and support staff are satisfactory, overall, with the number of support staff for SEN being good. Accommodation is satisfactory. The school has the benefit of two halls in addition to a separate dining area, and spacious and pleasant grounds, but the library is not well positioned and there are few areas for group work. Resources are satisfactory, and are good for English, science, art and design, design and technology and physical education. Learning materials for SEN are good, well maintained and efficiently organised.

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

58. To raise standards and improve the quality of education, the headteacher, staff and governors should:

### **I. raise standards in teaching in some classes by:**

- raising the expectations of teachers that all pupils will achieve their best;

*(Paragraphs: 3, 19, 71, 86)*

- setting appropriately demanding work for above average pupils;

*(Paragraphs: 3, 5, 6, 20, 22, 42, 48, 53, 62, 71, 79, 140)*

- monitoring the quality of teaching more rigorously.

*(Paragraphs: 53, 87, 110, 115, 121, 137)*

### **II. improve pupils' speaking skills throughout the school by:**

- ensuring that all teachers emphasise speaking skills sufficiently and encourage pupils to expand on their ideas;

*(Paragraphs: 4, 15, 20, 30, 68, 80)*

- emphasising the difference between colloquial speech and Standard English and when to use each appropriately.

*(Paragraphs: 4, 49, 80, 83)*

### **III. raise standards in geography and music by:**

- providing appropriate training so that all teachers successfully implement the new schemes of work;

*(Paragraphs: 25, 115, 130)*

- providing appropriate teaching time for music.

*(Paragraphs: 28, 130)*

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:**

- improve the governors' understanding of the school's strengths and weaknesses, and ensure that they draw up contingency plans in case the need arises to avoid an overspend;

*(Paragraphs: 54, 56)*

- provide more opportunities for pupils to work independently;

*(Paragraphs: 15, 21, 41, 65, 73, 86)*

- improve pupils' spiritual and multi-cultural awareness;

*(Paragraphs: 34, 37)*

- ensure that systems are in place in the nursery that clearly identify what children should learn;

*(Paragraph: 63)*

- improve the outdoor play provision for pupils in the reception classes;

*(Paragraphs: 27, 61)*

- continue to pursue the receipt of more up to date and regular financial information from the local authority to enable the governors to track spending and plan the budget more effectively.

*(Paragraph: 56)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	7	30	40	4	1	0
Percentage	2.4	8.4	35.7	47.6	4.8	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### 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)	13*	390
Number of full-time pupils known to be eligible for free school meals	n/a	57

FTE means full-time equivalent. \*At the time of the inspection.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	0	84

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	30

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	4.3
National comparative data	5.6

School data	1.3
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	2001	32	24	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	30
	Girls	19	18	23
	Total	45	46	53
Percentage of pupils at NC level 2 or above	School	80 (67)	82 (81)	95 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	30	28
	Girls	18	22	18
	Total	44	52	46
Percentage of pupils at NC level 2 or above	School	79 (77)	93 (95)	82 (74)
	National	85 (84)	89 (88)	89 (88)

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	2001	32	21	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	25	31
	Girls	18	19	17
	Total	45	44	48
Percentage of pupils at NC level 4 or above	School	87 (75)	83 (71)	92 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	27
	Girls	17	18	17
	Total	43	43	45
Percentage of pupils	School	83 (71)	81 (75)	87 (87)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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*Percentages in brackets refer to the year before the latest reporting year.*

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

<b>Categories used in the Annual School Census</b>
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***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
374	0	0
0	0	0
5	0	0
0	0	0
0	0	0
0	0	0
0	0	0
4	0	0
1	0	0
0	0	0
0	0	0
1	0	0
11	0	0
5	0	0
1	0	0
0	0	0
14	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)	16.2
Number of pupils per qualified teacher	25.6
Average class size	28

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

Total number of education support staff	11
Total aggregate hours worked per week	241

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	36
Number of pupils per FTE adult	13

### ***Financial information***

Financial year	2001/2002
	£
Total income	1,084,002
Total expenditure	1,105,522
Expenditure per pupil	2,709.61
Balance brought forward from previous year	-16,441
Balance carried forward to next year	-37,961

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	400
Number of questionnaires returned	124

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	46	2	2	0
My child is making good progress in school.	45	48	4	2	1
Behaviour in the school is good.	39	52	6	0	3
My child gets the right amount of work to do at home.	27	56	11	3	2
The teaching is good.	40	52	4	0	3
I am kept well informed about how my child is getting on.	36	51	8	3	1
I would feel comfortable about approaching the school with questions or a problem.	51	36	9	2	2
The school expects my child to work hard and achieve his or her best.	56	40	2	0	2
The school works closely with parents.	33	49	15	2	1
The school is well led and managed.	42	46	10	2	1
The school is helping my child become mature and responsible.	40	52	4	0	4
The school provides an interesting range of activities outside lessons.	22	30	23	7	15

### Summary of parents' and carers' responses

Although inspectors agree with many of parents' positive views, they found that progress in the school is inconsistent, reflecting the variety in the quality of teaching. Some teachers could pay more attention to the needs of above average pupils and some do not give sufficient opportunities for pupils to exercise initiative and responsibility. Inspectors found homework to be good, and the range of activities is satisfactory. Inspectors found the school works well with parents, although there are weaknesses in the annual reports about children's progress.

## **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**

59. The Foundation Stage consists of the nursery and two reception classes. Children enter the nursery on a staggered basis in the September following their third birthday. At the time of the inspection, there were 12 children attending part-time both in the morning and afternoon sessions, with the final number of children attending part time building up to 52. Children enter the reception classes in the September following their fourth birthday. In the reception, there are 55 children, all attending full-time. Each class is supported by a qualified teacher. A supply teacher is covering maternity leave in the nursery, supported by a nursery nurse. In the reception classes, each qualified teacher is supported by a class assistant. Most children have attended the nursery before they enter the reception classes, but some enter without having attended the nursery, usually having had some other pre-school experience. Two children have been identified with special educational needs (SEN) and three children entered the nursery during the inspection from homes where other languages are spoken, knowing no English.
60. Children and parents are well prepared by the staff before they commence school and this enables them to make a smooth transition into full-time education. All children receive a home visit and there is a preparatory session for new parents and children. Parents complete a booklet, '*All about me*', which gives the school initial information about individual differences, strengths and areas of concern.
61. The nursery and reception provide a satisfactory learning environment for younger children and resources are appropriate. In the nursery, there is access to a tarmac and grass area and there is appropriate climbing provision. The provision and organisation of outdoor play for reception children are unsatisfactory. This is because children do not have access to their own dedicated play area with a variety of surfaces and ready use of large equipment and toys. The morning break is used for reception children to have access to the outdoor space, but other opportunities are limited.
62. Attainment on entry to the nursery is below average, with language skills, particularly speaking skills, being weak. Children make satisfactory progress in the nursery and develop a positive attitude to school. By the end of the year, most children are still below average in most areas of learning, especially language and mathematical skills. Children continue to make steady progress in the reception classes. Standards in communication, language and literacy, mathematical development and aspects of physical development are still below average, but children are beginning to make gains in the other areas of learning such as personal, social and emotional development, creative development and knowledge and understanding of the world. Higher attaining children, particularly, are not always appropriately challenged and, as a result, do not make as much progress as they could. By the end of the reception year, a minority of higher attaining children can be expected to achieve the learning goals in all areas of learning, but the majority are unlikely to reach the expected level of attainment in communication, language and literacy, mathematical development and physical development. The majority of children are on course to achieve the Early Learning Goals by the end of the year in personal, social and emotional development, creative development and knowledge and understanding of the world. The children with SEN receive appropriate support and make satisfactory progress in their learning. Those unable to speak English on entry adjust well to their new surroundings and feel safe while the school seeks specialist advice from the local education authority.
63. Planning in reception is linked to all areas of learning, but is not always sufficiently well matched to children's differing ability. Effective assessments of children's attainment at the start of the reception and when they leave provide helpful data on children's standards on entry to Year 1. Assessment in the nursery is not as well developed and is not sufficiently linked to the

recommended areas of learning for young children. Planning in the nursery does not consistently identify clearly what the children will learn.

64. Teaching is satisfactory, with the class assistants and nursery nurse providing good support. Some good teaching was observed in one reception class in mathematical development, communication, language and literacy, creative development and knowledge and understanding of the world. Since the last inspection, standards and the quality of teaching have been maintained. The school has worked hard to improve resources.

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

65. Children achieve well in this area of learning and, by the end of the reception year, most children are on course to achieve the expected learning goals. The staff create a happy and secure environment, enabling children to enjoy coming to school and to settle into school routines quickly. The children benefit from the good relationships created by the staff helping them to feel positive about school. Although the children who do not speak English settle in well, they increasingly show some signs of frustration when they fail to understand simple commands. Children in the nursery have learnt that they need an apron for painting and sticking jobs and they learn to put it on themselves. The nursery nurse and teacher are enthusiastic and this enthusiasm communicates itself to the children, who develop growing confidence and enjoyment. These children are guided to help with the clearing up activities and to wash their hands before eating fruit, which they learn to enjoy and eat daily. Initially, most children play alongside each other, but they quickly learn to co-operate with each other and are encouraged to share equipment. However, their ability to work on their own is limited. For example, without close adult supervision children slowed down when working in their activities. In both the nursery and reception, children develop a sense of responsibility and are encouraged to tidy up the toys at the end of sessions. They take responsibility for their own completed work, leaving it in the appropriate place. In the reception classes, children behave sensibly when they are given their daily portion of fruit. Throughout the Foundation Stage, opportunities for children to develop their initiative and to consider how they are progressing are less well developed in all classes. In the reception, children's social skills are developing well. They learn to share the computer and games, such as the marble run, with others. They are developing an understanding of the needs of others through tasks such as wrapping the presents for the Teddy's party. Children in reception are encouraged to be kind to each other and acts of kindness are rewarded on the leaves on the kindness tree.
66. Teaching is satisfactory in all classes and relationships are good. Teachers reinforce learning well through the daily routines and activities. However, combined with the good provision and the effective support of the class assistants, most children are making good progress in this area of learning and are on course to achieve the Early Learning Goals by the time they are ready to leave the reception. The progress of children with SEN is less rapid, but is satisfactory, overall. However, most of this small number of children are unlikely to achieve the expected standard in this area of learning.

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

67. Children are not confident in speech and language when they enter school and their vocabulary is limited. With the security of the school, children become more confident in speaking with adults and each other. In good lessons, children are given helpful opportunities to talk to a partner. For example, in a reception class, children recap and discuss the toys well in the story. During the inspection, as nursery children were experiencing school for the first time, opportunities for them to extend their range of vocabulary and confidence in speaking were less prominent than the teacher's planning indicates. When, in the nursery, children sing a range of songs, including '*Peter works with one hammer*', lower attaining and some average children are not able to join in with the words. By the time they reach reception, most children listen well, focus on their teacher and other adults and follow instructions, although their levels of concentration are limited. Higher attaining children are beginning to ask questions such as "*How did he get the mouse?*" These children respond to questions eagerly, but they tend to use one-word answers. All classes have an appropriate reading

area and there are opportunities for children to handle books. Most children in reception have a positive attitude to books and they know they communicate meaning and that print runs from left to right. Most children in reception are in the early stages of developing their reading skills and all handle books carefully. They take books home regularly and there are good links with parents, who are encouraged to comment in their reading diaries. Higher attaining children understand that someone wrote the book and drew the pictures but they are not yet familiar with terms such as 'author' and 'illustrator'. Most children in reception are able to retell the story, using picture clues, but their vocabulary is limited. A few higher attaining children are able to identify letters in the text, but are unable to identify simple words. Lower attaining children are not yet able to associate words with meaning. The school is following local authority guidelines and children are not taught letter sounds until after the first term. There are progressive plans for teaching reading and role-play experience. Very few children are able to write their own name from memory and they are encouraged to trace letters. An analysis of children's previous work indicates that by the end of the reception year, some higher attaining children are able to write simple sentences. However, the majority are unlikely to achieve the Early Learning Goals in this area of learning by the time they leave the Foundation Stage.

68. Teaching is satisfactory, with instances of good teaching in one of the reception classes. Relationships are good in all classes and children gain confidence in their learning. Opportunities to extend language skills are not always taken, as generally teachers throughout the Foundation Stage do not identify clearly enough opportunities to extend children's language skills and to extend their vocabulary. Teachers plan interesting and appropriate activities, but the organisation of free choice activities is not always organised to challenge and extend the above average child. The nursery nurse and class assistants support children with SEN well to ensure they make the same progress as their peers, whilst, in the nursery, the nursery nurse patiently repeats instructions slowly to those children who speak no English. These children had just arrived in the nursery and were becoming increasingly familiar with the routines, developing relationships and building the ingredients to acquire English effectively.

### **Mathematical development**

69. Children's counting skills are developing well in both the nursery and reception class. In the nursery children are beginning to be aware of numbers up to five through simple songs such as 'One, two three, four-five, once I caught a fish alive.' In the reception, children are encouraged to count up to ten, using their fingers to show the correct number and clap to a given number. Interesting and enjoyable activities such as counting out the correct number of candles to place on the birthday cake help children to progress. Children in reception enjoy the activities such as making dough cakes for Teddy's party. They are challenged to make the number of years that corresponds with the birthday card they have been given.
70. A few higher attaining children can correctly place 11 or 12 candles on the cake. Some are able to count to five and they work with numbers up to and over ten. However, the majority of children need adult support to count the correct number. A child with SEN is encouraged to count up to six. Average and lower attaining children need support to recognise numbers up to five and are unable to write numbers on their own. A few children in reception are able to recognise some basic shapes such as a square and a circle.
71. The quality of teaching is satisfactory, and good teaching was observed in one reception class. In the good lessons, the teacher provides an appropriate range of activities to promote mathematical understanding. The teacher and support staff use questions well and this encourages a good response. Higher attaining children would make even better progress with more challenging work. Intervention in free play activities is not sufficiently strong to ensure that all children are challenged and extended in their learning. Overall, children, including those with SEN, make satisfactory progress in this area of learning, but most are unlikely to achieve the Early Learning Goals by the end of the Foundation Stage.

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



72. There are good opportunities for children to use the computer and operate simple equipment. Children in the reception classes benefit from a weekly lesson in the ICT suite, where good teaching ensures that all children develop confidence using the computer. Children know that they have to click on the mouse and they can identify and use it confidently. All children make good progress with their control of the mouse. Children achieve well because the teaching is clear and the work is presented in achievable steps. Children in the nursery have access to a computer, but not many show an interest in it during their first few days at school. Reception children are encouraged to learn the names of different parts of the body and they identify and place them on large body parts. There are appropriate opportunities for investigating construction materials in both the nursery and reception. In reception, children are encouraged to make model toys, using the mobilo and stickle bricks, whilst higher attaining children make an aeroplane, attaching wheels and wings. Adult helpers encourage them to talk about the process and answer questions such as 'where has the water gone?' Children are guided effectively to wrap a present for Teddy. They talk about the birthday party and tell others what is inside their present. Children learn to handle scissors well and are asked to consider the size of paper they need to wrap the present for Teddy. In the nursery, children are encouraged to combine materials, using glue.
73. Teaching is satisfactory in the nursery and good in reception. All teachers are enthusiastic and this enthusiasm is reflected in the children's response to the activities. The nursery nurse works well with the teacher and supports the children effectively. When teaching is less effective, children experience too much intervention in activities from adults and they do not always have the opportunity to develop their own thinking skills. Most children, including those with SEN, make good progress and are on course to achieve the Early Learning Goals in this area of learning.

### **Physical development**

74. The lack of a suitable outdoor play area for reception children prevents them from achieving all the Early Learning Goals in this area of learning by the end of the reception year, but they achieve satisfactorily. The outdoor area for nursery children is satisfactory and there are appropriate opportunities for climbing, balancing and sliding. A plastic wall gives children the opportunity to extend their balancing skills and develop their co-ordination and confidence in moving about. The youngest children throw three quoits and the nursery nurse draws their attention to the number, reinforcing their mathematical development. In the reception classes, opportunities for outdoor play are not organised as well because of the limited access to a dedicated play area. A small group of children is taught how to roll a ball around a line of cones. Other children indulge in free play activities with balls and hoops. In the organised session for physical education, children in the reception learn how to dress appropriately as the teacher firmly establishes clear guidelines and sets a good example. The children learn to line up, move quietly to the hall and respond well to instructions to jump, hop and skip. They stop on command and move freely with growing confidence. In reception these children develop their skills in pressing, rolling, squeezing the play dough. They develop reasonable hand-eye co-ordination, cutting and placing materials to make a picture. Children use pencils, crayons, scissors and paint brushes effectively and with confidence. In the nursery, children develop their hand skills appropriately, gripping paint brushes and glue sticks, and pressing and pushing sand.
75. Teaching is satisfactory. Learning support assistants make a good contribution to children's learning. In the outdoor activities, the teacher encourages children to explore the activities, but they are not consistently challenged to extend the range of their physical skill in the outdoor area for appropriate activities such as the use of large equipment, climbing frames and tricycles. Although most children, including those with SEN, are achieving well in most aspects of this area of learning, they are unlikely to achieve the Early Learning Goals in using large equipment and climbing equipment by the time they leave the reception classes.

### **Creative development**

76. Children, including those with SEN, make good progress in this area of learning and most are on

course to achieve the Early Learning Goals by the end of the reception classes. An analysis of children's previous work reveals that, when in the reception classes, they have the opportunity over the year to work with a range of materials and experience different methods, mixing paints and using pencils, crayons and complete simple collages. The role-play area extends imagination and promotes imaginative role-play effectively. They have good opportunities to use paint and mix colours. Their colourful and attractive paintings of flowers in the style of Georgia O' Keefe on display enhance the appearance in the infant hall. Children are guided to make Seder plates and experience mono-printing and printing with fingers and other objects. They use clay well and make seedpods and their favourite pet. In the nursery, children start to mix colours such as dark blue and white to create their first pictures. Children's artwork is attractively displayed in the class art gallery and all pictures are accompanied by a short description of the pictures' contents and the children are encouraged to write their own name. In the nursery, children are beginning to recognise the words to a range of songs including, 'Twinkle, twinkle little star,' 'The wheels on the bus,' and 'Peter works with one hammer.' They accompany their songs with simple movement actions. Children are beginning to show interest in the way musical instruments sound, and are encouraged to shake and bang instruments to accompany simple songs and rhymes. Singing skills are developing well and children in reception sing a range of songs including 'Humpty Dumpty' and 'Wiggle your fingers, wiggle your toes.'

77. The quality of teaching is satisfactory in the nursery and good in reception classes. In both age groups, the activities are linked to class topic work. Teachers are enthusiastic and plan an interesting range of activities that children enjoy and extend their learning experiences.

## ENGLISH

78. In the 2001 national tests for eleven-year-olds, pupils attained standards in English above those found nationally. The number of pupils attaining standards higher than those expected for pupils of this age was similar to the national average. Results are the same when compared with those of schools in similar circumstances. The 2001 results were a significant improvement over those achieved in the previous years and in the previous inspection, and easily exceeded the targets set for this cohort. They reflect the good teaching in Year 6, the effective arrangements where pupils are taught in groups according to their attainment levels, and also the additional support to prepare them for the tests. The standards of the current Year 6 group are broadly in line with those expected for their age. The standards achieved by pupils in Year 2 in the 2001 tests were below those found nationally in reading and writing. Attainment in writing is below that found in the previous inspection. Over recent years, the attainment of pupils entering Year 1 has been below that found nationally in communication, language and literacy, and lower than that reported at the previous inspection. The school has now embarked on programmes for the improvement of literacy skills in the Foundation Stage and Year 1, so that the standards of pupils in the current Year 2 classes are rising to become more in line with those expected for their age. It is not possible to compare the most recent national test results for 2002 with the national picture, because, at the time of the inspection, the national results had not been published. However, early indications suggest that the recent upward trend may have been reversed for pupils in both Years 2 and 6. The school points to a higher than usual number of pupils with SEN in Year 2, including three pupils with statements, which in a cohort of 50 pupils represents 6 per cent of the group. Standards in the current Year 3 confirm this analysis. Year 6 suffered from a high rate of absenteeism last year that adversely affected standards.
79. Because arrangements for supporting the achievement of pupils with SEN are very good throughout the school, these pupils make very good progress either in groups, or on a one-to-one basis with the special educational needs co-ordinator (SENCO). These pupils also do well in the lower set for English taught by the SENCO. Pupils from families where English is not the home language are equally as competent as their peers in English and achieve at the same level. As children enter the school with below average language skills, the school has done well to target the needs of under-achieving pupils and there is good provision for them. As a result, the majority of pupils are achieving well by the time they leave the school. However, not enough is done throughout the school to identify the potentially higher achieving pupils so that work can be planned to ensure they

progress at a rate appropriate to their ability. The standards achieved by boys and girls are broadly similar.

80. Pupils make satisfactory progress in their speaking and listening skills by the time they leave Year 6. They listen well to their teachers and other staff and, when working in pairs or small groups, they respect what others are saying. Support staff work closely with the children with SEN to ensure that they concentrate on what the teacher is saying and are particularly skilled at supporting those with statements of educational needs. For example, they make sure that the pupils watch the teacher and where necessary help the pupils to understand what is being asked. Where teachers encourage pupils to expand on their ideas, their speaking skills develop well and they are confident. In Year 2, pupils respond well to the teacher's good prompting, so that they give good reasons for their answers and speak in full sentences. In Year 3, the pupils explain what they had learnt the previous day to a classmate who was absent. This helps them to organise their thoughts and to be clear in their explanations. Where they are given the opportunity, pupils enjoy sharing their ideas with their classmates. In a Year 6 history lesson, pupils enjoyed moving about the class so that they could share what they knew about World War II with each other. However, with the exception of Year 6, these opportunities are rare. Whilst progress in speaking is satisfactory, overall, it is inconsistent throughout the school, as some teachers do not emphasise speaking skills sufficiently and do not encourage pupils to expand on their ideas. Speaking is not a sufficient focus in these classes in order to enable pupils to learn the difference between their colloquial speech and Standard English.
81. On occasion, teachers provide their pupils with good opportunities for role-play and drama when pupils develop their confidence in public speaking and performance. For example, in a Year 6 lesson, pupils are encouraged to express their feelings when they role-play the part of billet families and evacuees in a history lesson. The school participates in local drama competitions, and there has been recent staff training on how to develop drama related to story-telling.
82. Standards of reading throughout the school are broadly satisfactory. By the end of Year 2, pupils have made satisfactory progress and they make good progress by the time they are eleven. The school uses a number of structured reading schemes to develop reading skills, although some older pupils could be encouraged to tackle more challenging texts. Teachers and support assistants work with small groups within the literacy hour and at set times during the week. In these sessions, pupils learn to talk about the story and develop their understanding. Younger pupils learn about the different ways to help them read unfamiliar words. Pupils who need extra help, such as those with SEN, are given additional support to help them learn letter sounds and spelling patterns. Pupils have the opportunity to read a range of written material, which includes stories, poetry, plays and non-fiction material. There are regular visits to the local public library and older pupils use this library to borrow books for their personal reading and to help them research the topics they are learning about at school. However, research skills are generally under-developed. During the inspection, very few pupils were seen using the school library. This could have been because it is poorly positioned along a main thoroughfare in the school and is not conducive to quiet reflective reading or research. Parents are encouraged to support their children's reading.
83. The school acknowledges that pupils' reading skills are stronger than those for writing. However, pupils make satisfactory progress by the time they are seven and, by the time they are eleven, they have made good progress to reach nationally expected standards and are achieving well. Handwriting is consistently taught and most pupils in Year 2 are forming their letters correctly. Most pupils generally take care with the presentation of their work. Most eleven-year-olds write in well-formed, joined script and the presentation of their work is very good. An analysis of pupils' previous work shows that throughout the school, pupils have good ideas and write in a lively style. Younger pupils re-tell familiar stories and show they are able to place the events in chronological order. Work is prepared so that lower attaining pupils and those with literacy difficulties are helped to achieve satisfactorily. Many average and higher attaining pupils in Year 1 and 2 punctuate correctly and are beginning to use speech marks, question marks and exclamation marks. A higher attaining pupil in Year 1 writes, "*When I go in the playground I play with the sand. I don't like boys chasing me!*" Older pupils learn to choose words that make their work interesting. A Year 5 pupil writes: "*It was a wet and windy night like a giant's whistle.*" Pupils in the current Year 3 use

alliteration correctly to write: “*Emily ate an enchanted elephant*” and “*Sinead’s shoes shine in the sun and sparkle*”. What prevents pupils attaining a higher standard in their written work is their lack of awareness of the difference between their colloquial speech and the need to write in a more formal Standard English style. This has a negative impact on their spelling and the way they structure their sentences and prevents some of the pupils reaching a higher level of writing.

84. The subject makes a satisfactory contribution to pupils’ spiritual, moral, social and cultural development. They learn to present arguments from different perspectives and to empathise with the feelings of others. Stories from different cultural traditions form part of the English curriculum and pupils learn and write about moral issues, such as in ‘Bill’s New Frock’ and ‘The Diary of Anne Frank’. There are fewer opportunities for pupils to work together in a variety of groups because of the organisation of the literacy hour, which has a greater emphasis on paired work. Literacy is used well in subjects such as science, geography and history. ICT is used appropriately in literacy.
85. Teaching is good. It is satisfactory in Years 1 and 2, but good in Years 3 to 6. Pupils make good progress by the time they are in Year 6 because of the consistently good quality of teaching in this year group. There is good teaching within the different ability sets and particularly good teaching by the SENCO and special support assistants (SSAs) for the pupils with SEN. Pupils from minority ethnic groups are well integrated and achieve as well as their peers. Teachers throughout the school have a good understanding of the local authority guidelines that have adapted the National Literacy Strategy. In the best lessons, teachers ensure that pupils know what they are expected to learn and carefully assess how well they have understood the lessons. In these lessons, there are consistently high expectations of what pupils will achieve and the lessons move along at a good pace that retains pupils’ interest. There is a good understanding of what different groups of pupils need to achieve well. This was true of a good lesson in Year 2 where the teacher provided greater challenge to the pupils of higher abilities, whilst ensuring that those with SEN were appropriately supported and felt confident to contribute. Throughout the school, SSAs are well briefed and give good support to pupils with SEN. There are good additional opportunities for lower attaining pupils and those with SEN, and these well-organised strategies are a strong feature in helping these pupils to improve their achievement. In one unsatisfactory lesson, on oral comprehension, using inference and deduction to understand character, the introduction was much too long to explain complex meanings and the pupils were much too passive and were not encouraged to make attempts at deducing. The pace of the lesson tended to slow to a point where many pupils lost concentration.
86. Class management is good and ensures that pupils maintain their concentration and work hard. However, the encouragement of pupils’ independence is not a strong feature of teaching, as on occasion, some teachers intervene too much. For example, in a lesson in which pupils were asked to guess the meaning of unusual words, the teacher took on the responsibility of explaining the words, rather than prompting the pupils to deduce their meaning. Providing pupils with their own literacy targets is in the very early stages and has been introduced this year in only a few classes. Marking is generally good and helpful, showing pupils how to improve their work. Dictionaries are not readily to hand. Assessment procedures are satisfactory and teachers keep good records of pupils’ progress that help them identify those pupils who are under-achieving. However, in some lessons not enough is done to ensure that teachers plan for challenge for the pupils with the potential to achieve above the average. Planning does not effectively target these pupils and some teachers do not provide work appropriate to their needs.
87. The management of the subject is satisfactory. The school is well stocked with books and the quality and quantity of resources are good. The strategies to support the lower attaining pupils and those with SEN are well managed and special support assistants receive good quality training. The co-ordinator has limited opportunities to check on the quality of teaching in the subject. Not enough has been done to provide guidance in how teachers can improve the quality of pupils’ speaking skills so that they communicate more clearly and accurately.

## **MATHEMATICS**

88. The national test results in 2001 showed that standards at the end of Year 2 were below average when compared to most schools and to those in similar circumstances. This is because too few pupils achieved at the higher levels. Taking into account the results of all pupils, the proportion of pupils achieving the expected Level 2 was similar to that of most schools. In spite of these below average test results, pupils in Years 1 and 2 were achieving satisfactorily, because they start school with below average attainment. Although fewer pupils attain the lower levels, only a very small proportion achieved the higher Level 3. The picture is different for Year 6 pupils and standards have risen since the last inspection. The 2001 test results showed that Year 6 achieved above average standards. The proportion of pupils achieving the expected Level 4 was above average compared to most schools and also in comparison with similar schools, and exceeded the targets set by a considerable margin. The results of the most recent tests, in 2002, for pupils in Year 6 suggest that the trend has dipped, with the majority of pupils likely to achieve the expected level and likely to reflect broadly the national picture, although this cannot be confirmed until national data is published. The school's explanation for this dip is that attendance in last year's Year 6 was a particular problem that led to key parts of some pupils' education being missed and adversely affected the results. Documentation in the school confirms this record of attendance. Although it has tended to fluctuate, the trend over the three previous years has been broadly above the national trend.
89. Information from assessment is used well to group Year 6 pupils on the basis of their prior attainment, which is effective in ensuring that work is carefully matched to their needs. Pupils achieve well, given their below average standards both when they enter the school and at the start of Year 3. Their progress varies between classes, but accelerates in Year 6 due to the very good teaching in that year group. There are no significant differences between the performances of boys and girls. Pupils with SEN are achieving as well as other pupils, due to the very good support they receive in lessons from teachers and SSAs. Inspection findings reflect the test results in Year 2 in 2001 and indicate that the majority of pupils in Year 6 are achieving at an appropriate level - similar to the most recent test results.
90. Teaching places strong emphasis on developing pupils' basic numeracy skills and, by the end of Year 2, most pupils have a satisfactory knowledge of number bonds, although lower attaining pupils are slow at recalling these. Consequently, they make calculating errors and have difficulty explaining satisfactorily number sentences such as ' $10 - 6 = 4$ .' They develop an understanding of place value and most carry out calculations, such as ' $25 + 6$ ' and add and subtract ten to or from a two-digit number accurately. Above average pupils learn to multiply by 2, 5, and 10 and divide by sharing equally. They use this information to find simple fractions of quantities, for example, calculating  $\frac{1}{2}$  of 30 pence. Teachers encourage pupils to explain their thinking and the methods they use to solve number problems and this helps them to choose appropriate methods for adding and subtracting mentally. For example, they know that when adding ten to a single digit number there has to be a number containing ten in the answer. The work in pupils' books indicates that in addition to numeracy, all aspects of the curriculum appropriate for pupils of this age are covered. They measure length accurately in centimetres and estimate weight in terms of more or less than a kilogram and are able to name familiar two- and three-dimensional shapes such as rectangles, triangles and cubes. All pupils work well and persevere, even when they find the work difficult. For example, in a Year 2 lesson pupils continued to attempt the questions set by the teacher, although they were confused by the method. This positive attitude aids their learning. Pupils with SEN are supported well through careful explanations and direct questioning to keep them fully involved in the lesson, and they make good progress in their learning.
91. By the end of Year 6, the majority of pupils work at the expected level and work in books shows that during this year achievement is good, due to the high quality of teaching. A significant proportion of pupils start this year with levels of attainment that are below those expected at this stage. However, the teachers in Year 6 make good use of the analysis of test questions to ensure that there is a focus on the areas of mathematics in which pupils are insecure. They use a variety of methods to ensure that pupils have a secure understanding of calculation and formal written methods and develop an ability to recognise patterns and relationships in order to solve mathematical problems. By the end of Year 6, most pupils accurately add, subtract, multiply and divide whole numbers and decimals. Lower attaining pupils require help, especially when working

with larger numbers. Higher attaining pupils extend their understanding through exploring number patterns, and work on algebraic equations and formulae such as ' $5 = n \times 4 + 3$ '. All pupils apply their knowledge of the relationship between fractions, decimals and percentages to solve problems such as '*find 15% of £365*'. In work on data handling, pupils gain a secure understanding of simple probability and statistics. They learn the terminology '*median, mode and range*' to describe sets of data and calculate the mean. Pupils with SEN in this Year 6 make very good progress.

92. Teaching and learning in mathematics are satisfactory, and the teaching of numeracy skills is generally good. However, there is considerable variation between classes and teaching ranges from excellent to unsatisfactory. Very good teaching was seen across all attainment sets in Year 6. In these lessons, teachers matched the work well to the needs of the pupils and used a range of methods to develop their knowledge of place value and decimal fractions. The lesson moved at a brisk pace and was carefully structured. It ranged from working in a practical way, using base ten equipment, to identifying place value and relating fractions to their decimal representation. Very good use was made of resources such as individual whiteboards to involve all pupils at all stages. Monitoring of pupils' work was excellent and the teacher was very quick to identify those pupils needing support and to check pupils' work so that learning was taking place throughout. Throughout the school, teachers follow closely a planning framework based on the National Numeracy Strategy, but too few adapt it effectively to take account of the needs of different groups of pupils. In particular, higher attaining pupils are not always sufficiently challenged and some spend time doing work that they already understand. In one unsatisfactory lesson, when pupils have difficulty in grasping new concepts, the teacher reviews the work to help the pupils, but continues with the same method even when it is clear that pupils are confused and become demotivated at their lack of success. In some lessons, teachers do not give their pupils sufficient opportunities to practise their speaking skills.
93. Lessons follow the three-part structure set out in the National Numeracy Strategy. Teachers make regular use of resources such as individual whiteboards and number fans to involve all pupils in the mental mathematics starter. This practice helps pupils to improve their recall of number and increase their mental speed when calculating. However, on occasion this session is not always as effective as it might be, because the pace is too slow, not all pupils are fully involved through the use of resources and not enough time is spent on the activity that is the focus of the lesson. For example, in one lesson, pupils made only one attempt at counting back in steps of 10 and 100 from any given number. The pace of their counting was slow and there was no opportunity for pupils to improve upon this. Most teachers question pupils effectively and explain the work clearly. The good questioning develops pupils' ability to reason about numbers and shapes. A good example was seen in a lesson in Year 5, when pupils had to use what they already knew about place value and apply this when subtracting multiples of ten. "*Which digit changes? Why?*" the teacher asked.
94. Teachers manage classes well. They have a good relationship with their pupils, who respond well and have positive attitudes to the subject, contributing effectively to pupils' achievement. Good management of pupils with behavioural difficulties and effective support from the SSAs ensure that pupils with SEN learn well in lessons. Support staff are briefed well and are fully aware of what needs to be done. In one lesson, the support assistant worked with two special needs pupils who were using a computer program to practise addition and subtraction. She encouraged them to use mental strategies and retain numbers such as 5 in their head and to count on. She was quick to realise when pupils had reached the limit of their concentration and understanding and skilfully changed the activity to consolidation through a mathematics game.
95. The subject is managed well. The monitoring of teaching and learning by the co-ordinator enables her to gain a clear overview of the subject and identify targets for improvement. Assessment procedures in mathematics are good. Teachers follow a regular assessment programme and are able to track pupils' progress. However, the different tests being used give different results and the school has not yet evaluated which are the most useful and accurate. The mathematics co-ordinator analyses the results effectively to identify which aspect pupils understand and which need more focus. This information is used well in Year 6 to adapt planning, but this does not happen in other year groups to set individual learning targets for pupils. The quality of marking is satisfactory. Teachers praise pupils' efforts appropriately, but they make too few comments to show pupils how

to improve their work. Pupils' numeracy skills are used appropriately in other subjects such as design and technology.

## SCIENCE

96. Science results in the 2001 National Curriculum teacher assessments for Year 2 were well below the national average, while tests for Year 6 were in line with the national average. In comparison with schools in similar circumstances, pupils' attainment is average. Inspection evidence shows that, by the end of Year 6, standards are in line with national expectations for this age group and broadly reflect the results in 2001, with an appropriate number of these pupils working in the higher levels (Level 5) of the National Curriculum. Standards have risen since the last inspection in 1997, when it was judged that pupils' attainment in science was below average and that they made unsatisfactory progress by the end of Year 6. Inspection finds that pupils are achieving well and are making good progress by the time pupils are in Year 6. Early indications are that the results in 2002 improved significantly on 2001. There is no significant difference in the achievements of boys or girls. The key factors promoting improvement are:
- Good teaching, particularly in Year 6;
  - Consistent and effective planning and preparation;
  - Good teacher knowledge and understanding of the subject and the processes that support it;
  - Pupils' positive attitudes to work.
97. There are a number of common strengths that account for the pupils' good progress. The pupils' scientific enquiry skills are effectively developed through simple experiments and investigations. Teachers manage pupils well and provide interesting resources for them that stimulate their interest and promote discussion about their scientific ideas. Their planning ensures that pupils experience a systematic coverage of all of the scientific knowledge and understanding required. As a result, by the end of Year 2, pupils are able to describe simple features of materials and living things, using clear diagrams and illustrations. An analysis of work in pupils' books, for example, shows that they are beginning to identify similarities and differences between a range of plants. Pupils in Year 1 are provided with well-prepared resources, such as sealed containers for smelling bowls of assorted fruits to taste and smell, and various materials to feel in order for them to explore and learn to distinguish between their different senses.
98. By Year 6, pupils have been taught effectively how to present a written description of their experiments and record results clearly in tables and bar charts. They use their growing knowledge of scientific ideas, for example, when planning and collecting data for an investigation on factors that affect the rate at which sugar dissolves. The teacher helps them to consider effectively what needs to be done to make the test fair and that measuring needs to be accurate. Some higher attaining pupils draw accurate line graphs of their results. An analysis of pupils' work in Year 5 shows that they have made good progress, for example, in being able to name major organs of the human body. They describe through carefully drawn diagrams how sound travels in the ear and are able to identify the different planets in the solar system. In Year 4, pupils investigate electricity carefully and find out how to make bulbs brighter or dimmer, while pupils in Year 3 understand the difference between natural and man-made materials. When considering plastic, one pupil said that different shapes are made by, *"putting plastic into a machine and forcing it into shape"*. Pupils approach their work with enthusiasm and co-operate well in group activities around a set of experiments, observing and exchanging ideas. There is an appropriate emphasis on developing key scientific vocabulary in all year groups.
99. Overall, the quality of teaching is good throughout the school. It is never less than satisfactory, although it is stronger and more focused in Year 6: this leads to more secure achievement and progress for these older pupils, given their low level of knowledge and understanding on entry to the school. This is an improvement since the last inspection, when some unsatisfactory teaching was observed. The pupils' ability to make predictions, based on sound scientific knowledge, and their skills of evaluation, are improving through the well-planned lessons. The teachers' secure subject knowledge and the brisk pace of the lesson, for example, in Year 6, keep the pupils focused

throughout the activity. There is an increasing awareness of the importance of fair testing, particularly in older pupils, and this principle is being systematically developed as pupils move through the school. The science programme offers good opportunities to develop effectively both literacy and numeracy skills, through observation, recording practical activities and data display in both tables and graphs. Unlike in many of the other subjects of the curriculum, regular opportunities are available for pupils of all ages to express their views and to discuss their scientific ideas so that their knowledge and understanding are consolidated through experimentation and enquiry. This is a particularly important feature that also helps to underpin the development of pupils' literacy skills.

100. Pupils with SEN make good progress in their science work. Good examples were seen in a number of classes where either the class teacher or the SSAs supported these pupils effectively in undertaking practical work. For example, in a lesson in Year 6, the SSAs worked effectively with the special needs group to help them plan their practical activity. The use of visual support and focused questions enabled them to undertake this task successfully.
101. The planned curriculum meets statutory requirements. Although, overall, the subject is managed satisfactorily throughout the school, there is inadequate monitoring of some teaching which, although satisfactory, is not up to the level of the best. The policy has recently been updated and the scheme of work supports teachers' planning effectively. Significant development has been made since the last inspection and the school is well placed to make further improvements. The weaknesses identified in the last report have been addressed effectively. For example, more investigative work has been planned and more challenge is evident for the higher-attaining pupils. However, ICT is not being utilised fully to support the subject. Resources are good and organised for ease of access in a designated room.

## **ART AND DESIGN**

102. During the inspection, four art lessons were seen, two in Year 2 and one in each of Year 3 and Year 5. In addition to the evidence in these lessons, judgements are based on an analysis of pupils' past and present work, displays and teachers' planning. Standards, overall, are as expected when pupils are in Years 2 and 6. Although not quite as high as the standards reported at the previous inspection, there are some examples of artwork which show instances of pupils' skills on occasion being above those normally expected, such as the paintings of irises in Year 6, using pastels and watercolours.
103. Pupils are taught skills and techniques effectively. Pupils in Year 2 are introduced to technical vocabulary such as 'shading' and 'proportion' and how to reflect these in their own work. In one lesson on portraiture, the teacher developed pupils' understanding of the proportions of their head by encouraging them to feel the shape and the positions of their features. She demonstrated carefully how to build up the portrait, emphasising the need to look closely and observe details. Helpful questions were used such as, "*Let's see her mouth; what shape shall I do?*" Consequently pupils paid very careful attention to this part of their drawing, and their understanding is reflected in their work. Higher attaining pupils managed to position features such as ears, eyes and mouth with fine accuracy. Pupils are given opportunities to explore different techniques and teachers make effective use of the work of well-known artists so that pupils can see how these are used. For example, the portrait of Vincent Van Gogh was used to show pupils in Year 2 how shading and line are used to create a change of form. Their observational drawings of a pineapple show that they are beginning to apply these techniques to their own work. By the end of the year, they know how to mix colours to achieve different shades and tones in their painting. Pupils' paintings in the style of 'The Goldfish Bowl' by Matisse show that they have tried hard to match the colours used by the artist.
104. Artwork supports work in other subjects effectively. For example, in history, the paintings of Tudor manor houses by pupils in Year 5 show that they are beginning to understand how to create a three-dimensional effect. They apply their knowledge of the period to details such as beams and leaded windows. By Year 6, pupils have well developed observational skills and use their knowledge and understanding of the visual elements of line, tone, texture and shape to good effect,



for instance, in their still life drawings of artefacts from World War II. Painting skills are less well developed and pupils do not have enough opportunity to work on a larger scale. However, work in pastel and water colour shows that they are developing a good understanding of the media and how to blend and produce a subtle range of tones and shades. All groups of pupils, including those with SEN and those from minority ethnic backgrounds, make satisfactory progress over time.

105. Teaching is satisfactory, and in half the lessons observed, teaching was good. Teachers are using the national guidance to support their planning, which indicates that pupils have an opportunity to explore different techniques and to use a range of media each year. All year groups study the style and techniques of well known artists and this contributes to their cultural development. However, there is little work that reflects a broad range of cultures.
106. The art and design co-ordinator is relatively new to the role and has made an effective start. She has identified areas for improvement, such as progression in painting skills in the upper school, and has bought some additional resource materials to assist teachers in broadening the curriculum. The resources provided by the school are good and enable pupils to work effectively, using a greater variety of media than at the time of the last inspection.

## **DESIGN AND TECHNOLOGY**

107. Judgements are based on a limited range of work seen during the inspection. Pupils attain standards in line with those expected for their ages, overall. Planning for pupils' learning is good and indicates clear progression in the development of their skills. Appropriate attention is given to developing ideas and to the processes of designing, making and evaluating. Pupils learn the skills and techniques of making, such as constructing a pneumatic device. However, planning indicates that they do not have enough opportunities to apply these skills through making a product. These are similar standards to those reported at the last inspection.
108. Pupils in Years 1 and 2 are taught to work with a variety of materials including, for example, paper, card, wood, textiles and food. They develop appropriately the skills of cutting and joining. The work links effectively to their learning in science, for example, work on forces and electricity. In a lesson in Year 1, pupils explored different fruits that could be selected to make a fruit salad. They discussed their preferences and were encouraged to describe the taste. However, there was insufficient emphasis placed on features such as colour, smell and texture. The work of pupils in Years 3 to 6 shows that they have a satisfactory understanding of how to make their products. In Year 3, pupils made frames for their printed pictures, providing a good link to art and design. Pupils took good care when making them, measuring, cutting and joining them neatly. They were well finished in paint in bright colours. Pupils in Year 6 made soft toys from a range of different fabric, with snakes being finished with interesting decorative effects. Pupils made appropriate use of ICT when writing up their method of making.
109. In the three lessons observed, teaching was satisfactory, and all pupils, including those with SEN, made sound progress. In Years 1 and 2, only one lesson was observed and this is insufficient to judge the overall quality of teaching for pupils of this age. However, in the lesson seen, teaching was satisfactory. Teaching was also satisfactory for older pupils. For example, in lessons in Years 4 and 6 there was a clear focus on developing pupils' skills and understanding of the processes involved in designing and making. In all lessons, there are good opportunities for pupils to discuss the function of their designs and the different applications. In the lesson in Year 6, the teacher gave pupils a clear and thorough explanation of how to go about the task of designing a remote control bug. The work was followed up effectively in ICT when pupils wrote a program to make the toy jump. They used this knowledge to write a sequence of directions to operate traffic lights using a control box. The teacher extended pupils' understanding of technical terminology by highlighting the differences between everyday language and that used to write commands for a computer program. Her practical approach to teaching pupils the traffic light sequence helped them to write an accurate order of procedures. In the lesson in Year 4, the teacher explored with pupils the properties required of a material with which to make a re-usable mould for a lucky charm. The pupils applied themselves well to making a mould with plasticine and in the process learned that it was sometimes necessary to modify their designs in order for them to work successfully.

110. The co-ordinator has carried out a curriculum audit and the units of work have been blocked to take advantage of links between different subjects. Some monitoring of pupils' work has taken place, but there has been no monitoring of teaching and learning. There are plentiful resources for the subject and there is a good range of materials available for making products.

## **GEOGRAPHY**

111. Standards in Years 2 and 6 are below average. At the time of the last inspection they were judged to be broadly average. In relation to their prior attainment on entry to the school, all pupils, including those with SEN and those from minority ethnic backgrounds, make satisfactory progress in their learning. Boys and girls attain equally. The school is implementing a revised scheme of work, although at the time of the inspection this improved planning and content had not had time to raise standards noticeably.
112. In Year 2, pupils write simple sentences about what they like and dislike in their hometown of Dagenham. They mention the parks and litter and are developing an awareness that rubbish has an unpleasant effect on the environment. The use of maps, atlases and globes to find their home in relation to the school and world beyond, is insufficiently developed. Discussion with pupils in Year 3 indicates that they have considered their route to school, but knowledge, skills and understanding of local-scale studies are limited, as is awareness of localities beyond their own, and geographical vocabulary. However, in the lessons seen, there were insufficient opportunities for pupils to practise and extend their speaking skills.
113. By the time pupils are in Year 6, they are able to identify and write about different features of a river. They draw the pathway of a river and write about how waterfalls are formed. The study of rivers is extended through a fieldwork visit to the local Chase environmental centre. Rangers at the centre work well with the school and establish a very good relationship with pupils; the quality of their teaching is good. Other aspects of geography are less well developed. Higher attaining pupils in Year 6 have a limited knowledge of places and environments and are unable to explain geographical patterns throughout the world. Map drawing skills are not systematically developed and pupils have limited understanding of the main features of maps in different scales. There is very little evidence of work in geography around the school. When teaching is good, such as in Year 4, pupils are encouraged to learn about features of Egypt and identify features from photographic evidence. Good teaching contributes to pupils' understanding of why the houses are different in Egypt from those in England. The teacher used good questions to reinforce pupils' knowledge and understanding. In this lesson, pupils with SEN are well supported and contribute to the lesson alongside others. Generally, pupils are insufficiently encouraged to use the library for research.
114. No lessons were observed in Years 1 and 2 and it is not possible, therefore, to judge the quality of teaching in these year groups. For older pupils the quality of teaching and learning is satisfactory. Planning is generally clear and groups of pupils are well organised. Links with other subjects such as mathematics and ICT are insufficiently developed. Although teachers check on the progress of pupils appropriately they generally do not use this knowledge in their planning, as a result of which, work is not sufficiently well matched to individual pupils' needs. Teachers mark pupils' work regularly, but the quantity of work is not as much as might be expected.
115. The deputy head with responsibility for co-ordinating the curriculum has recently taken on over-seeing the subject, as there is currently no subject co-ordinator. She has ensured that an improved scheme of work is in place that identifies a clear progression in skills, knowledge and understanding. However, at the time of the inspection, teachers had not received training in order to implement the scheme of work successfully throughout the school. The co-ordinator monitors planning, but the quality of teaching has not been monitored.

## **HISTORY**

116. Standards achieved by pupils in Year 6 are similar to those expected nationally and represent

improvement over the standards found in the previous inspection. It was not possible to make a secure judgement on pupils' standards or the quality of teaching in Years 1 and 2, as only one lesson was observed and very little written work was available for analysis from the previous year. In Years 3 to 6, teaching is good, overall.

117. In the one lesson seen in Year 2, pupils compared the past and the present. The teacher used the class display well to help pupils recall what they had found out about the differences in domestic life 100 years ago, such as people using outside toilets, and rooms being heated by coal fires. Pupils are keen to look at the collection of artefacts and have remembered their names from the previous week. They identify, for example, the tie press, the carpet hitter or beater and the flat iron. They have some idea that these items were used in the past and can relate to the idea that these were used in a time before their grandparents were born. In this lesson teaching was satisfactory. The teacher engaged pupils' attention quickly by saying, "*We're going on a time travel*" and used the history displays in the classroom well to review previous work. However, after this good start the pace of the lesson slowed considerably and pupils' interest lapsed.
118. The excellent teaching in Year 6 ensures that pupils are keen historians and are enthusiastic about their current topic of World War II, which is well supported by a relevant wall display. This showed that the pupils had thought carefully about people's way of life in the 1930s and 1940s. Pupils had compared the differences between life then with their lives now, writing, "*The middle classes had fires in their rooms, but only lit the fires in the rooms they were in.*" and "*Only the richest people travelled abroad on holiday*". In the lesson seen, they begin to understand the situation of children who are evacuated. In a role-play exercise they show a perceptive empathy for how they would feel as they waited to be chosen by the different families and how those families might feel about taking them. For example, one said that he felt sad because his father was a soldier; another that she'd want to see her mum, and be scared because "*you might be treated badly*". In this lesson, the teacher had prepared and planned very well and had excellent teaching and management skills.
119. Teachers' planning ensures that the topic is taught in a way that is made relevant to the pupils. In a good lesson in Year 3, the pupils looked around the school building and grounds and used the very good library of school photographs from the past to identify some of the changes. They used their previous knowledge to compare one of the classrooms to the Ragged School Museum they had visited in their previous class. A few of the children are aware that their parents or grandparents attended the school.
120. In discussion, pupils in Year 6 talked about some of the topics they had done and how they used the local public library to do their own research. The school library, however, tends to be under-used. They had a sound understanding of chronology and of the various historical periods they had studied. Planning for the subject links it well to other curriculum subjects. The World War II topic is linked with the English curriculum to prepare pupils for diary writing. In Year 5, a topic on the Tudors was linked to art and design and technology, so that pupils sketched Tudor houses, showing good architectural detail, and then constructed their own versions. Teachers ensure that they review work done previously so as to check pupils' understanding and knowledge. Except in the one unsatisfactory lesson, there is a good balance of activities. Resources are relevant and well prepared. Useful homework tasks are set, such as asking their mothers about their daily routine so as to be able to compare this with women's life in the war. Pupils with SEN are given good support and mainly make similar progress as their classmates. Because teachers use good resources to make the topics relevant, this improves the understanding of those pupils from minority ethnic backgrounds. In the unsatisfactory lesson the planning was very sketchy and did not clearly identify the skills to be learned. The balance of activities was unsatisfactory and led to a session consisting entirely of questions and answers during which many pupils lost their concentration.
121. The subject has been developed well since the previous inspection, so that it is now linked to national and local authority guidelines. The deputy with responsibility for curriculum co-ordination has only recently been overseeing this subject in the absence of a co-ordinator, and has revised the scheme of work, so that historical periods are introduced chronologically. Some subjects, such as

Ancient Egypt and Ancient Greece, provide the opportunity for studying the geography of these regions. She has not had the opportunity to monitor the quality of teaching. There are adequate assessment procedures to record what pupils have learned. ICT is used well in Year 6 and its use in other year groups is developing appropriately.

## INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards at the end of both Years 2 and 6 are in line with those expected nationally. Pupils, including those with SEN and those from minority ethnic groups, make good progress in their learning. Since the last inspection, standards and the quality of teaching have been maintained. The school has created a computer suite and all classes have weekly access to it, with additional time being allocated for flexible use. All classrooms have a computer and classes in Years 3 to 6 are all linked to the network. Resources are satisfactory and the school has a digital camera that is used well by younger pupils. The training from the New Opportunity Funding (NOF) has helped to improve the expertise of all teachers in relation to their planning of the subject.
123. By the time pupils are in Year 2, they are confident users of ICT. Higher attaining and average pupils are able to log on and open the program to be used. Pupils in Year 1 use the mouse and keyboard confidently to write a simple sentence, for example *"I like elephants."* They type their own name and label their art pictures well. They have learnt to use 'Talking First Word' to download pictures. Higher attaining pupils in Year 1 are able to click and drag, moving text boxes, and position animal pictures such as two snakes on the page. Pupils are confident when typing and the speed of their typing is developing well. Most pupils are able to explain the function of the keyboard. This satisfactory progress continues into Year 2, and pupils know how to use the shift key, space bar and print icon. They progress well, learning how to move the cursor and are able to explain the meaning of 'enter'. Higher attaining pupils know how to use the line break confidently. They explain the difference between running text and line break and use a program 'colour magic' to produce their own pictures of the school drama production and insert their own writing. For example 'Yim Sung caught a turtle' and 'Dancing in the sea'. In Year 2, pupils use the digital camera to photograph their classmates and are beginning to see the value of computers for their work in other subjects such as English and art and design.
124. Pupils in Years 3 to 6 show increasing confidence in their use of computers and are able to research information from the Internet, incorporating what they find into their studies. In Year 6, pupils research information about Tudor England to enhance their work in history. In this year group, ICT is used well in other subjects, for example, in religious education and literacy. Pupils in Year 6 are beginning to understand that they can use computers to monitor physical factors. For example, they write a program in longhand and change the commands into technical language. They all experience writing simple procedures that will operate outputs by means of a control box. The teacher guides the class to observe the sequence of changing traffic lights, after which they write the traffic light commands with a partner. Higher attaining pupils understand the traffic light sequence and run their programs successfully on the computer, understanding the need for the program to be repeated. Very good support is given to pupils with SEN, who, along with the remainder of the year group, make good progress and achieve well.
125. Teaching is good. It is satisfactory, in Years 1 and 2 and good in Years 3 to 6. Teachers have worked hard to improve their own skills, knowledge and understanding. All are enthusiastic about ICT and have developed their own confidence using computers. Most lessons are well organised and delivered at a good pace. When teaching is less effective, planning does not identify work for higher attaining pupils, who are not always extended and challenged by demanding work. Teachers use questions well to check on pupils' learning and understanding. Explanations and demonstrations are effective and methods and organisation ensure that pupils have regular hands-on experience. The effective lessons contribute to pupils' positive attitudes. They clearly enjoy their lessons and show real joy when achieving new skills, as in Year 1 when pupils learned how to import pictures. In the better lessons, targets are shared with the pupils at the start of the lesson. Although planning identifies learning and activities well, it tends not to identify work for higher attaining pupils and this is an area for development.

126. Leadership is satisfactory; there is a clear and comprehensive action plan for the development of the subject. The co-ordinator has been responsible for the subject for two terms, and is well supported by the curriculum co-ordinator. Prior to that, the headteacher took responsibility for it as the school was unable to make an appointment. The school follows local authority guidelines and there is clear progression in the planning. The use of ICT to enhance other subjects is developing well and ICT has an appropriate focus around the school. Lesson plans are monitored but not lessons. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

## MUSIC

127. Standards in music are below those expected for pupils at the age of eleven and are unchanged since the last inspection. The recently introduced commercial scheme of work now ensures that pupils have experience of the key musical skills of singing and playing instruments, composing and appraising music.
128. Only one lesson was observed in the classes for the younger pupils, in Year 2, and no other evidence of their work in music was available for analysis. It is, therefore, not possible to judge standards or progress for pupils in Years 1 to 2. In a satisfactory lesson in Year 2, the teacher demonstrated to pupils different sounds made by the guitar, for example, contrasting single notes and chords. This helped them to become familiar with ways in which sounds can be produced. The teacher made appropriate use of the CD from the scheme to involve all pupils in developing their rhythmic skills through movement. They listened attentively to the action song 'Evie and Ivy', matching their actions appropriately to the story, for instance, lines such as 'He sowed it,' 'He ploughed it'. Pupils marched on the spot rhythmically and their actions were reasonably in time to the music.
129. Pupils' singing skills are not well developed, a feature noted in the last inspection that has not improved. The singing is generally rhythmical and pupils keep time reasonably well with the recording, but many pupils are unable to sing in tune and the tone quality is far from pure. In one unsatisfactory lesson seen, in Year 4, too little was done to extend pupils' singing skills and make improvements. The choice of repertoire was inappropriate, reflecting inadequacies in the teacher's subject knowledge. The task of singing the song as a round was too difficult because pupils were expected to do this before they could sing the melody accurately. When singing unaccompanied, these pupils have difficulty in finding the correct starting note. In the other lessons, the teaching was satisfactory and was clearly focused on the development of pupils' rhythmic skills. The teachers present a good example to pupils by joining in all the activities themselves, although they are not yet confident in teaching the subject. This encourages and motivates pupils to work hard and they show a willingness to make improvements. Musical knowledge is appropriately integrated into the practical activities and pupils are encouraged to use musical vocabulary, such as '*metre*' and '*a round*', when talking about the music they perform and compose. Pupils with SEN are well supported. The special support assistants, because they take part in all activities, provide encouragement for these pupils and they make the same progress as their peers. Pupils in Year 6 are not experienced in the playing of classroom percussion instruments and some have difficulty in controlling the volume of sound and sustaining a simple rhythmic pattern for the duration of a song. However, in the lesson, the teacher adopted the correct approach and broke down the task into more manageable steps.
130. The curriculum for music is satisfactory, although the amount of time allowed for the subject is less than that normally found. Most teachers' lack of confidence in the subject compounds the less than normal teaching time allocated. The lack of a permanent specialist co-ordinator has, to some extent, held back improvements to the subject. The current co-ordinator has been in post for only two terms before which the headteacher took responsibility for music as the school was unable to make an appointment. Advisory teachers from the local authority have provided training and guidance on how to use the new scheme of work and this is helping teachers to gain confidence and extend their own skills. Teachers speak positively of the support and are clearly committed to

improvement and to raising standards. However, further training is necessary to ensure that the implementation of the new scheme of work is fully effective. ICT is used appropriately in the subject.

## PHYSICAL EDUCATION

131. Lessons were observed in Years 1, 4, and 6 in games and in Year 5 in gymnastics. In these lessons standards were broadly in line with those expected. These standards are not as high as those reported at the last inspection, as the good quality of teaching observed then has not generally been maintained. Some teachers are not fully confident teaching the subject, although that was not the case in the lessons observed. In addition, two swimming lessons were observed in Years 2 and 5 in the school's swimming pool, and pupils from Year 6 were also observed during swimming lessons in the local municipal swimming pool. In most instances, standards in swimming are above those expected for pupils' ages - similar standards to those reported at the last inspection. These standards easily exceed the requirement for pupils to be able to swim 25 metres by the end of Year 6.
132. In Year 1, pupils respond well to their teacher's instructions during their warm-up and run around without bumping into each other. However, when they are asked to travel in different directions they tend to congregate together and lose their awareness of space. Most pupils show a reasonable sense of height and distance as they throw beanbags to each other in a controlled manner, with some pupils able to catch them. A few boys throw their equipment over the heads of others and lack control and awareness of their impact on them. Pupils from minority ethnic groups are well integrated and show ball skills similar to the majority of pupils. In this class, all pupils, including those with SEN, achieve satisfactorily in relation to their prior attainment. Teaching is satisfactory overall. The teacher gives clear instructions, but there are some weaknesses in behaviour management, when she does not consistently ensure that all the pupils' attention is gained before moving on to the next stage of the lesson.
133. In Year 4, pupils practise their hockey skills satisfactorily in the playground when working on right hand and left hand passes and show skills commensurate with their ages. They also practise their dribbling skills around cones satisfactorily. In this good lesson, pupils respond well to their teacher's instructions. She shows good knowledge and understanding of the subject, is confident in giving instructions and rightly emphasises accuracy rather than speed to pupils when practising their skills. The class is well managed and the class responds well to her. Although standards are broadly in line with those expected for pupils of this age, all pupils, including those with SEN and two pupils from ethnic minorities, make good progress.
134. Pupils in Year 5 practise their gymnastics skills in the hall, when they are asked to compose a sequence of movements, including a jump and two balances, having warmed-up appropriately. They practise their favourite balance shapes, involving travelling, jumping, landing, moving and holding and show standards that are in line with those expected for pupils' ages. Although the teacher has good subject knowledge, the management of the class is poor in this lesson. She has a tendency to shout, which excites the class, and many pupils do not listen or follow instructions carefully. As a result, pupils make poor progress.
135. In Year 6 the class is introduced to 'Tag Rugby' with the teacher giving clear instructions to which the pupils listen well. All pupils practise running and passing the rugby ball satisfactorily. In this good, well-planned lesson, the teacher manages the class well, asks good questions and has very good relationships with her pupils. In turn, all pupils, including those with SEN and pupils from minority ethnic groups, respond well, enjoy the lesson and make good progress, achieving well in relation to their prior attainment.
136. All classes, except Year 6, have a weekly swimming lesson in the school pool during most of the year, except from the end of October to the end of February when lessons are suspended for health and safety reasons. These lessons are given by a swimming instructor and are of good quality, during which most pupils make good progress. The instructor is a full-time member of the school's

staff and gives support in classes when not teaching swimming. This is an expensive resource, but one that is used effectively. Swimming lessons provide good opportunities to enhance pupils' social development.

137. In Years 1 and 2, the curriculum consists of dance, games and gymnastics; in Years 3 to 6, athletics is added to these activities, whilst, in Year 6 pupils experience outdoor and adventurous activities, such as canoeing and climbing, during their annual residential trip. Leadership and management of the subject are satisfactory, although monitoring of teaching does not take place, whilst accommodation and resources are good.

## RELIGIOUS EDUCATION

138. No lessons were observed in Year 6 because of timetable arrangements during the inspection. In addition, there is insufficient evidence recorded in pupils' books to judge standards at the end of Year 6. Lessons were observed in at least one class in each of the other year groups. As well as these lessons, judgements are based on an examination of the teachers' planning, the local Agreed Syllabus, an analysis of a small amount of pupils' past work, discussion with the co-ordinator and an examination of artefacts from the main religious cultures.
139. By the end of Year 2, and in Years 3, 4 and 5, the majority of pupils achieve the standards expected in the local Agreed Syllabus. Pupils of all ages, including those who have SEN, make satisfactory progress, overall, but this is inconsistent across the school. Pupils develop a satisfactory knowledge of the practices of major world religions, with an appropriate emphasis given to the study of Christianity. There is a small amount of suitable work on display in Year 2 on Jesus calling His disciples and in Year 1 on the theme of 'being special'. For example, pupils wrote, *"I'm special because my mum, dad and Harry love me,"* and *"I'm special because I am good at football."* An analysis of pupils' past work in Year 3 shows that they are acquiring a suitable understanding of other religions, whilst pupils in Year 4 learn about the furniture that is found in some church buildings. In Year 5, pupils begin to understand why Muslims fast for Ramadan, while pupils in Year 6 begin to appreciate the impact that the Qur'an has on Muslims. An analysis of pupils' work on display shows that they learn about wise sayings from different religions, concentrating mainly on the proverbs of Solomon in the Bible. One pupil wrote, *"You can never have too many friends."* Religious festivals in the Christian calendar, such as Harvest, Christmas and Easter and from other faiths' calendars, such as Ramadan and Eid and the birth of Guru Nanak, make a useful contribution to their learning. ICT is used effectively in some year groups, but not consistently so. For example, pupils in Year 4 create their own Islamic prayer mats using colour magic, whilst pupils in Years 5 and 6 use the computer to write about holy people such as Muhammad and Jesus Christ.
140. Overall, the quality of teaching throughout the school is satisfactory. However, some of the lessons lack challenge, as in a lesson in Year 5 with a topic on Elizabeth Fry, and a small number of teachers have insecure subject knowledge. In some lessons, there are insufficient opportunities given for pupils to expand on their ideas when speaking. Teachers have good relationships with pupils and their competent use of questioning encourages the pupils to think about what is being discussed. Generally, pupils are well behaved and attentive during lessons: they listen well to the discussions and the contributions of others. The teaching of religious education makes a sound contribution to the pupils' literacy skills. For example, recording of information in lessons often involves retelling of stories such as 'David and Goliath' and pupils in Year 4 are encouraged to write their own accounts. Teachers appropriately use the end of each lesson to review what has been learnt and to assess the progress that has been made. Pupils' individual needs are suitably met and the teachers' caring and positive approach builds up pupils' self-confidence by ensuring that all are involved in the lessons.
141. The subject is well managed. The co-ordinator is well aware of current strengths and weaknesses within the religious education provision. She knows, through effective monitoring of plans and discussions with staff, what needs to be done to secure further improvement. Monitoring of teaching has not taken place. Teachers in the same year group plan collaboratively. The school

has been closely following the old local Agreed Syllabus. This does not suitably support the teachers' planning or give sufficient guidance for those teachers who are not secure in the subject. However, a new syllabus has recently been launched that offers more support, but which currently needs to be incorporated into the school's scheme of work. The school has appropriate resources with books and artefacts from different religious faiths and cultures. The subject could be further enhanced through more visits of representatives from other faith communities.