

## INSPECTION REPORT

### **SHERINGHAM JUNIOR SCHOOL**

Manor Park, London

LEA area: Newham

Unique reference number: 102753

Headteacher: Mr Gary Wilkie

Reporting inspector: Dr Pauline Buzzing OBE  
15849

Dates of inspection: 25-28 November 2002

Inspection number: 246241

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Junior
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Sheringham Avenue Manor Park London
Postcode:	E12 5PB
Telephone number:	0208 478 4244
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Bill Robinson
Date of previous inspection:	November 2 <sup>nd</sup> 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15849	Pauline Buzzing	Registered inspector	Music	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9883	Brian Silvester	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?
23300	Lily Evans	Team inspector	Science; history; educational inclusion, including race equality	
20951	Philip Littlejohn	Team inspector	Design and technology; physical education; English as an additional language	
10144	Mary Marriott	Team inspector	Geography; information and communication technology; special educational needs	
31029	Peter Thrussell	Team inspector	Mathematics (including numeracy); religious education	How good are the curricular and other opportunities offered to pupils?
23475	Karen Tomkins	Team inspector	English (including literacy); art and design	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a mixed junior school of above average size in the London borough of Newham with 352 pupils on roll. The pupils come from a range of home environments: many pupils are nurtured and well supported through all aspects of home life, but some come from complex home circumstances and find the daily routine of school a source of comfort and security. At 58 per cent, the proportion of pupils taking free school meals is well above average. Some 278 pupils (79 per cent) come from homes where English is not the first language, and 132 of these are at an early stage of acquiring the language. This accounts for more than a third of the school. These figures are very high and have increased since the previous inspection. There is a rich cultural mix in the school, deriving from the wide variety of ethnic groups in the school, of whom the largest groups are Bangladeshi, Black African, Pakistani and Indian, and some 15 per cent of the school's population is made up of refugee children. The school has 103 pupils identified as having special educational needs; 50 at the stage known as School Action, 47 at the School Action Plus stage, and six pupils have a Statement of Special Educational Need. The needs range from specific learning difficulties, and some moderate and severe learning difficulties, to behaviour problems. The percentage of pupils with special educational needs is 29.7 per cent, well above the national average, and higher than at the time of the previous inspection. Standards on entry are below average, with a significant percentage of pupils who have communication difficulties because of their limited understanding of English, and this hampers them in several subjects. The school is part of an Education Action Zone, and is involved in a range of initiatives, such as Excellence in Cities. There have been some difficulties in recruiting staff.

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

The school has come through a period of rapid change over the past two years, since the headteacher arrived, and many new initiatives have been put in place. Overall, the effectiveness of the school is now satisfactory. Standards are rising, though they are still below average at the end of Year 6. Teaching is good overall, as is learning, and the school cultivates good attitudes towards education. The leadership and management of the school are good. Overall, the school provides satisfactory value for money.

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

- Leadership and management in the school are good overall: the headteacher and his deputy lead very well.
- Results in the national tests in English, and especially in mathematics and science, have improved in relation to those of similar schools.
- Standards in physical education are now above average because the teaching is particularly good and the subject leader leads very well.
- The teaching in the school is good so that the pupils learn well and their achievement is now satisfactory.
- The pupils' attitudes, values and personal development are good and contribute to a good climate for learning in the school.
- The provision for the pupils' personal development, including their spiritual, moral and social development, is good.

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

- Standards in English and mathematics are still below the national average.
- The school's strategy for teaching literacy is unsatisfactory, in that it is not good enough to raise standards to where they should be, given the character of the school's population.
- Not enough time is allocated to art and design, geography and history to enable the pupils to develop their skills, knowledge and understanding in a systematic way.
- Although procedures for assessment are satisfactory overall, they are not used sufficiently to plan future learning.
- The impact of parents upon the work of the school is unsatisfactory.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection in November 2000, and responded well to the findings of the report. In relation to similar schools, the school has raised standards in English, mathematics and science. The school was within one per cent of achieving its target in mathematics in 2002, but it was still ten per cent short of the English target. In work seen, standards in science are now average at the end of Year 6, and they have risen to below average in mathematics and in English. Currently, the school is on course to meet the mathematics target, and to close the gap considerably in working towards the target in English. Standards in English have not improved as fast as in the other subjects. There are still weaknesses that hinder the pupils' learning in literacy because of the rising proportion of pupils who have English as an additional language. The quality of teaching and learning has been improved, so that it is now good; there is little unsatisfactory teaching, and there is no poor teaching. The provision for pupils with special educational needs and for those with English as an additional language has improved significantly, so that each is now good, and the pupils achieve satisfactorily. The literacy and numeracy strategies have now been in place for two years, and curricular links with the feeder infant school are well established. In the relatively short time since the previous inspection judged that the school had serious weaknesses, this is as much improvement as could reasonably have been expected, and the school is no longer weak in the areas identified before.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	E	E*	E*	D
Mathematics	E	E	E	C
Science	E*	E	D	B

**Key**

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

The school's national test results at the end of Year 6 have begun to rise: in comparison to similar schools the English results have increased from well below the average to below average. However, for the past two years, the results in English have been in the bottom five per cent of schools nationally. The mathematics results, which reached the average for similar schools in 2001, have held up well, and the science results are now two grades higher than they were in 2001. The trend in the school's results is broadly in line with the national trend, though starting from a lower point, and the targets set are challenging. In work seen, most pupils now reach standards at the end of Year 6 that are below average overall in English and mathematics, and this represents satisfactory achievement, given the below average standards with which they enter the school. In science, information and communication technology, (ICT) design and technology, history and religious education, standards are average. Standards in physical education are above average. No judgement can be made on standards in art and design, music or in geography, as few lessons were taught during the inspection. The pupils achieve satisfactorily during their time in the school, and there is evidence that achievement of the younger pupils is better than that, since standards are now rising. There are no significant differences in the overall standards reached by boys and girls, or by different groups of pupils.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils like school and their positive attitudes to their work help to create a good atmosphere for learning in lessons.
Behaviour, in and out of classrooms	Good. The pupils behave well in lessons, around the school and in the playground.
Personal development and relationships	Good. Relationships throughout the school are cordial, and the racial harmony in the school community is a strength. Pupils respond well to the opportunities they are given to develop a sense of responsibility.
Attendance	Unsatisfactory. Attendance is still below the national average, although it has improved significantly since the previous inspection.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Teaching is good overall. Most lessons are planned effectively. The teachers know their pupils well and manage their learning with skill, planning interesting lessons, so that the pupils sustain their interest and concentration. Teaching is satisfactory in English and good in mathematics. The skills of numeracy are now taught satisfactorily through the national strategy in mathematics and through other subjects, such as science, but literacy skills are not yet taught with sufficient impact to raise the standards of the pupils' reading and writing from their below average starting point to where it needs to be. In a minority of lessons, teachers do not quickly assess the pupils' understanding of the language, so that some have unnecessary repetition of what they already understand, and others struggle with ideas and words that are beyond them. This is particularly true of pupils who were in the school at the time of the previous inspection, when the teaching was unsatisfactory or poor in one out of every two lessons in English. Overall, however, pupils with special educational needs and those pupils with English as an additional language are taught well. The school now meets the needs of all its pupils who learn well and work with confidence, determination and interest. Occasionally, some pupils are unaware of the weaknesses in their own learning, so that they do not know what to do to improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. Although the full range of National Curriculum subjects and religious education are taught, some subjects, such as art and design, geography and history, are not allocated adequate time. As a result, there is little time to deepen the pupils' understanding, and independent, investigative work is limited.
Provision for pupils with special educational needs	There is now good provision. Individual education plans (IEPs) and targets result in their showing satisfactory achievement. Pupils receive good support in lessons from the special needs team, both in class, and in small groups when withdrawn from the classroom.

Provision for pupils with English as an additional language	Good. The inclusive ethos of the school creates a good environment for learning so that these pupils achieve satisfactorily.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual, moral and social development is good, and provision for cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. The school has created a caring community. The procedures for monitoring the pupils' academic work are satisfactory, but they are not used sufficiently to plan future learning.

The school's partnership with parents is satisfactory and the parents think well of the school. However, the impact of parents upon the school's work is unsatisfactory.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership, ably supported by his deputy. Subject leaders and the assistant heads carry out their duties well, overall.
How well the governors fulfil their responsibilities	Satisfactory. All statutory requirements are met. The governors are supportive to the school, but do not yet play a full part in shaping the school's direction.
The school's evaluation of its performance	The school evaluates its performance well and takes effective action to meet its targets.
The strategic use of resources	Strategic resources are deployed well. Educational priorities are very well supported through the school's financial planning, and the school applies the principles of best value effectively.

Staffing levels are good. The quality of the accommodation is unsatisfactory: the hall is small, whilst mobile classrooms are not equipped with water for practical subjects. Resources are satisfactory overall.

### 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>• Their children like coming to school, make good progress and behave well.</li> <li>• The school is well led and managed and helps pupils to become mature. The teaching is good and the amount of homework pupils are set is about right.</li> <li>• The school works closely with parents, expects the children to work hard and is approachable. Parents are given good levels of information about their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are concerned at the narrow range of extra-curricular activities.</li> </ul>

Inspectors agree with the parents' positive views of the school. They also agree that the range of extra-curricular activities is unsatisfactory at present. The school is aware of this and has plans to develop clubs for the pupils in the near future.

## **PART B: COMMENTARY**

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

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

1. The below average standards with which the pupils enter the school, the high percentage of pupils with special educational needs and the very high numbers of pupils who have English as an additional language, need to be borne in mind as you read this report. Further, the school was judged as having serious weaknesses only two years previous to the present inspection being carried out and had some very difficult areas to address. This has affected the standards of the pupils who are now at the top of the school.
2. Average points scores in the national tests taken at the end of Year 6 in 2002 show that the pupils' results are well below national averages overall. However, the results are average overall when compared to those for similar schools. In relation to similar schools, the mathematics results are average, and within 0.1 per cent of being above average, and the 2002 science results are above average. English results are still below average for similar schools but the fact that the scores are now rising is the result of much hard work. However, the year group that took the tests last summer were already in Year 5 when the National Literacy Strategy and the National Numeracy Strategy were introduced in the school for the first time in September 2000. These pupils did not have the benefit of the solid foundation to their learning that the strategies provide. They also experienced a very high proportion of unsatisfactory and poor teaching lower down the school, as the previous report shows.
3. These negative factors affected the teaching of English particularly strongly: a high percentage of the pupils are learning English as an additional language, many of them at an early stage, and this lack of a good grounding in the basic skills of the language has remained with them, to some extent, despite the school's best efforts.
4. In work seen, standards have improved since the previous inspection. They are now average in history, design and technology, ICT and religious education. They are still below average in English and in mathematics. No judgement can be made on standards in art and design, geography or music, because of the small numbers of lessons taught, or taught at the top end of the school, during the inspection. Standards are above average in physical education.
5. Standards in speaking, listening and reading are below average but, in all their learning, the standards the pupils reach are hampered by limited writing skills, and standards in writing are well below average. For a significant number of the pupils, they are also struggling with their speaking of English. They make their most successful achievement in subjects where the curriculum has been focused on practical work. A good example of this is science, where the subject leader has made a conscious effort to increase the amount of practical work the pupils undertake, and then they have real experiences to talk and write about. The school is aware of the problems with the pupils' writing and has made this area a focus for improvement this year. The provision for pupils with special educational needs and for those who speak English as an additional language has also been improved from unsatisfactory to good, and standards for these pupils are improving.
6. The previous report described standards on entry to the school as below average. The evidence from this inspection indicates this is still broadly the case, though the percentages of pupils who speak English as an additional language, and that of pupils with special educational needs, have increased, so that there is an even greater number of pupils whose skills in language and literacy are weak when they enter the school. These weaknesses in speaking and listening, reading and writing skills, underpin many of the weaknesses in their learning.
7. The improvements in the school's provision mean that the pupils now achieve satisfactorily during their time in the school. They currently make the greatest gains in Year 6 but this year group is still making up ground that was lost earlier, standards are rising lower down the school, and the pupils are benefiting from a concentration on English and mathematics. This has taken time away from other subjects and explains why standards in some subjects are not as high as

they might be, since there is limited time to develop the pupils' reading and writing in, for example, history and geography, to develop much independent investigative work and thereby raise standards.

8. Pupils with special educational needs are now well provided for, so that overall they show satisfactory achievement. The improved provision has been put in place since the previous inspection judged it as unsatisfactory, so that the pupils in the top half of the school have not had the benefit of it throughout their whole time in the school. However, because of their good attitudes and the good individual and group support they receive, they make good progress in lessons now, when measured against their prior learning, even though some of the standards reached are below, and sometimes well below, average. They receive well-targeted support, and their IEPs are of good quality.
9. The pupils with English as an additional language are now well provided for, and their achievement is satisfactory, though standards are often well below average amongst the group of early language learners who make up over a third of the school. Apart from that, there are no significant differences between pupils with English as a first and an additional language, and there is no variation from their peers in their achievement for different subjects. All these pupils are effectively included in the drive to raise standards.
10. In work seen in mathematics, standards are below average by the end of Year 6. The National Numeracy Strategy has helped raise standards and the school has also carefully reviewed the teachers' planning, so that standards are rising well. Several subjects of the curriculum, such as science and design and technology, develop the pupils' numeracy skills.
11. In their literacy work, the pupils reach standards that are still below average and the school's strategy for literacy, though it is beginning to raise standards, is not yet fully effective. It does not have sufficient impact to compensate for the low baseline and restricted language many of the pupils have.

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

12. The attitudes, relationships, behaviour and personal development of all the different groups of pupils in the school are good. Pupils are very keen to attend the school and to play a full part in its life. They have good attitudes to their work and this fact makes a major contribution to their learning, as they settle quickly and listen attentively to their teachers. They get on well with the tasks given, persevere and concentrate. Pupils take a pride in their work, some of which is well displayed around the school. Parents confirm that their children enjoy coming to school and are keen to learn. In a very few cases, where attitudes are less good, a few pupils are slow to settle, are uninterested in the lesson, and produce little work.
13. The behaviour of the pupils, in class and around the school, is good. There is a quiet learning atmosphere and this helps their learning. Pupils listen when other pupils are addressing the class and raise their hands when they want to answer. They are polite and thoughtful and pleased to help others. There is a strong belief amongst the parents that the school achieves a high standard of behaviour. The school is a very orderly community. Pupils are keen to receive 'well done' marks and wear their stars (for 20 or more marks) with pride. In the school year prior to this inspection there was one fixed-term exclusion, which is very low. There was one fixed-term exclusion the year before the previous inspection.
14. Relationships, between pupils and between pupils and adults, are good. There is a wide range of ethnic groups in the school and they work and play together well. This is because the school's inclusive approach is acted out in its everyday life. Pupils are willing to share resources, work together and take turns. They participate in challenge weeks where pupils work collaboratively as well as independently to solve problems. Pupils are encouraged to talk to each other in pairs to improve their speaking and listening skills. The high level of racial harmony in the school is very impressive. There is no record of any racial incident in the last two years.
15. The personal development of the pupils is good. They respond very well to the opportunities given to take responsibility. A school council has been introduced since the previous inspection,

with two representatives on it from each class, and it is working effectively. Pupils have duties in their classes and Year 6 pupils act as monitors. They assist the lunchtime supervisors and are attached individually to classes, where they help teachers. Other pupils collect and deliver registers to the classrooms and help to keep the school tidy. Class rules are negotiated with the pupils in that class so that they have ownership of them. There is a weekly personal academic reflection lesson that assists their personal development and learning. Pupils show initiative by suggesting ideas for charity fundraising, for charities like Comic Relief, and raise money for visits by organising ventures like a tuck shop.

16. Overall, the level of attendance is unsatisfactory but it has improved since the previous inspection. Attendance in 2001/02 was 93.6 per cent, which is just below the national average. The level of unauthorised absence is higher than the national average. Other than illness, the main reasons for absence are holidays during term time, some of which are extended holidays. The school has taken a firm line on extended holidays and has been successful in reducing the level of absence from this cause. There is a fairly high turnover of pupils at the school. This affects the attendance figures because pupils' names have to be left on the school roll until their new school is ascertained. Most pupils are punctual but a small minority does arrive late. Late arrivals are recorded in the register and/or in the late book in the office. The unsatisfactory attendance of a small minority of pupils has a detrimental impact on their learning and standards.
17. The previous inspection report stated that relationships were very good, attitudes, values and behaviour were good and personal development was satisfactory. This whole area is still a strength of the school.

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

18. Teaching in the school is now good, and the pupils learn effectively as a result of this. The school has made good improvement in the quality of teaching and learning since the previous inspection, when it was judged as having serious weaknesses: six out of the seven key issues in the report involved some aspect of teaching, and one lesson in every three involved unsatisfactory or poor teaching.
19. This time, 83 lessons were observed overall, and six out of every ten lessons were good, very good or excellent. Examples of very good and good teaching and learning were seen in every year group. The best teaching is in Year 6, where, of the 26 lessons observed in that year group, 20 were good, very good or excellent; in fact, the three excellent lessons observed were all in Year 6, and each of these lessons resulted in the pupils making excellent progress.
20. The teaching is good in mathematics, science, design and technology, history, ICT, religious education and physical education. Teaching is satisfactory in English, and this represents particularly good improvement, since the unsatisfactory and poor teaching in English at the time of the previous inspection accounted for one out of every two lessons observed in that subject.
21. Particular strengths in teaching throughout the school are the way teachers use their good knowledge and understanding of the subjects they teach to plan interesting lessons, their management of the pupils' behaviour and the way they use time and resources.
22. In the good and very good lessons, the teaching results in effective learning, often based on practical experiences that stimulate the pupils to discuss their learning with each other. In a very good Year 6 science lesson, the pupils looked at changes that occurred when materials were mixed, and when sugar was mixed with boiling water. One pupil described how "as you put it in it started to bubble up and had a reaction with the water", and discussion focused on how changes could be reversed, with another pupil suggesting how sand and salt could be retrieved by evaporation.
23. Good learning also results from clear planning, and there was evidence of this in a mathematics lesson for a Year 3 class, where the planning showed clearly the three different tasks set for pupils of different levels of attainment, and it also indicated the technical language that was to be introduced, and how it would be used to reinforce the pupils' understanding during the

lesson. The result of this was that the pupils made good progress, and those who had English as an additional language made very good progress because of the constant exposure to key mathematical words.

24. This attention to language is a feature of the very good and excellent teaching that was observed. In an excellent Year 6 mathematics lesson, where the pupils applied their understanding of transformation to some problems, the teacher checked regularly for understanding of technical terms, and the pupils themselves used the words in discussion: one pupil commented “the circle and the square are equidistant”, and the pupils showed that they understood terms, such as quadrant, axis, transformation and rotation.
25. In the good lessons, teachers use time and resources well, so that the pupils learn well and remain interested. In one very good Year 5 lesson in religious education, using texts from different world faiths, timed targets were used to keep the pace of the lesson moving and to encourage the pupils to sustain their concentration. This good use of time often stems from the fact that the teachers plan well in conjunction with other teachers who teach the same age group. This also ensures that the pupils have equal opportunities to learn and to achieve, and in the very good lessons, planning also includes very specific detail of the involvement of learning support assistants
26. Throughout the school, teachers manage the pupils very well. The good quality of relationships brings about very good behaviour and attitudes in some lessons; for example, in a Year 6 mathematics lesson, the teacher used plenty of praise and encouragement where it was deserved, so that the pupils’ confidence was built and they attempted to answer difficult questions and to risk answers.
27. Where teaching is satisfactory, rather than good, it is often because the teaching of the basic skills of literacy and numeracy is satisfactory, rather than good, or because marking and assessment do not play their full part. Occasionally, teachers miss opportunities to help the pupils to see where spelling slips have been made, for example, the way the days of the week are spelt is not always corrected, and frequently-used words in some subjects are left inaccurately spelt. This means that although teachers are quick to praise what is good, they do not always diagnose what is wrong, and they sometimes miss the chance to tell the pupils what they need to do to improve and, as a result, the pupils’ knowledge of their own learning is satisfactory, rather than good.
28. In the three unsatisfactory lessons, a small minority of pupils was not really involved in the whole-class part of the lesson, and the teachers did not see this and target questions to them, so that they became restless and made unsatisfactory progress. Introductions tended to be too long, resulting in a loss of concentration by some pupils and, occasionally, higher-attaining pupils were given tasks that were too easy for them.
29. The teaching of literacy is satisfactory overall but teachers do not always ensure that the pupils spell words correctly. The National Literacy Strategy has played an important part in improving the quality of teaching but a few teachers sometimes follow it too closely and are reluctant to adopt a flexible approach to enable them to reinforce and consolidate words and ideas with groups of pupils who are at an early stage of acquiring the language. Conversely, they sometimes spend too long explaining tasks to pupils who have grasped what they need to do, and have good, developing vocabularies. Numeracy is satisfactorily and often well taught in mathematics, science and in design and technology. Computers are used, to some extent, to help the pupils to learn but, in most subjects, ICT is not playing a full part in moving the learning forward.
30. Teaching in small groups of pupils with special educational needs is never less than very good, and is sometimes excellent. Teaching is of a very high quality and this ensures that pupils achieve satisfactorily overall. Support teachers, the co-ordinators for special educational needs and class teachers, draw up IEPs together. These are reviewed regularly. Teaching support assistants are well trained to carry out their support role within classrooms. Those assigned to pupils with a Statement of Special Educational Need and those identified using the new 'Code of Practice' support pupils well. Through this support they ensure that these pupils achieve

satisfactorily overall, and the pattern is the same with pupils who have English as an additional language.

31. The improved percentage of good teaching, the small percentage of unsatisfactory teaching and the elimination of poor teaching since the previous inspection mean that the pupils now learn well, and the school meets the needs of all groups of pupils within it. The close attention to improving the teaching of pupils who have English as an additional language, who make up over three quarters of the school's population, and to improving that of pupils with special educational needs, is paying dividends. It ensures that most pupils now learn well, acquire good levels of knowledge and understanding overall, they put plenty of effort into their work, and develop good concentration skills, as a result of the focused teaching they receive.

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

32. There has been some improvement in the curriculum since the previous inspection. The National Literacy and Numeracy Strategies are now fully in place, and stronger links have been developed with the feeder infant school. However, a lack of extra-curricular opportunities and, of necessity, insufficient time allocation for some subjects, has resulted in an unsatisfactory range of learning opportunities and a curriculum that lacks sufficient breadth and balance. The curriculum does, however, meet the requirements of the National Curriculum and the Newham Agreed Syllabus for religious education, and all statutory requirements, including those relating to holding a daily act of collective worship, are met.
33. The school has appropriately allocated much time to English and mathematics, where standards, as a matter of urgency, needed to be raised. The National Literacy and Numeracy Strategies were introduced just over two years ago and, although the school's numeracy strategy is having a satisfactory impact, its literacy strategy has yet to become fully effective in raising the pupils' standards and achievement. Insufficient opportunities are provided in other subject areas to practise and develop literacy skills at levels appropriate to the pupils' needs. This has resulted in insufficient time to allow some subjects, such as art, history and geography, to be delivered in depth. The organisation of some subject areas throughout the year does not allow for continuity and progression in the teaching of skills. For example, Years 3 and 4 study history only in the autumn term; Year 5 study history at the start of the school year and not again until the end of Year 6. The school has recognised this imbalance, and has appointed a subject leader to develop relevant and purposeful links across the curriculum; for example, by introducing more subject-based non-fiction texts into literacy, to help redress this balance. Successful challenge weeks have been held in mathematics, English, science, history and art and design, which have helped to raise the pupils' awareness and interest in these subjects and raise standards.
34. The support given to pupils, particularly in literacy and numeracy, by grouping within classes and setting in Years 5 and 6, and the allocation of learning support assistants, is helping to ensure satisfactory equality of access and opportunity. Test results are now being analysed by gender, background and ethnicity, but have yet to fully inform planning, to ensure a greater equality of access to the curriculum.
35. The provision for personal, social and health education is satisfactory. A scheme of work has been introduced and classes have a timetabled session each week. Within this, suitable provision is made for sex education and drugs awareness, but the policies for these aspects have yet to be approved.
36. The provision for extra-curricular activities is unsatisfactory. With a high turnover of staff in recent years, and the need for frequent after-school training sessions, linked particularly to the development of teaching in literacy and numeracy, staff have not been expected to organise and run activities. There are, however, clubs for football and cricket. A good range of visits is organised to support the pupils' learning; for example, to nature reserves, museums and art galleries.
37. The contribution of the community to the pupils' learning is satisfactory. The school uses the neighbourhood for its studies; a local supermarket was visited as part of the mathematics

challenge week. Pupils visit different places of worship within the community, and links have been established with a local football club, whose members have supported pupils in literacy and numeracy. Representatives from emergency services, such as fire and police officers, visit the school.

38. The satisfactory links established with partner schools help when pupils transfer from one stage of education to another, and this is an improvement since the previous inspection. Pupils in the feeder infant school work on a 'passport' activity that is completed on joining the school. The special educational needs co-ordinators have good links that help to ensure the continuity of provision and support for pupils with special educational needs. Curricular links have not yet been developed. Links with initial teacher training institutions are well established.
39. Overall, the provision for the spiritual, moral, social and cultural education of pupils is good and this is an improvement since the previous inspection. The pupils' spiritual, moral and social education is currently good, and provision for their cultural development is satisfactory. The school still lacks an overall whole-school policy for spiritual, moral, social and cultural development, and teachers are not always confident in developing aspects of the provision with cross-curricular links in their classroom teaching. Although provision is insufficiently monitored to gauge its success, all areas are developing well to enable pupils to develop good attitudes and values that equip them for the next stage of education.
40. The provision for spiritual development is good. The school has a meaningful collective worship policy that is sensitive to its multi-faith dimension. All pupils enjoy the daily assemblies, which have a good balance of secular and religious themes and allow pupils to relate to their own lives and faith. Assembly themes are displayed for the week: this gives pupils an opportunity to appreciate other world faiths and time to reflect upon their own religion and how they can share love for others. The award of 'stars' during assembly was greeted with enthusiasm by all pupils. In the classroom, pupils appreciate thoughtful moments during their personal and academic time for reflection. Visits to a range of different places of worship and visitors to the school develop the pupils' horizons and encourage pupils to think about people less fortunate than themselves.
41. The provision for the pupils' moral development is good and is promoted well in the school. The difference between right and wrong is promoted effectively through the behaviour policy and clear systems of rewards and sanctions. Rules are displayed in classrooms and around the building and pupils are very aware and respectful of them. Assemblies often have a moral theme, which is well illustrated; for example, the theme of loving one another was related to their own experience and families. The assembly related thoughts and saying of other faiths, such as Christianity, Hinduism and Sikhism. A very good display of a Hindu wedding, gave pupils the opportunity to develop their knowledge and understanding. Environmental issues are planned for in geography, and in English pupils write about protecting our 'beautiful world' and write 'recipes' for a better world. The learning mentor provides good support and acts as a good role model for pupils in need of additional support.
42. Harmonious relationships are a strong feature of the school, created by the school's good social provision. It provides some good opportunities for pupils to develop their social skills. In English lessons, pupils are encouraged to work together in a collaborative way and in ICT, pupils work with their 'computer partner'. Pupils are given opportunities to work together as a community on outings, for example, when they visit museums and when they raise money for different charities. Effective links are promoted through visits from the local fire officer and other visitors to the school. Through the planned opportunities that the school provides, pupils reflect upon their achievements academically, personally and as a class. This strongly promotes the social development of all pupils. The school is part of the National Healthy Schools Scheme and is working towards achieving healthy schools status. Work has focused on communicating work in this area to the school community and the setting up of an effective school council.
43. The pupils' cultural development is encouraged appropriately. However, there is little celebration of the diverse range of cultural backgrounds found within the school community. Their appreciation of British culture is promoted satisfactorily through the curriculum and through visits to museums, for example, the Bethnal Green Museum of Childhood, and a visit to the Royal Docks. Some examples of positive images of different cultures were seen around the school in



displays and resources; for example, a colourful display of a Hindu wedding in the hall, which had quotes on love from different cultures.

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

44. The steps taken to ensure the pupils' welfare, health and safety are good and have improved since the last inspection. The teachers know the pupils well, recognise their needs and give them good support and guidance. This is a stable, tranquil and caring school which assists the pupils' learning. The school has implemented the Newham Local Education Authority's health and safety policy, and the headteacher and his deputy have received training. Twice a year they survey the buildings and grounds and complete a detailed checklist to pick up any health and safety concerns. These are reported to the governing body and action is taken wherever possible. A fire risk assessment has been completed and further risk assessments will be carried out and formally recorded.
45. The school has a good classroom safety policy. Fire drills are carried out termly and the fire equipment is checked regularly. There is a wide range of visiting specialists including the school nurse, who carries out health checks and gives talks. The school has three, fully trained first aiders, and a large medical room. The school is part of the healthy schools' project, which encourages pupils to adopt healthier lifestyles. A healthy school challenge week was organised successfully. The school has a comprehensive plan of support for pupils who enter the school outside the normal entry times. The needs of vulnerable pupils are identified and met.
46. Child protection arrangements are good. The school has adopted the child protection policy of the Newham Local Education Authority. The assistant headteacher (inclusion) is responsible for its implementation. She has received training on this, as has the headteacher. Training in child protection issues is planned for all staff in the next term. Staff have received good, written information and briefings about child protection issues.
47. The school's procedures for monitoring and supporting the pupils' personal development are good. The personal development of the pupils is monitored by their class teachers and other adults in the school. Reference is made to the pupils' personal development in the general comments on the pupils' annual reports. Formal records are kept for pupils with special educational needs but, otherwise, record keeping for personal development is informal, yet effective. Personal, social, health and citizenship education is a discrete subject in the school, with weekly lessons and its own scheme of work. Themes like 'loving one another' and 'the control of anger' were tackled during the inspection week. The personal development of the pupils is supported well by the responsibilities they are given around the school.
48. The school's procedures for monitoring and improving attendance are satisfactory. Attendance is monitored by class teachers and by the learning mentor. If there are any concerns about attendance or punctuality the learning mentor writes to parents or contacts them. If this does not have the desired effect then the case is referred to the educational welfare officer, who visits the school regularly and makes home visits. Previously, the school did have a system of rewards for good attendance/punctuality but this is not currently operating while the system is under review. Registers are marked regularly but, in a few cases, greater care is required to ensure that all pupils are marked present or absent in both the morning and afternoon. The school has had some success in improving attendance since the previous inspection.
49. The school's procedures for monitoring and eliminating oppressive behaviour are very good. The school's procedures for monitoring and promoting the management of good behaviour are good. This area is a strength of the school. There is a behaviour policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. In addition, class rules are negotiated with the pupils in each class, so that they have ownership of them. Pupils understand the rules well and are delighted when they receive 'well done' marks for good behaviour, work or effort. These incentives have a beneficial impact on the pupils' learning. The behaviour policy is generally well used by teachers but, in a very few cases, the rewards and sanctions were not used effectively, and this had a detrimental impact on learning. Incidents of bullying are rare but, when they do occur, they are dealt with speedily and correctly. When

necessary, parents are involved and records are kept. There is no record of any racial incident in the last two years and this shows that the school's procedures have been successful.

50. The procedures for assessing the pupils' standards and achievement are satisfactory. Statutory assessment requirements are fully met and the school uses optional tests to assess the pupils' performance at the end of each year in English and mathematics. In addition, teachers carry out termly or half-termly assessments to gauge the pupils' understanding at the end of a topic or unit of work. This information is passed to subject leaders who monitor standards and achievement in their subjects. Assessment sheets have been produced to track the pupils' achievement and standards, from year to year, in English, mathematics and science. A start has been made in using these tracking sheets but they are not yet sufficiently well developed to provide adequate information about the standards being achieved by individual pupils within each school year. Except in music, there is no systematic approach to assessing and recording the pupils' standards and achievement in the foundation subjects.
51. The use of assessment information to guide curricular planning is unsatisfactory overall. Since the last inspection, a very able assistant headteacher, with responsibility for the pupils' achievement, has been appointed and has worked hard to begin the process of collecting and analysing data. Assessment training for teachers has taken place. Consequently, the results of optional tests and statutory tests are analysed to identify groups of pupils requiring additional support with, for example, mathematics and spelling. The information is also used to organise pupils into sets for English and mathematics in Years 5 and 6 and influenced the decision to create four rather than three Year 6 classes this year. However, the information gathered is not yet used to set National Curriculum level targets for individual pupils for the end of each school year so that teachers, pupils and parents have a clear view of their goals. The standards and achievement of pupils with different first languages and of those with special educational needs is analysed but the findings are not yet used to identify the specific learning needs of these pupils.
52. A start has been made in analysing the response of pupils to different tasks and test questions so as to identify the strengths and weaknesses in their learning. For example, teachers have used a set of agreed criteria to assess the pupils' written work in English so that each pupil now has learning targets to help them improve their writing skills. This process is not yet applied to other areas of learning, such as comprehension and reading skills, to ensure that all pupils are given work that is well matched to their attainment and that enables them to make good achievement in those aspects. At present, there is a lack of consistent, diagnostic marking in some pupils' books, offering guidance on how they might improve their work and what they need to learn next.
53. There has been good improvement in assessment overall since the last inspection with the procedures for gathering data now well established. However, the school has recognised the need to develop further its use of assessment data to guide its planning and increase its effectiveness in meeting the learning needs of all pupils.

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

54. Parents have favourable views of the school. They are supportive and the links between the school and parents have a positive impact on the pupils' learning. Home/school agreements are in place and are satisfactory.
55. The quality of information provided is satisfactory. Weekly informative newsletters are sent out and good use is made of the school notice boards. The parents at the school have a wide range of first languages. The school does translate some of its standard letters and ensures that interpretation is available when necessary, for example, at the parents' consultation evenings, which are held twice per year, and nearly all the parents attend. Parents also attend well at events where their child is involved, but attendance is poor at other meetings called for parents. This includes the parental forums and curricular meetings.
56. The pupils' annual reports tell parents what their child knows, understands and can do in each subject. However, targets for improvement are given only in English, some subjects are reported

together when they should be reported separately, and parents are not informed at what level their child is in each subject. The home/school agreement includes writing targets and parents have copies of these. Parents are supported in accessing resources from outside agencies, if they are experiencing difficulty. The school uses questionnaires to find out the parents' views on issues like a school uniform and the healthy schools' project.

57. The school's links with its parents and the contribution of parents to children's learning, at school and at home, are satisfactory. A small minority of parents was not happy with the amount of homework provided but the inspection evidence did not support this. The homework policy was recently revised after consultations with the parents. All parents have a copy of the policy, which is clear and gives the time each year group is expected to spend on homework. Overall, the provision of homework is satisfactory. Generally, parents are supportive of their child's homework and this is helpful to their learning, though there are no homework or reading diaries, to encourage parents to help their child at home.
58. The impact of the parents' involvement on the work of the school is unsatisfactory. There are three parental vacancies on the governing body and the school is having difficulty in filling them. There is no Parent Teacher Association and only one or two parents come into the school to help. The school does not organise social or fundraising events that would involve parents. Home/school agreements are in place and operate satisfactorily.
59. The previous inspection report stated that most parents had a positive view of the school, the school worked well with its parents and maintained good relationships. This is still the case, and the school has the confidence and support of all the communities represented within it.

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

60. Leadership and management are good overall. The headteacher and his deputy lead very well, ably supported by the two assistant headteachers who are very good role models, and who lead by example: all three of the excellent lessons observed were taught by the assistant headteachers. The strong focus on teaching and learning since the previous inspection has eliminated all the poor teaching, and reduced the unsatisfactory teaching to a small percentage. This demonstrates the very good choice of priorities for development, and the good action taken to improve the weaknesses identified in the previous inspection report. It could not have happened in such a short time without very good shared commitment, and determination to succeed that all the staff demonstrate. The school focuses on the inclusion of all groups that make up its community, and promotes racial harmony effectively.
61. A key factor in this process is the very good induction procedure that the school implements with teachers new to the school. There has been a high turnover of staff since the previous inspection, yet the staff team is focused on improvement and implement the school's policies consistently. The strategy for appraisal and performance management is good: each teacher works on one target that reflects the school's major focus, for example, last year one target related to teaching the pupils who have English as an additional language, and this year one target for everyone relates to writing. This is helping to move the school forward. There has been some difficulty in recruiting staff, particularly in the middle of the academic year.
62. The development of teaching has been central to the school's strategy for improvement, so that very good monitoring and evaluation are now firmly in the school's culture, and teachers appreciate observation and feedback. The leadership has ensured that the school's educational direction is very clear, and all adults in the school are focused on improving provision and raising standards. The school's aims and values are well reflected in its daily work and there are good levels of delegation to the subject leaders who lead well: leadership is very good in physical education, for example, and good in mathematics, science and ICT. The co-ordinator for special educational needs and the teachers in charge of English as an additional language also provide good leadership.
63. Collectively, under the school's leadership team, the staff take effective action to improve the school's performance. They have been satisfactorily supported by the governing body, which understands the strengths and weaknesses of the school, and fulfils all its statutory duties. This

is a transitional period for the governors: there have been several vacancies on the governing body, and the school has experienced some difficulty in recruiting governors: some willing participants who have English as an additional language have found difficulty in coping with the amount of paper work, and have difficulty in attending governors' training, which takes place on the other side of the Borough. The governors' role in shaping the direction of the school is satisfactory, and they are beginning to take a more active part in planning strategically for the school's future.

64. New technology is used well in the running of the school: there are no over-demanding bureaucratic procedures, and management information systems work well, without creating undue pressure.
65. The school's financial arrangements are good: resources, including specific grants, are well targeted, and the school's educational priorities are supported through good financial planning. Specific grants are used effectively for the purposes for which they are intended so that, for example, the school has improved provision for pupils with special educational needs and for those with English as an additional language from unsatisfactory to good. The principles of best value are applied well, and the school monitors carefully the educational benefits in relation to its spending.
66. Staffing is good: the match of teachers to the demands of the school's curriculum is good and there are no subjects or aspects of the curriculum where there is a lack of knowledge. Learning resources are satisfactory overall, though there are fewer computers per pupil in the school than is nationally recommended. The accommodation is unsatisfactory: the hall is too small for a whole class of older pupils to take part in physical education at any one time and although teachers build in provision for half a dozen pupils at a time to sit out and evaluate performances, the restrictions prevent physical education from becoming a real centre of excellence. The mobile classrooms are without running water, which makes the teaching of practical subjects extremely difficult. However, there are plans to rectify the problem of classrooms by the end of the year through some new building.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The governors and managers of Sheringham Junior School should bear the following points in mind when drawing up the action plan following the inspection. Elements of items marked \* are contained in the latest school improvement plan.

1. \*Raise standards in English and mathematics by:
  - (a) developing the pupils' skills in speaking and listening through more effective use of adult support in the classroom;
  - (b) introducing good quality practical activities that promote the pupils' use of language;
  - (c) setting targets for individual pupils that clearly identify what they should achieve by the end of the year in all areas of their work in English and mathematics.(Paragraphs 5, 6, 22, 52, 56, 66, 75, 80, 85, 86, 93, 98, 101,107)
  
2. \*Develop the pupils' literacy skills wherever possible, in all subjects of the curriculum by:
  - (a) reinforcing the skills they have developed in their English lessons in reading, writing, speaking and listening;
  - (b) ensuring that there is a planned, coherent approach to developing literacy skills that all teachers follow.(Paragraphs 2, 6, 11, 27, 29, 33, 80, 83, 86, 139, 152)
  
3. Create a better balance in the school's curriculum and a wider range of learning opportunities for the pupils by:
  - (a) reviewing the time allocated to each subject, especially art and design, geography and history;
  - (b) creating greater continuity in the arrangements for teaching geography and history;
  - (c) monitoring and evaluating curricular planning more closely to establish what pupils can and cannot do in these subjects.(Paragraphs 3, 4, 97, 112, 113, 120, 123)
  
4. Develop the school's work in assessment so that:
  - (a) it identifies the needs of individual pupils, and then plan the pupils' learning so that it meets those needs;
  - (b) it identifies the specific learning needs of each individual pupil who has English as an additional language.(Paragraphs 26, 50, 51, 52, 53, 71, 75, 91, 92, 98, 106, 107, 119, 134)
  
5. Develop strategies to further involve parents in the work of the school.  
(Paragraphs 55, 56, 57, 58, 76)

Minor issues to consider:

Develop the role of the governors so that they play a more significant part in shaping the school's future.

(Paragraph 63)

Raise levels of attendance throughout the school.

(Paragraphs 16, 48)

Develop a range of activities for the pupils to take part in outside lessons.

(Paragraphs 32, 36, 145)

## THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

68. Provision for pupils who have English as an additional language is now good, and the school has made this a high priority since the provision was judged unsatisfactory in the previous report two years ago. Pupils with English as an additional language, including those who are in the early stages of learning English, achieve satisfactorily because of the support given in lessons by their teachers and the teaching assistants. Pupils also receive good support when they work in small groups when withdrawn from the classroom.
69. Over three-quarters of the pupils in the school (79 per cent) have English as an additional language, with just over one-third of the school's pupils at an early stage of acquisition of English. The main home languages spoken by these pupils are Bengali, Urdu, Panjabi, and Gujarati but, in all, 20 languages are spoken. Fifteen per cent of pupils come from refugee families, mainly Somalian. The school has a mobility of ten per cent but numbers of pupils with English as an additional language are on the increase. The school is coping well with this fact, and good systems are now in place to support pupils who are at an early stage of learning English.
70. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are well motivated, keen to learn and enjoy the attention given to them when they are supported in their learning. Schemes, such as the 'Kick-start', which form part of an Education Action Zone initiative, are addressing the needs of pupils newly arrived in this country. Working in close liaison with the school's English as an additional language co-ordinator, the pupils are grouped according to their needs; for example, pupils may find additional difficulty in adjusting to a different education system. Pupils receive 'Kick-start' support on one day each week, which requires them to be withdrawn from other lessons. Whilst the benefits from the support in a small group are very worthwhile, the school is aware of the need to be watchful that pupils are not missing the same subject each week.
71. The standards achieved by the pupils who are at an early stage of learning English are well below average, but the provision helps them to show good achievement. Analysis of assessments of pupils with English as an additional language showed satisfactory achievement overall, but the pupils often show good or very good achievement in reading, while achievement in writing is less satisfactory. Starting from a very low base, pupils with Bengali as a home language often make the best progress in reading.
72. The leadership and management of the provision are now good but this improved provision has been put in place since the previous inspection judged provision as unsatisfactory, with a high percentage of unsatisfactory teaching. This means that pupils who are now at the top of the school did not have the benefit of high quality support in laying the foundations of their learning of English, so that the achievement the pupils show overall is satisfactory. There is evidence that younger pupils, who are now benefiting from good provision as soon as they join the school, are showing faster achievement.
73. Teaching is good overall. The appointment of a subject leader for English as an additional language to work with class teachers in an in-class partnership is greatly increasing staff awareness of the need to identify in their planning how learning activities can be made more accessible to these pupils. The subject leader, with support from the deputy headteacher, partners teachers for half a term. During this time, they share teaching strategies and organisational methods. The main objective of the scheme is to help teachers to develop ways of teaching that increase access to the curriculum for pupils of all ethnic minority groups, including white indigenous pupils, within the school population. This results in a strong emphasis on all pupils and giving them equal opportunities to learn and to achieve well.
74. The partnership teaching also encourages pupils to collaborate in their learning, and promotes meaningful speaking and listening activities in a variety of contexts. Word banks of high frequency words and visual prompts are also being encouraged. Although the subject leader has been in post for a short time the enthusiasm and energy she puts into the task are having a

very good effect on raising staff awareness of the requirements of teaching pupils with English as an additional language.

75. When pupils join the school other than at the start of Year 3, an assessment is made by the learning mentor, who passes information to the subject leader for English as an additional language. This assessment records the stage they have reached in acquiring English, and the pupils are then tracked through the school. Not all pupils with English as an additional language have IEPs with targets set for the pupil, so that these can be reviewed on a regular basis.
76. The school places great value on the home school links that it is seeking to extend. Weekly newsletters keep parents informed. Parents are invited to parents' evenings where staff who can communicate in a number of languages translate for those parents who require assistance. There is not enough involvement of the parents of bilingual learners in their children's education.
77. In the light of the increase in the number of pupils with English as an additional language, overall responsibility is shared between the subject leader and the deputy headteacher. Together with the headteacher, they are fully committed to improving provision for all pupils, including those with English as an additional language, and the school's strong, inclusive ethos is highly supportive in achieving this good provision.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

83

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

25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	37	27	3	0	0
Percentage	4	16	44	32	4	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Y3-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	352
Number of full-time pupils known to be eligible for free school meals	205

FTE means full-time equivalent.

#### Special educational needs

	Y3-Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	103

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	278

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	43

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.2
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 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	52	36	88

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	34	45
	Girls	20	22	31
	Total	44	56	76
Percentage of pupils at NC level 4 or above	School	50 (51)	64 (55)	86 (66)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	34	40
	Girls	19	21	27
	Total	43	55	82
Percentage of pupils at NC level 4 or above	School	50 (n/a)	64 (n/a)	82 (n/a)
	National	72 (72)	74 (74)	82 (82)

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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	24	0	0
White – Irish	0	0	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	36	0	0
Asian or Asian British – Pakistani	58	0	0
Asian or Asian British – Bangladeshi	91	1	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	19	0	0
Black or Black British – African	68	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	36	0	0
No ethnic group recorded	0	0	0

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

**Teachers and classes****Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	22:1
Average class size	27

**Education support staff: Y3 – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	148

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/2
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	£
Total income	1,000,697
Total expenditure	971,295
Expenditure per pupil	2,661
Balance brought forward from previous year	22,255
Balance carried forward to next year	51,657

**Recruitment of teachers**

Number of teachers who left the school during the last two years	19.2
Number of teachers appointed to the school during the last two years	23

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	352
Number of questionnaires returned	164

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	27	4	1	2
My child is making good progress in school.	49	42	4	2	0
Behaviour in the school is good.	54	35	5	2	3
My child gets the right amount of work to do at home.	43	33	10	8	5
The teaching is good.	62	29	3	1	4
I am kept well informed about how my child is getting on.	52	34	6	4	1
I would feel comfortable about approaching the school with questions or a problem.	57	31	4	2	4
The school expects my child to work hard and achieve his or her best.	63	29	4	1	3
The school works closely with parents.	41	46	6	2	5
The school is well led and managed.	41	42	3	3	10
The school is helping my child become mature and responsible.	50	37	4	2	7
The school provides an interesting range of activities outside lessons.	35	32	9	8	15

### Other issues raised by parents

Parents raised very few issues, and there was no pattern to the comments, which were followed up by the inspection team, and the findings are included in this report.

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

**ENGLISH**

78. The end of Year 2 assessments show that, when pupils enter the school at the start of Year 3, their standards are below average overall, with a significant minority well below average. In the National Curriculum tests for Year 6 pupils in 2002, standards are very low when compared to all schools and below average in comparison to similar schools. Over the last four years, results have fluctuated but are largely keeping pace with the national trend. There is no consistent pattern in the difference between the performance of boys and girls although girls did better than boys in 1999 and boys out-performed girls in 2002. There is no overall significant difference in the achievement of pupils from different ethnic backgrounds or those with special educational needs. However, results show that pupils with Bengali as their first language achieve better in reading than most other pupils, including those whose first language is English.
79. The work seen during the inspection shows that by the end of Year 6, most pupils reach standards that are below average overall although, in writing, standards are well below average. Since the previous inspection in 2000, the school has worked hard to address the weaknesses identified then in the quality of teaching and the actions that have been taken are beginning to make a positive impact on the standards being attained. As a result, inspection findings show standards to be gradually improving in relation to recent test results, although pupils still do better in speaking and listening and reading than in writing. This means the achievement of all pupils, from their entry to the school to the end of Year 6, is now satisfactory overall.
80. Standards in speaking and listening are below average. In most classes, pupils listen carefully and the majority speaks clearly. In a Year 3 class, for example, pupils listened attentively and applauded when others read out their 'Monsters Inc.' play scripts. Higher-attaining pupils read their scripts confidently and with expression. In most classes, pupils readily discuss their ideas in small groups or with a partner and are keen and confident when sharing their thinking with others. For example, in a Year 4 class, pairs of pupils discussed two poems they had read and quickly identified similarities and differences in them and shared these with the rest of the class. Older pupils are beginning to use some of the features of standard English vocabulary and grammar appropriately when speaking, such as selecting the correct tense for a specific purpose. Each literacy lesson includes speaking and listening activities but there are limited opportunities for role-play and drama to help pupils develop a wide and rich vocabulary. Consequently, pupils find it hard to use language imaginatively and this has a limiting effect on their achievement in reading and writing.
81. Standards in reading are below average. Higher-attaining pupils in Year 3 read fluently, accurately and confidently. They correct their mistakes by taking note of the sense of what they are reading and they show understanding about the events in the story. Lower-attaining pupils read less accurately with limited awareness of the sense of the text. With encouragement, they use their knowledge of letter sounds to help them tackle unfamiliar words. In Years 4, 5 and 6, lower and average-attaining pupils continue to demonstrate limited understanding of the texts they have chosen to read. This is because their individual reading skills are not systematically assessed and there are insufficient opportunities for them to read individually to a supportive adult who can help them to develop their vocabulary and understanding.
82. Standards in writing are well below average. During their time in the school, pupils have experience of writing in a variety of styles including stories, play scripts, poetry, reports, instructions and journals. In a Year 6 lesson, for example, pupils analysed non-chronological writing. They showed good understanding of the features of this type of writing and made reasonable attempts to produce their own writing in this style. Year 5 pupils explored metaphors and similes in poems, quickly grasping the difference between them and creating their own examples. Pupils have regular opportunities for writing but marking does not always help them to make progress by indicating what they need to do to improve. Significant errors in spelling and grammar are too often left uncorrected. There are too few indications that pupils correct and improve their work and consolidate their learning. Although pupils are taught joined-up writing,

very few have developed a fluent style or apply this to all their written work. Pupils find it hard to present their work tidily when they use thick, blunt pencils.

83. The impact of the school's strategy for literacy across the curriculum as a whole is currently unsatisfactory, because it does not raise standards to where they need to be. However, during the inspection, there were some good examples of pupils using their literacy skills in other subjects, for example, in an ICT lesson, the teacher stressed the importance of spelling technical language correctly and in a mathematics lesson pupils explained the meaning of 'transformation' and 'translation'. In other lessons, such as a Year 5 mathematics lesson, opportunities are missed to develop fluent joined handwriting. Pupils occasionally use word-processing for their written work, exploring the effectiveness of different fonts, but ICT is insufficiently used to develop the pupils' skills in English or in their wider literacy work. The school has recognised the need for teachers to plan ways of developing literacy skills in other subjects and has appointed a subject leader for this purpose.
84. The quality of teaching is satisfactory overall. A significant number of good and very good lessons were observed and only one unsatisfactory lesson was seen. All teachers are now using the National Literacy Strategy and carefully planned, well-structured lessons are a strength of the teaching. All lessons have clear learning objectives that are shared with the pupils so that they know what is expected of them. Teachers have high expectations about the pupils' behaviour so that pupils are clear about routines, settle well to their tasks and work hard. In most lessons, relationships are good so that pupils feel confident about 'having a go' and respect each other's efforts. In the most effective lessons, teachers ask questions that allow the pupils to demonstrate their knowledge and understanding and give sufficient time for pupils to explain their thinking. Teachers use a good range of well-timed and appropriate activities to keep pupils fully involved. For example, pupils in a Year 6 class used individual whiteboards to record and display their attempts to turn the passive verbs in sentences into active ones. This also enabled the teacher to assess the pupils' efforts and correct any misunderstandings. In a very effective Year 4 lesson, the pupils were encouraged to work collaboratively, discussing their ideas as they chose adjectives to describe the parts of different animals. As a result, they achieved well in developing their vocabulary.
85. Teaching is less successful when staff are not sufficiently clear about the language development and learning needs of individual pupils, especially some pupils with English as an additional language. This leads to pupils being given work that is not well matched to the next steps they need to take in order to make progress. For example, a pupil assessed as being at the early stages of acquiring English had little difficulty in identifying and recording simple rhyming words, talking about his work and in reading verses from the poem he was given. The work lacked challenge and, as a result, his achievement was limited. In some lessons, insufficient use is made of support staff to work closely with groups of pupils to take their learning forward. Less successful teaching also occurs when the pace of lessons is slow and pupils are insufficiently engaged in the activities. This limits the achievement they make in their learning. Targets to develop writing skills have recently been identified for all pupils and are displayed in writing books. However, these are not yet used consistently by teachers when assessing the pupils' work and marking books to ensure that all pupils achieve well.
86. The leadership and management of English are satisfactory. Overall, the subject has made good progress since the last inspection. Staff have been appropriately trained so that the National Literacy Strategy is firmly established in all classes. Senior staff and external consultants have carefully monitored the quality of teaching so that it is now satisfactory overall and often good or very good. As a result, the teachers' subject knowledge is now secure, lessons are well planned and learning objectives are clear. Analysis of test results has been carried out, and this has helped to identify groups of pupils needing further support. These developments are having a positive impact on standards, which are beginning to rise.

## **MATHEMATICS**

87. Standards in mathematics when the pupils enter the school, are below average. In the 2002 national tests, standards in mathematics are overall well below average. However, the results

are now rising faster than the national trend and match those of similar schools. The proportions reaching both average and above average levels are rising.

88. Standards of work seen during the inspection are below average for the end of Year 6. However, pupils, including a higher than average proportion with special educational needs and English as an additional language, show satisfactory achievement throughout the school. With the current good quality of teaching and learning, achievement is improving. Improvements in teaching and learning have been brought about through the full implementation of the National Numeracy Strategy over the last two years, the introduction of effective monitoring procedures, and setting in Years 5 and 6. However, despite particularly strong teaching in the current Year 6, these improvements were not introduced soon enough to have their full effect on this year group. At the last inspection, standards were below those of similar schools, the National Numeracy Strategy had only just been introduced and teaching was satisfactory. Improvement is therefore good.
89. By Year 6, pupils have a satisfactory understanding of place value; they multiply whole numbers by 10 and 100; they develop strategies for multiplication and division. Pupils calculate fractions of numbers, recognising equivalent decimals and percentages. Higher-attaining pupils multiply and divide decimals by 10, 100 and 1000 and understand negative notation. Lower-attaining pupils work in numbers up to 1000, using written methods to add and subtract three-digit numbers, and identify fractions of simple shapes. Most pupils have a good recall of multiplication and division facts, with higher-attaining pupils knowing most of their tables. Pupils rotate simple shapes about a given point and translate them into different quadrants; they identify different quadrilaterals. Lower-attaining pupils identify common two-dimensional shapes by the number of sides and corners and recognise right angles.
90. Although technical mathematical language is displayed and used appropriately in lessons, pupils are not always given sufficient opportunities to use this fully in explaining and modelling answers, in order to develop their own thinking and understanding further. They are taught strategies for problem solving but are not proficient in finding solutions by trying out their own ideas. The school has recognised that opportunities for pupils to use and apply mathematics, with more practical problem-solving activities, need to be developed further.
91. From the pupils' past work and lessons seen, teaching and learning are good. One excellent and two very good lessons were seen. In these lessons, teachers demonstrated very good subject knowledge and had particularly high expectations of pupils. The pace of the lessons was such that pupils were fully and effectively engaged in learning throughout, and therefore made very good progress. In one of these lessons, very good use of ICT contributed to the pupils' learning. One unsatisfactory lesson was seen where a lack of continuing assessment resulted in little progress being made; pupils investigated a problem on difference without sufficient understanding of the concept.
92. In a few other lessons, a lack of attention to assessment also limited the progress made, particularly of higher-attaining pupils. In a Year 5 lesson on problem solving, the focus was on the strategies to be used. Pupils followed through very precise steps for solving a problem that took little account of those who might quickly be able to find the solution. There were not the opportunities for pupils to discuss their own methods and solutions to find out where and whether there were any weaknesses in understanding. In a Year 6 lesson on the rotation of shapes, an assessment of the pupils' understanding would have enabled more effective group support for some, and more work to be completed by others in the set.
93. Learning support assistants work closely with class teachers, generally providing satisfactory support for lower-attaining pupils, including those with special educational needs. In one Year 4 lesson, more effective support was given when the assistant worked with a group as a whole, developing the language and understanding of time and time passing. In other lessons, support is given to individual pupils to help their understanding of questions and their responses within the whole class. However, the support in group work does not always provide sufficient opportunities for groups to discuss work further or to model answers, with a view to developing the pupils' confidence in speaking and listening and to furthering their understanding.

94. Lessons are generally well planned and prepared so that they move forward at a sufficient pace, keeping the pupils' attention and interest throughout. Teachers refer to the National Numeracy Strategy for earlier and later years than the one they are teaching, to provide learning objectives and activities for the range of abilities within classes. Appropriate worksheets, written information and instructions, and materials are at hand when required. Introductions often involve the use of individual whiteboards that immediately involve all pupils, and when used well, provide teachers with assessment opportunities. This was seen in a Year 6 lesson where pupils were given decimal numbers as answers, and asked to record a sum, involving multiplying and dividing by 10, 100 or 1000, to reach this answer.
95. Clear learning intentions are displayed and shared with pupils so that they know the purpose of lessons. The pupils' work is generally well marked; it refers to these learning intentions, informing pupils of their progress and what they need to do to improve. However, the summary at the end of lessons often does not allow sufficient time for pupils to discuss and evaluate their own learning, relying rather on a general comment about how well they have done.
96. Good relationships, along with good strategies for managing behaviour, result in well-ordered lessons, where pupils develop positive attitudes to learning. In better lessons, where relationships are particularly strong, pupils show greater enthusiasm and enjoyment for learning; teachers praise and encourage pupils consistently, but can also be critical without pupils losing esteem, using errors positively as teaching points. This was evident in some Year 3 lessons, where pupils were thus enabled to make good progress in their work on shape.
97. Satisfactory use is made of numeracy skills in some other subjects, for example, in design and technology for measuring, and in science where pupils make and compare measurements from investigations, using tables and graphs. However, more opportunities could be provided, for example, in history and geography, to show the further use and relevance of these skills. Mathematical vocabulary is displayed and introduced well but there are not sufficient opportunities to practise this in guided discussion, to help develop its use and understanding, particularly for those pupils at earlier stages of language development. However, good use is made of talking partners to develop speaking and listening, where ideas and problems are quickly talked over. The use of ICT to support learning is developing; where it is used it is used well. There are programs to practise and develop basic skills and to enter and compare data; Year 6 pupils regularly use a program to boost their skills in the different areas of mathematics, which provides assessment information both for them and teachers.
98. Leadership and management are good. The subject leader has a good allocation of non-contact time to carry out her role effectively. Since the last inspection, all staff have attended courses for introducing the National Numeracy Strategy. Rigorous monitoring, with lessons observed, work sampled and planning checked, has highlighted areas for development in teaching that have been the focus of further training. This has helped to improve the quality of teaching and learning and to raise standards. Overall, there are good arrangements for collecting data: the results of optional annual testing and half-termly end-of-unit assessments are used to track individual achievement. They are not yet being used to set end-of-year targets for pupils to aim for or as a focus for teachers to challenge pupils. Assessments are used to form groups within classes, and sets within Years 5 and 6, so that appropriate planning can be made and further support given, using learning support assistants and initiatives, such as Springboard. Test results are carefully analysed and areas of weakness identified for future focus and development, as well as particular strengths. Events, activities and awards are planned to help raise the profile of the subject and to celebrate success. A mathematics challenge week involved all pupils in a varied range of activities and challenges; a monthly maths challenge is given to pupils to attempt at home, and the solutions and methods used displayed for parents and pupils to see. A monthly maths achievement award is given to a pupil in each class or set, who receives a special salver.

## SCIENCE

99. Standards in science have continued to improve since the last inspection and, by the end of Year 6, the results of national tests are below average when compared with schools nationally and above average when compared to those of similar schools. The inspection evidence shows



that standards are below average on entry because of the pupils' low language skills. The previous inspection judged standards to be well below average. The achievement of pupils from entry to Year 3 to end of Year 6 is good, regardless of need or ethnic group. In work seen during the inspection, standards are average.

100. The key to very good improvement since the last inspection in science is the shift of emphasis to 'hands-on' investigative science and the focus on key language for each topic. Both have supported very well the learning needs of pupils where English is an additional language, pupils who have special educational needs, as well as pupils who have a limited vocabulary.
101. The problems caused by the pupils' low language skills at entry are being tackled by effective teaching. For example, teachers prepare pupils well for science, by having them learn in a practical way, the key vocabulary, for example, names of different kinds of magnets. Good teaching and teaching support, accompanied by plentiful practical resources, help pupils see, do and remember. They enable pupils to formulate ideas and to use the correct terms. The teachers' use of 'speaking partners' when members of the class are unsure about responses, is effective in allowing pupils to rehearse what they will say but sometimes has a slowing effect on the achievement of a few higher-attaining pupils.
102. By the end of Year 4, pupils are quick to relate constants and differences between fair tests, for example, in testing insulators. They use thermometers with care, reading off results with confidence. Teachers use opportunities well to check learning. When asked to estimate the temperature of a substance and label a large-scale replica, it is clear that a few lower attainers have difficulty with understanding what '-10 degrees Celsius' means. Pupils in Year 5, enjoy hypothesising prior to investigations as, for example, when investigating vibrations of a good range of musical instruments. Although some pupils are confused at first about the links between the length of string and pitch, by repeated trials on other instruments, paired discussions and good questioning by the teacher, they formulate hypotheses and then test them. They investigate diet, learn about the digestive processes and have a good understanding of healthy eating.
103. By Year 6, pupils are very interested in comparing solutions of bicarbonate of soda, wallpaper paste, sugar, salt and sand in water. They learn the terms for the topic well, revising it for homework, and their acquisition of technical words is good. They know how to identify irreversible and reversible changes and they use tables to record results. In a study of forces, they show in their interactive displays of work that they understand that 'newtons' are the unit in which forces are measured. They discover that 'the bigger the parachute the more time it takes to fall down'. Teachers use digital photography to make a useful record of what happened. Pupils understand the relative distances, shapes and positions of the sun, moon and planets at different times of the year.
104. The quality of teaching is good overall and very good in a few lessons. Teachers have an enthusiasm, which they pass on to the pupils, who benefit also from the teachers' good knowledge and understanding. Planning is good; pupil often working appropriately in mixed groups. Where planning is very good, the nature of the investigation increases in complexity for higher attainers and is planned for several levels of difficulty' for example, in tests of magnets. Written tasks are adapted for lower attainers. This enables them to complete explanations and conclusions by the end of lessons. In the work scrutiny, there was little evidence of different writing tasks being set for pupils with special educational needs and their written explanations and conclusions were often incomplete
105. Undoubtedly, the emphasis by teachers on ensuring that the language from the lesson is displayed, learned and used for speaking, and the provision of reading and writing prompts, help to support the pupils' spoken and written skills. The use of numeracy in making graphs, charts and tables, recording results and reading instruments is good, and ICT is used satisfactorily to support learning. The pupils' confidence enables them to tackle the scientific work involved. The handling of thermometers and other instruments by Year 4 and older pupils is exemplary. Teachers ensure pupils have a sense of responsibility and respect for school equipment. Younger pupils in Year 3 learn to work in this way. Pupils work with good concentration in lessons because the teachers' management is good but unobtrusive.

106. End-of-unit assessments are very recently in place to record achievement and identify areas for developing skills further. Ongoing evaluative comments are made on planning sheets after lessons by most staff. Sometimes teachers do not analyse exactly how far pupils have reached in their developing language skills so that in some lessons, higher attainers do not always move forward quickly enough. However, in other lessons, useful extension tasks are planned for higher-attaining pupils. Marking of written work always encourages pupils but points made by the class teacher often appear not to be followed up. Although pupils usually explain conclusions effectively, they are too often incomplete in writing. Homework is set and completed regularly for revision of learning in current topics.
107. The quality of leadership and management in science is good. Scrutiny of work and planning shows that the different parts of the course in science are appropriately covered as pupils move through the school. All the strands of learning are covered on a rotational basis, with well-planned and equipped practical investigations with each unit of work. There are very good chances within this subject for pupils to work together in mixed groups, and as they progress through school they collaborate well, although there is some tendency for older pupils to work in single-sex pairs. The teachers have worked hard to improve standards. They share planning of lessons and are empowered because the subject leader gives them good support. Some monitoring of teaching and standards has taken place, an area for development, alongside the use of assessment information, and an increasing emphasis on practical applications of science in everyday life. Science makes a good contribution to the spiritual, moral, social and cultural development of pupils.

## **ART AND DESIGN**

108. There is insufficient evidence to form a judgement on standards in art and design or on the pupils' achievement across the year groups, since only two year groups were being taught art and design during the time of the inspection. The teaching of art and design alternates with design and technology on a half-termly basis. However, the teachers' planning and the pupils' work displayed around the school were examined, as was the small amount of work in the pupils' sketch books.
109. Year 3 pupils study the work of Hundertwasser and Gaudi before constructing their own model buildings. The teacher's planning and the work in the pupils' sketch books show that pupils have the opportunity to design, plan and draw their own buildings using ideas from artists and architects before constructing their models. In the lesson observed, they tackled the task with enthusiasm selecting from a very good range of resources to decorate their models. There was a high level of adult support, which helped the pupils to achieve success and produce good quality work. Suitable links were made with the pupils' work in English when they were required to write the instructions for making their models. However, the lack of a list of key words to support their writing meant pupils did not have the necessary vocabulary to complete the task successfully.
110. In Year 6, pupils observe people in action and make drawings to create the impression of movement. In the lessons observed, they selected one of their drawings and used it to make a polystyrene tile from which to print a pattern. Pupils were quick to grasp what was required of them and responded well to the teachers' clear instructions. However, the tasks offered little challenge or opportunities for pupils to make choices in order to match materials and processes to their ideas. There is insufficient evidence to form a judgement about the quality of teaching overall. In the lessons observed, however, it ranged from unsatisfactory to good with almost all teaching at least satisfactory. Teachers organised the pupils and the resources efficiently so that behaviour was usually good and almost all pupils concentrated well. In the best lessons, teachers were clear about what the pupils were to learn, the skills they should develop and they planned activities that ensured the pupils would make good progress.
111. Some good links are made between art and design and other subjects, particularly religious education, English and history. For example, Year 3 pupils refer to Islamic pattern and design when considering the design of their buildings. ICT is used satisfactorily to support pupils' work in art and design. In Year 5, for example, pupils use the computer program 'Dazzle' to create patterns in the style of William Morris.

112. Pupils in all classes benefited from a very well-organised 'Art Challenge Week' in the autumn term 2001. This was carefully planned by the subject leader and involved pupils in a wide range of activities including painting, collage and three-dimensional work. Later, the pupils' work formed part of the Newham exhibition. The school also recognises the pupils' achievements in art and design through its awards system. However, the quality of display in classrooms and around the school is variable and does not always allow for the pupils' efforts to be effectively recognised and celebrated through attractive presentation. The lack of a systematic approach to assessing and monitoring the pupils' standards and achievement in art and design means that the school does not yet have adequate information about the standards being attained.
113. It is not possible to judge overall improvement since the previous inspection. There have been some improvements, since the school has adopted the national scheme of work so that all aspects of the art and design curriculum are covered. However, due to the priority given to raising standards in English, mathematics and science, insufficient time is currently allocated to art and design to ensure that the pupils' knowledge and skills are developed progressively. Some classrooms lack running water, making the teaching of art and design extremely difficult at times.

## **DESIGN AND TECHNOLOGY**

114. Standards in work seen are average at the end of Year 6. No overall judgement was made for design and technology in the last inspection report, and so no judgement can be made on improvement in the subject since that time. Throughout the school, pupils show good achievement. Across the school, pupils learn to plan and design before making models. In doing so they base their ideas on information they collect from different sources, consider the properties of the materials to be used and select appropriate materials and tools.
115. As the school rotates the teaching of design and technology with the teaching of art and design on a half-termly basis, it was possible to see teaching only in Years 4 and 5, though there was evidence that Year 3 had investigated the possibilities of strengthening materials by rolling and folding, when making photo frames.
116. In Year 4, pupils investigated the properties of a range of materials, such as glitter, paint and glue, to decorate the money containers they were constructing. Pupils of all abilities, particularly those with English as an additional language, benefited from the additional support provided by the partnership teaching scheme, in which the teacher co-ordinating English as an additional language, works in partnership with a class teacher to aid the pupils' learning and develop the class teacher's expertise.
117. Pupils in Year 5 used junk materials to design and make a range of musical instruments. Many pupils applied the knowledge they had acquired in science lessons to alter the pitch or volume of their instrument. One pupil had made a guitar at home out of scrap card producing work of a very high standard. Year 6 pupils had created an attractive display in the school hall of the work they had made using the Japanese art of paper folding. Each pupil had designed and made a paper crane as a symbol of world peace. In their classrooms, Year 6 displayed the 'buggies' they had designed and made. The evidence that was presented showed that there is consistent coverage of the curriculum over time, which results in average standards at the end of Year 6.
118. Teaching is good. Teachers plan carefully to ensure that pupils experience a wide range of activities in design and model making. They build upon the pupils' interest and systematically introduce appropriate terminology for description. The teachers' subject knowledge and class control are good. Good questioning allows pupils to think about their work and to work out ways of how they can refine and improve their designs. All pupils achieve well. Pupils with special educational needs and those who speak English as an additional language, are supported well, often by classroom assistants, and they also achieve well. All pupils enjoy the practical activities.
119. The quality of leadership and management is good. The deputy headteacher currently oversees the subject, and the school is using a nationally recognised scheme of work to support planning, so that units of work give clear and appropriate learning objectives that have resulted in improved standards in both designing and making. Pupils have experience in evaluating the use and

limitations of different materials, various ways of achieving movement, and the importance of evaluating and improving their work. Assessment procedures and the use of ICT are not fully developed. Resources are good and help to promote learning.

## **GEOGRAPHY**

120. At the last inspection there was no judgement made on the pupils' standards in geography, as the subject was not taught during that time. It was not possible to see any teaching during the inspection week this time either, as geography is part of a rolling programme taught during the year, and alternates with history. Although the curriculum just meets statutory requirements, not enough time is allocated to enable pupils to systematically develop their skills, knowledge and understanding. Not enough evidence was available to be able to give a secure judgement on standards or achievement, so that improvement since the previous inspection cannot be judged either.
121. Planning indicates that pupils develop their skills, knowledge and understanding as they investigate their local area and weather around the world in Year 3. Pupils in Year 4 study environmental issues. Pupils in Years 5 and 6 further develop their understanding as they study a contrasting UK locality and rivers. ICT is underused, and planning did not indicate where and how it would be integrated into the subject.
122. The subject has a new subject leader, who has only just taken up her post. She has identified areas for development, an action plan has been drawn up, the school has a draft policy and uses national guidance for long-term planning. Thus, leadership and management are satisfactory overall. However, the subject leader has not had enough time to monitor teaching and learning in the subject and this is unsatisfactory. She is developing a portfolio of the pupils' work, but this has only just begun. Resources are satisfactory.

## **HISTORY**

123. Standards in history have been maintained since the previous inspection and are average by the end of Year 6, despite the pressure of time constraints. Standards in history when the pupils enter the school are below average, and they show good achievement. The breadth of study is suitable but the time limits restrict the depth of study, and independent investigative work.
124. Through Years 3 to 6, teachers ensure that each year there is a thread of chronology building on previous skills. For example, Year 3 record their own and their family's development. In Year 5, they place the Greeks, Celts, Romans and Tudors in chronological order with Victorians. By the end of Year 6, pupils have a sound understanding of the sequence of key periods of history.
125. Using information from pictures and letters reproduced in books, Year 4 pupils hypothesised, for example, about Henry VIII. Higher attainers in Year 4, from a letter to Henry VIII, deduced that he was a keen musician and loved painting and the arts. Lower attainers' notes say that Henry was a 'show off' by his appearance, explaining why they say this: "the way he stands". They extracted information from pictures and plans of Celtic and Roman houses. Teachers plan effectively the use of original source material in Year 5, such as copies of two Victorian censuses. This captures the pupils' interest very well and homework involves their families in completing census information about ages, jobs and places of birth, providing interesting comparisons. Pupils make notes, compile tables, and also extract information about places of birth between the 1859 and 1879 censuses, noting that a higher number on the second census were born outside of Britain.
126. The quality of teaching is, overall, good and links with English and mathematics are good, although opportunities for the latter are less frequent. Teachers use methods which, in Year 3, give good opportunities for rehearsing and practising speaking skills as they role-play slaves and masters, thinking of questions to ask about the lives of slaves, for example, "How did you become a slave?" Speaking partners' work is used effectively to share information. Teachers are aware of the linguistic and social needs of pupils to share ideas and take turns in a group. Younger pupils talk all at once and fail to listen to each other. Practising in pairs, listening and reporting back improves with older pupils. The quality of presentation of written work accepted by

teachers varies from class to class. Often teachers accept less than the pupils' best work, which is often untidy, especially amongst average and lower attainers. The quality of the content of written work is lower than the oral work, reflecting the standards in English.

127. History is often effectively linked with art and design, for example, there are portrait drawings of the Tudors, pictures from Greek urns and the work of William Morris linked to the Victorians. The work of Mary Seacole has been the focus in assembly this week, usefully reflecting on life in Victorian times and supporting the pupils' sense of morality and social awareness. Book resources from the local library are used well as sources of investigative history. The use of CD-ROMs for historical investigation is developing, so that ICT is used satisfactorily in history. Where teaching is less successful, teachers set reading tasks which are at too high a level of difficulty for lower attainers and pupils with special educational needs. To access the information they need, they are reliant on the support of teaching assistants.
128. The new subject leader, a history specialist, has good expertise and clear ideas for the development of her role and the management of the subject, so that leadership and management of the subject are satisfactory. Despite the good teaching and improvement, the subject leader has had limited impact so far because of her short time in the post, and due to the limited time allocation for the subject. There has been effective monitoring of teaching by the senior management team and planning is helpfully shared within year groups, the subject leader having oversight and ensuring that resources are readily available. The subject makes a good contribution to the pupils' spiritual, social, moral and cultural awareness.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

129. In the last inspection standards in ICT were average, and they have been maintained at this level. All pupils, including those with special educational needs and those for whom English is an additional language, show good achievement overall.
130. Pupils in Year 6, showed very good use of control technology when building a procedure to make traffic lights flash on and off as if they were at a junction. They wrote a procedure, tested it, edited it and saved it. When solving problems, pupils used control technology to enable them to control objects on screen by giving them a set of instructions. This is because the teacher gave excellent instructions with appropriate attention to the development of specialist language. In a Year 6 lesson, the pupils' use of mathematics and ICT was very good as they applied their skills, knowledge and understanding to use their skills to solve the problem of getting golf balls into the required holes. Pupils demonstrated understanding of quadrant, axis and rotation. In Year 5, pupils investigate, using remote-controlled devices, how to write a simple procedure to enable the device to draw a simple shape. They communicate information and handle data effectively. In Year 4, pupils learn to write short commands to enable a device to create two squares. Year 3 pupils use a variety of tools to create a symmetrical pattern. They confidently use the 'flood-fill' tool to fill the spaces with colour.
131. The ICT suite is used regularly by all pupils, and this has resulted in all pupils becoming very familiar with computers and their uses. The suite also enables teachers to demonstrate the uses of computers to whole-class groups, and to show computing skills. The school has no technical support, and, during the inspection teachers had to cope with computers which were not functioning, and this took time away from their teaching.
132. Teaching and learning in ICT are good overall. However, during the inspection some excellent teaching was seen in Year 6. Most teaching makes the objective of the lesson clear and the teachers showed secure subject knowledge, showing that the training they have received has proved beneficial. Some teaching was excellent because teachers had very high expectations of their pupils that they conveyed through clear learning objectives and a brisker pace to learning. Use of the Internet for pupils in Years 5 and 6 is with parental consent. Too little use is made of ICT in other subjects to support learning, particularly in English, design and technology, geography, music, physical education and religious education, and the subject is not included on the whole-school curricular map. The ICT suite is restricted in space, and this affects the way in which teachers have to plan their lessons. Teaching assistants are used well to support teaching and the pupils' learning.

133. Pupils enjoy discrete ICT lessons. They are highly motivated and show a willingness and enthusiasm to succeed. Pupils make good progress during lessons building on previously learned skills, and they work well in pairs supporting each other's learning. Behaviour is consistently good as they concentrate on the task in hand and handle equipment with care.
134. The co-ordination of the subject is good. The subject leader has used his expertise to give advice and guidance to other staff, but he has insufficient time to monitor teaching and the effectiveness of the ICT suite and to establish a system for assessment in the subject. The subject leader has a clear idea of the educational direction of the subject. All staff share his enthusiasm and commitment to further improvement. The school does not have the required number of computers for the number of pupils on roll and this is a weakness. There has been satisfactory improvement overall since the previous inspection.

## **MUSIC**

135. At the time of the previous inspection, standards in music were below average, teaching was unsatisfactory and provision for the subject was poor. This time, it is not possible to make a judgement on standards, since all the Year 6 music lessons, and most of those for Year 5, take place on Friday, and this was after the end of the inspection. Without a clear picture of the pupils' standards in Year 6, it is not possible to make judgements on the pupils' achievement during the time they are in the school, and with limited evidence on teaching throughout the school, no overall judgement is made on teaching.
136. Improvement in the music curriculum has been good. Separate sessions are now arranged for all the pupils in singing with the rest of their year group, in addition to a class music lesson each week, in which the pupils follow a published scheme that ensures they deal with all elements in the National Curriculum.
137. In the Year 3 and Year 4 lessons observed, the teaching was satisfactory and one lesson was good. Some teachers lack confidence in teaching the subject but the scheme provides them with adequate information, and there is a good range of music to listen to, to discuss and to make. Teachers work hard to make the lessons interesting and the pupils are enthusiastic about their music. In a Year 3 singing lesson, the teacher's lively style and good grasp of the material was conveyed to the pupils in an entertaining and fast-moving session that encouraged them to redouble their efforts, so that their singing became more tuneful, with better rhythm and a much better, co-operative sound. Progress in the lessons observed was satisfactory overall, and the good teaching raised the rate of progress to good.
138. The pupils learn effectively because they listen well, and understand that practice through repetition will help them improve. They concentrate well.
139. Leadership and management are satisfactory. Music makes a good contribution to the pupils' social and cultural development but when it is played for pupils to go into and out of assembly, opportunities to use the music to help create an atmosphere for reflection are missed, and teachers and pupils talk while the music is played. There is no evidence of ICT being used in music but literacy skills are developed satisfactorily. Teachers make good links between the work pupils do in poetry, and point out verses and rhymes.

## **PHYSICAL EDUCATION**

140. By the end of Year 6, standards are above average in all aspects of the subject seen during the inspection. Thanks to the hard work of the very effective subject leader and the commitment of staff, very good improvement has been made since the last inspection. All pupils, including those with special educational needs and those who have English as an additional language, achieve well. The school's inclusive ethos is giving good support in physical education lessons to all its pupils.
141. During the inspection, it was possible to see lessons in dance, gymnastics and games. All these lessons were well planned and showed that teachers had high expectations of pupils.

Consequently, both boys and girls thoroughly enjoy lessons and participate well, reaching good standards. During the inspection, Year 6 classes performed dances, working in groups, interpreting music with a regular beat. They interpreted the music effectively and reached above average standards. The pupils' skills are developed well as they move through the school, making good achievement. By Year 6, the standards of pupils' control and movement in dance and their interpretation of the music are above average. Pupils move easily and fluently, with a very good understanding of how to respond to the music and to portray the mood of the dance. They vary height, direction and speed to good effect and use arm, leg and facial gestures to show feeling.

142. Gymnastic skills are well taught, helping pupils to gain confidence in both floor work and in performing on apparatus. Pupils are gaining a good control and fluency of movement, which helps them to perform routines at above average standards. In a very good lesson observed during the inspection, Year 4 pupils showed good co-ordination and control, balancing well, both on the floor and on apparatus in a sequence of movements. In both Year 4 lessons observed, the teaching showed a high level of subject expertise. Pupils improved their own performance as a result of the high standard of demonstration of activities by the teacher.
143. Year 3 pupils were seen improving their games skills by practising marking an opponent or moving into space. These skills were then applied to the game of basketball where pupils worked co-operatively as a team. In a very good Year 3 lesson, the teacher showed a high level of enthusiasm for the games activity which encouraged pupils to modify and improve their own performance. Pupils showed good use of space and control when working with a ball. Year 5 pupils attend swimming lessons at a local pool. Most pupils learn to swim the expected distance during the year and many are developing greater swimming skills.
144. Teaching overall is good; some is very good. The school is fortunate in having a number of highly qualified staff and, as a result, skills are particularly well taught. Teachers dress appropriately, which results in pupils being encouraged to wear clothing appropriate for physical exercise. The small number of pupils who fail to bring the necessary clothing are involved in the lesson by assessing other pupils' performance, together with the policy of informing their parents. All lessons seen started with an appropriate warm-up activity. Pupils particularly enjoy physical education and are very enthusiastic and their behaviour during lessons is often good or very good as teachers manage and control pupils well. Most lessons proceed at a good pace and this helps pupils to be involved throughout. Teachers model different skills and movements especially well, explaining these carefully so that pupils can understand easily. All these good features have ensured that pupils have a very positive attitude to the subject and concentrate and work hard. In addition, all teachers encourage pupils to evaluate their own and their classmates' work, so that the pupils' knowledge of what they are learning is good.
145. A good curriculum has been put in place, carefully planned to cover all aspects and to build effectively on the pupils' prior skills. The subject leader, although new to the school, has previous experience of leading this subject and is leading and managing the subject very well, monitoring standards effectively through observation of different classes, together with leading demonstration lessons for other teachers. He has plans to develop the extra-curricular activities, such as a gymnastics club for both boys and girls, and hopes to include pupils from all year groups in these activities. Pupils who are particularly talented are encouraged to participate at a higher level, such as a Year 6 boy playing for the Borough football team. The school is using a scheme of work based on national guidelines. The system for assessing the pupils' achievement includes helping pupils to evaluate their own work. This ensures that good use is made of assessment information to promote improvement. There is no evidence of ICT being used to support the pupils' learning.
146. The accommodation in the school hall is too small for physical education and is limiting the school from making this into a real area of excellence. Teachers are creative in overcoming this problem by requiring one half of the class to assess and suggest improvements while the other half of the class is active. Outside, satisfactory use is made of the hard playing areas, which the subject leader has plans to improve by marking pitches, together with markings for playground games.

## RELIGIOUS EDUCATION

147. By Year 6, pupils reach average standards in religious education. Pupils, including those with special educational needs and English as an additional language, show good achievement throughout the school. There has been good improvement since the last inspection. Standards have been well maintained and teaching is now good; teachers have good subject knowledge and mostly use this well to plan and prepare challenging lessons.
148. Pupils gain a satisfactory knowledge and understanding of different world religions by linking their own experiences and understanding of life to aspects of these religions. In Year 3, pupils discuss right and wrong; they look at how people are made to feel welcome, for example, when a baby is born, and link this with the way in which religions celebrate births and name children. Pupils in Year 4 look at places that are special to them and at those that are special to religions. In Year 5, pupils look at places of worship in greater depth, and at the ritual and procedures linked to worship; they look at different scriptures to find out what the writings contain and how they are treated. Pupils in Year 6 discuss the qualities of leadership and consider those displayed by religious leaders such as Moses and the Buddha.
149. Teaching and learning are good overall. Two very good lessons were seen that had been very carefully planned and prepared to provide effective learning opportunities. In a Year 3 lesson, where pupils were learning about the Sikh ceremony for naming children, the subject vocabulary was very well introduced with a range of activities that checked pupils understanding and use of new words. In a Year 5 lesson, groups were thoughtfully set up to provide good speaking and listening opportunities for all; these groups researched different scriptures, using very carefully prepared information and question sheets. In other lessons, resources were used well to stimulate the pupils' interest. For example, in a Year 4 lesson, pupils looked at a range of Buddhist artefacts and started to find out about their significance, linking them to the life and teachings of the Buddha.
150. There were high expectations for the lessons seen in Year 6; pupils were asked to link different qualities of leadership to the life and example of the Buddha, and to rank these qualities in order of importance. Some pupils, however, working in mixed-ability groups, found difficulty in understanding concepts, such as humility and loyalty. Therefore, they did not contribute much to the activity, which could have been better adapted to their learning needs. Although time is generally well used in lessons, the content, for the time allocated, is sometimes too ambitious, and results in tasks not being fully completed and little time to discuss and evaluate learning. These factors affect the achievement made by pupils in their learning.
151. Teachers have good relationships with their classes. Linked with good management strategies, this ensures well-ordered classes and positive attitudes to learning. Pupils are generally enthusiastic and keen to learn; they show a high degree of respect amongst themselves for those of different faiths.
152. Satisfactory use is made of literacy skills. Pupils have opportunities to research information using prepared information sheets and reference books. ICT, however, is not yet used to aid research, and its use in the subject is unsatisfactory. Although a necessary focus is made on discussion, to promote speaking and listening skills and to develop understanding, more opportunities could be given to develop writing skills within the subject.
153. There are good, well-ordered resources that support both teachers, in their planning and preparation, and pupils in their learning. There has been no systematic monitoring of religious education, although lessons have been seen and work sampled as part of the school's overall monitoring procedures. Lessons are evaluated and future planning modified but there are no formal procedures for monitoring the pupils' standards and achievement. Good use is made of visits to enhance learning. Year 5, for example, visit many different places of worship.