

# INSPECTION REPORT

## **NORTH BECKTON PRIMARY SCHOOL**

Beckton

LEA area: Newham

Unique reference number: 102761

Headteacher: Mrs M K Rai

Reporting inspector: Mr J G F Parsons  
22546

Dates of inspection: 16 -19 September 2002

Inspection number: 246242

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Harrier Way  
Beckton  
London

Postcode: E6 5XG

Telephone number: 020 7473 3344

Fax number: 020 7511 6459

Appropriate authority: The governing body

Name of chair of governors: Mrs G Guazzelli

Date of previous inspection: 27 June 2000

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                  |                      | Subject responsibilities   | Aspect responsibilities   |
|--------------|------------------|----------------------|--|---|
| 22546        | Mr J F G Parsons | Registered inspector | Areas of learning for children in the Foundation Stage               | What sort of school is it?<br>School's results and pupils' achievements<br>What should the school do to improve further?  |
| 9736         | Mr J Brasier     | Lay inspector        |  | Pupils' attitudes, values and personal development<br>How good are the curricular and other opportunities offered to pupils?<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| 22180        | Mrs S L Mistry   | Team inspector       | Science<br>Design and technology                                     |   |
| 32136        | Mrs L Brookes    | Team inspector       | English<br>Art and design<br>Physical education                      | How well are pupils taught?   |
| 20877        | Mr D Pink        | Team inspector       | Geography<br>History<br>Religious education<br>Educational inclusion |   |

|       |             |                |   |   |
|-------|-------------|----------------|---|---|
| 18116 | Mr C Taylor | Team inspector | Mathematics<br>Information and communication technology<br>Music<br>Special educational needs | How well is the school led and managed? |
| 16982 | Mr P Nathan | Team inspector | English as an additional language   |   |

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The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

North Beckton Primary School is located in Beckton, in the inner city London Borough of Newham. It is in attractive buildings and grounds and is a modern, two form entry school with a Nursery. There are 437 full-time equivalent pupils on roll in Nursery to Year 6: 52 children in the Nursery are part-time. The school reflects the area's diverse cultures: 66 percent of pupils are from minority ethnic groups and over 20 languages are spoken at home. Many of the pupils speak English as an additional language (53 percent), which is well above the national average. A very high proportion; more than a third are at the early stages of learning English (38 percent). Over half are eligible for free school meals (53 percent), which is very high. This is because of a high proportion of single-parent families and high unemployment in the area. There is some social stress and deprivation in the community. The school's assessment procedures indicate that attainment on entry is very low. An increasing number of pupils have joined the school from refugee families, some of whom are seeking asylum. Frequently these pupils speak little or no English and have little experience of school. This adds to the high level of mobility with 15 percent of pupils leaving or joining during the last school year. A high proportion is on the register for special educational needs (26.9 percent); a significant number (21 percent) have statements of special educational needs; the majority have moderate learning difficulties. The school is a 'resourced mainstream primary school' with places for 21 pupils who have complex medical and physical needs. These are not necessarily from the school's catchment area and, in other local authorities, might normally be placed in a special school.

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

North Beckton is a very good school that has worked hard to raise standards and has overcome the serious weaknesses identified in the previous inspection. A very significant factor in its success is the exceptional leadership qualities of the headteacher; supported by key staff and the governing body. There is a commitment to achieving the best for all children and a strong vision for the development of school. Very good management systems, together with high quality teaching have resulted in rapid improvement in recent years. The school offers very good value for money.

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

- Children make very rapid progress in Nursery and Reception. Across the rest of the school, pupils make good progress: especially those who have English as an additional language or those with special educational needs.
- The quality of teaching and learning is very good in Nursery and Reception and good across the rest of the school.
- The excellent leadership and management of the headteacher and key staff and the very good support of the governing body has been instrumental in raising standards.
- There are enriched opportunities for learning offered by the school, together with an excellent range of after-school activities.
- The arrangements for spiritual, moral, social and cultural development are very good. The strong ethos of inclusiveness ensures all pupils have access to all aspects of school life.
- The development of procedures to monitor and track individual and group progress means that teachers know their children well in this very caring school.

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

- Standards are below average in: literacy, history and geography.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the previous report of June 2000, the school was regarded as having serious weaknesses. This is no longer the case and it now has a significant number of strengths: a very good improvement. Pupils have the ability to concentrate for long periods and their behaviour in and around the school has improved significantly. Teachers have high expectations. The development of procedures to monitor progress means the teachers know their pupils very well. Standards in art and design have improved: this is now a strong subject.

### Improvements in areas identified as weaknesses in the previous inspection report include:

- Pupils make good progress in English from a very low base, especially in writing;
- standards in mathematics have risen significantly;
- the development of a curriculum for pupils with special educational needs has been effective and this is continuing;
- the school has successfully delegated management responsibilities. It is focussed on raising standards and monitors performance rigorously;
- information and communication technology is a strong subject.

## 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 |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | E*            | E    | C    | A               |
| Mathematics     | E             | E    | B    | A*              |
| Science         | E             | D    | A    | A*              |

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

There has been very good recent improvement in standards since the previous inspection. Overall progress is very good in the Nursery and Reception classes. Standards are very low on entry. Many pupils have special educational needs, poor English language skills and sometimes both. Attainment remains below average in communication, language and learning, which is an early learning goal (the curriculum for Nursery and Reception). In particular, pupils' speaking and listening skills are low. Progress in other early learning goals is more rapid. In national tests in 2002, especially in English, the results are depressed by the high numbers of pupils with special educational needs and English as an additional language. By Year 2, standards in the 2001 national tests were well below average; when compared to similar schools, they were below average in reading, writing, mathematics and science. The improvement in standards between Years 3 - 6 is very good in English and exceptionally good in mathematics and science. By Year 6, in the national tests of 2001, standards were matched to the national average in English; above it in mathematics and very high in science. Compared to similar schools, standards in English and mathematics were well above average and very high in science. However, the mobility of pupils is another factor that depresses results. A significant number enrol at various times throughout the school year, frequently with little or no experience of school life and no English. Because of this, and the other underlying factors mentioned, in 2002 national test results dipped by Year 6. In the current Year 6 the inspection found standards in English were below the national average; in mathematics and science they at least matched it. Pupils with English as an additional language and with special educational needs make good progress. Across the school, standards in other subjects, including religious education, music, design and technology and physical



education are similar to those expected for pupils' age. The exceptions are information and communication technology and art and design, both of which are above average. Standards in history and geography are below expectations, as the learning opportunities and planning are not fully developed.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. The majority of pupils have a positive attitude to school and concentrate well.  |
| Behaviour, in and out of classrooms    | Good. Pupils behave well in the majority of lessons and when they move around the school.  |
| Personal development and relationships | Very good. Pupils' relationships are very strong both with staff and colleagues. They are keen to take responsibility and they work independently when given the opportunity.                              |
| Attendance                             | Below average. Despite significant improvement in recent years a few pupils arrive late and some do not attend school regularly. However, a proportion of these are pupils with significant medical needs. |

## TEACHING AND LEARNING

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

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

Young children learn very well in rigorously planned lessons helped by strong organisation and the stability of the Early Years Unit. It is very well resourced and the generous staffing levels mean there is much one-to-one or small group dialogue between the teacher and children. Literacy, numeracy and basic skills are taught very well. This development is reinforced by structured play and activities chosen by the children themselves. Teaching is good in Years 1-6 and pupils learn well. Particular strengths are the strategies used to manage pupils, the effective teaching of basic literacy and numeracy skills and the good support for pupils with special educational needs and English as an additional language. Teachers have good knowledge of the subjects they teach; the high expectations they have are reflected in the quality and detailed planning of lessons. In the best lessons, teaching assistants are well briefed and take learning forward. In less effective lessons, teachers sometimes use an over-long introduction allowing attention to wander; assistants are not used effectively, and behaviour deteriorates. The inspection took place in the second week of the first term of the school year and a significant proportion of the staff have just started in the school. The few weaknesses seen were mostly because of teachers being new to the school and sometimes inexperienced; given the strong support from the school it is likely that they will improve over time.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum             | Good. Pupils' learning opportunities are enriched by links with Tate Britain Art Gallery for literacy and an exceptional range of extra-curricular activities. |
| Provision for pupils with special educational needs | Good. The careful development of the curriculum for those pupils with special educational needs has been effective.  |

|   |  |
|---|--|
| Provision for pupils with English as an additional language | Good. Effective teaching strategies are supported by generous staffing, including teaching assistants. The management has a strong strategic view of what direction English as an additional language should take and this has had a strong impact on standards. |
|---|--|

|   |  |
|---|--|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. The school's ethos; assemblies; religious education; its harmonious, inclusive multicultural situation and caring approach, contribute to exceptional social development and good spiritual, moral and cultural development.                      |
| How well the school cares for its pupils  | Very good overall. The school has excellent systems for tracking the progress of individuals and groups of pupils. The arrangements for pupils with special educational needs and English as an additional language are good and the school has a very caring ethos. |
| How well does the school work in partnership with parents                                   | Satisfactory. The school tries hard to develop links with parents but there is a distinct lack of response from the parent body, some of whom do not speak English well.   |

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Excellent. Exceptional leadership and management by the headteacher and key staff set challenging targets and ensure they are met.             |
| How well the governors fulfil their responsibilities             | Very good. The governors support the headteacher and her team and hold the school to account.  |
| The school's evaluation of its performance                       | Excellent. The school is constantly reviewing its practices to ensure maximum effectiveness.   |
| The strategic use of resources                                   | Very good. The school carefully plans its expenditure to ensure that it supports the targets it has set and uses the principles of best value. |
| Staffing accommodation and learning resources                    | Very good. The generous staffing offers a wide range of expertise. The attractive and well-equipped accommodation contributes to learning.     |

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

There were 428 questionnaires sent out and 32 returned (7.5 percent). There were 6 parents at the meeting held for parents and carers.

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"> <li>All parents agree that their children like school; most consider that they make good progress and are well behaved.</li> <li>Most agree that behaviour is good; that pupils get the right amount of work to do at home and that teaching is good.</li> <li>The majority of parents agree that the school expects their children to work hard; it is well led and managed; it helps their children to become mature, and provides an interesting range of activities out of school.</li> </ul> | <ul style="list-style-type: none"> <li>Some parents do not feel comfortable approaching school and consider that the school does not work closely with them.</li> </ul> |

The inspection agrees with the parents' positive views. It found the school a positive and welcoming place although it has had limited success in encouraging greater parental involvement, especially with those who have English as an additional language, who are perhaps too shy to speak to members of staff because of their own language difficulties.

## **PART B: COMMENTARY**

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

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

1. Children start Nursery with very low standards in speaking and listening. A high number do not speak English well and a significant number have special educational needs: this adversely impacts on standards, as does the significant number of pupils who enrol or leave school at times other than the start of term. Newcomers – in many instances refugees and some seeking asylum – frequently have little or no experience of school and are often unable to speak any English.
2. The low standards on entry were evident during the inspection. Many of the youngest Nursery children speak English in single words, if at all. To be understood, they frequently rely on non-verbal communication. Staff use signing (non-verbal communication as used by the deaf) to facilitate this; in some instances, they speak in pupils' own languages. Also, many children with English as a first language have restricted speaking and listening skills and there are few high attainers to serve as role models. For example, when children play in the various play areas they are frequently unable to communicate only in the most basic way. However, all children, including those who have special educational needs or with English as an additional language – or both – make very good progress in Nursery and Reception. This is regardless of their background and is because of much one-to-one dialogue and effective questioning. Children are encouraged to communicate by participating in action games in Nursery and Reception such as 'ten little fingers'. However, attainment remains well below average in the early learning goals of communication, language and learning. Progress in social and emotional development; knowledge and understanding of the world, mathematics and physical and creative development is more rapid: these early learning goals are achieved by Year 1.
3. Against the national trend, national test results of the boys in all subjects are significantly higher than those of the girls. However, the inspection did not find any differences between boys' and girls' performance in lessons and analysis of work. It may well be the high proportion of boys in the school and the good number of male teachers who provide good role models that has a positive impact on boys' standards.
4. Across the school, pupils with special educational needs make good progress and very good progress in the Foundation Stage. There are a number of pupils with a wide variety of special needs, some of which are very severe. Around one pupil in four is eventually taken off the special needs register.
5. National test results, especially in English, are depressed by the varying, but unusually high, proportion of pupils with special educational needs and English as an additional language. Those with special educational needs include pupils with profound and multiple learning disorders whose results are included in the national tests and are very low.
6. Standards of the Year 2 pupils in the 2001 national tests were well below average when compared to national results and below average when compared to similar schools in reading, writing, mathematics and science. This is mostly due to the high proportion of pupils who are at the early stages of English acquisition. The inspection found that many pupils speak in single words and often have difficulty expressing

themselves in sentences by Year 2. However, the school is good at

building pupils' confidence and despite limitation pupils are always keen to make their thoughts and ideas known no matter how limited their vocabulary. For example, in one good Year 3 lesson the teacher encourages pupils' response as they edit work on the board together.

7. Pupils with special educational needs and those with English as an additional language make good progress because of the good teaching across Years 1 to 6. In the national tests of 2001, by Year 6 standards matched the national average in English, above it in mathematics and very high in science. Compared to similar schools, standards in English and mathematics were well above average and very high in science.
8. In Year 2002 national test results, in Year 6, standards dipped because of the underlying factors already mentioned. The inspection found standards in English below the national average; because of the early stage of the year and pupils' weak literacy skills, and mathematics and science to be at least in line with it, although pupils in the average or high ability range frequently achieve good standards. For example, in a good Year 4 English lesson these pupils confidently identified all the irregular past tense verbs in a passage. In a very good Year 5 mathematics lesson the majority of the higher attainers were working at above the national average for their age as they learned to double numbers up to three digits using various techniques. In other subjects, including religious education, design and technology, music and physical education, standards across the school are broadly in line with those expected for pupils' age. The exceptions are information and communication technology and art and design, both of which are above average. For example, in information and communication technology pupils log on and use the mouse effectively from Nursery and Reception onwards. In art and design, pupils produce high quality work in the style of great artists such as Monet showing sensitivity and good skills. Standards in history and geography are below those expected; this is because learning opportunities and planning in these subjects are not fully developed.

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

9. Attitudes, behaviour and personal responsibility are good; relationships, the absence of oppressive behaviour and mutual respect are very good. This is a substantial improvement on the findings of the last inspection.
10. Pupils enjoy school and are enthusiastic in lessons. They are welcoming to visitors and those with suitable English skills enjoy talking to them. Once in class, they get down to work well and show genuine interest. This was particularly evident in a Year 1 personal and social education lesson in which pupils had to express their thoughts about their families. These positive attitudes are the result of the good relationships between teachers, classroom assistants and pupils and are also because of the teachers' enthusiasm and very good classroom management.
11. Behaviour is good; in many lessons it is very good, but there are instances where new teachers have yet to develop their classroom management skills and expectations are not realised. Playground behaviour is very good: courtesy and consideration for others is shown when playing games. There also is very good behaviour in assemblies, around the school and in the dining hall at lunchtime. School property is treated well and pupils are appreciative of the environment they learn in. One pupil was excluded three times in the past year. The record of racial



incidents shows that no incidents have taken place in the last two years. The records also show that bullying is a rare occurrence and parents did not refer to it as being a problem. The school enjoys excellent racial harmony and children play well with all their peers, irrespective of ethnic origin.

12. The proportion of pupils with special needs is very high: above 25 percent, and a significant proportion have statements of special needs. Some exhibit challenging behaviour. Most teachers have effective strategies for dealing with this, but, on a few occasions, the behaviour of a minority disrupted the learning of others.
13. Relationships are very good. Teachers and classroom assistants know their children well and enjoy working with them. Pupils are confident in speaking to members of staff about problems. They help each other and give support. For instance, in a Year 4 English lesson, they worked very well together searching a paragraph for verbs in the past tense. Teachers talk in a kindly way that reflects the very good ethos of the school. Pupils with pronounced physical disabilities have good relationships with others, partly as a result of the 'buddy' system in which an able bodied pupil is assigned to help. There is always strong competition for buddy roles.
14. Personal development is very good. Older pupils are keen to take on positions of responsibility or use their initiative, which they do with enthusiasm. For instance, Year 6 pupils help look after children from Years 1 to 2 during the lunch hour. Membership of the School Council is a cherished role and members listen carefully to the views of their classmates weigh conflicting views and make suitable decisions taking them into account. Funds for charities are raised on the pupils' initiative. However, there are insufficient opportunities for pupils to display independent learning skills or initiative such as researching work in the library or the computer suite to complement their classroom tasks. This is often because of the high level of intervention of support staff in classrooms who sometimes direct pupils too much rather than letting them make their own decisions.
15. Attendance is improving but remains below the national average. It has increased from 91 to 93 percent over the last three years. However, the inclusion of those pupils who have serious medical conditions which keeps them from school; adversely affects the attendance figures. These pupils' education is provided for at home if the absence is too long. Unauthorised absence has also reduced because of the dedication of the school secretaries to finding out the reasons for absence. The school day starts promptly and there is good timekeeping throughout. The registration system is efficient.

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

16. The quality of teaching and learning in the Foundation Stage is very good. In Years 1 to 6, it is good. More than 60 percent of teaching was good or better and more than 20 percent was very good; and only rarely fell below satisfactory. Improvements in the teaching of basic skills, effective strategies for managing pupils and the teachers' high expectations have all resulted in raising standards in recent years.
17. Teaching in the Nursery and Reception classes is well planned and gives pupils an enjoyable and effective start to school. The good quality of the planning in Years 1 to 6 supports a broad and generally well-balanced curriculum. However, planning in history and geography is underdeveloped. Despite the high turnover of staff, the headteacher and senior management team have worked hard to sustain teaching standards across the school, with the resulting high quality teaching and learning.

18. Pupils with special educational needs receive good specialist attention and are well supported by teaching assistants in lessons. When such children are identified, the special needs co-ordinator is informed and they are assessed immediately in order that they get the best possible help. Individual education plans are then prepared, which have appropriate targets and are reviewed at suitable intervals. Wherever possible, these plans are fully integrated into classroom activities. Parents are involved in the reviews and close links with outside agencies are maintained. There are effective assessment procedures to ensure compliance with the Code of Practice. Classroom assistants and other support staff offer effective help to both pupils and teachers. Those children with English as an additional language are also well taught and, overall, teaching is effective. The members of staff know their pupils well, and have good relationships with the parents. This means that any problems are picked up and dealt with early on in the child's school career.
19. Generally, across the school, the good teaching ensures pupils with special educational needs learn well: very well in the Foundation Stage. They make good progress in relation to their prior attainment and, by the time they leave the school, the majority are able to read, write and use numbers effectively. Those with profound learning difficulties make good progress against the individual targets that are set for them.
20. The teaching of pupils who have English as an additional language is very good in the Nursery and Reception classes and is good in Years 1 to 6. Lesson planning is clear and precise, expectations are high and the many support staff in the school are well targeted to work with groups within lessons: they provide examples of good use of English language, supporting learning effectively.
21. Class teachers use a range of good strategies to support learning. All the children in the Nursery were encouraged to respond when good use was made of pictures in a non-fiction big book about the body. The teacher discussed the various parts of the body and pupils responded well showing their prior knowledge. Many spoke clearly and knew parts of the body, although usually only in single words. Those who speak English as an additional language were encouraged to respond in English. If they had difficulty they spoke in their home language, which they did well. The teacher used her own knowledge of languages to support this activity. The Ethnic Minority Achievement Co-ordinator and the Year 6 teacher further develop strategies such as the use of dramatic role-play to bring the story of Perseus to life in a literacy hour lesson. Pupils acted as journalists interviewing Perseus (dressed in Greek costume) and prepared complex questions on mini-whiteboards. In a follow up to this activity, pupils have to decide what happens next in the story: a note-taking writing frame was well used to develop the structure of the plot.
22. In some lessons, teaching could have better met the needs of those pupils with English as an additional language. For example, in one class in the upper part of the school during a speaking and listening activity, a complex text was used with no visual support. This resulted in the early stage learners gaining little. Similarly in a younger class, a group work activity on fairy tales was provided for a group of early stage learners who did not have the cultural knowledge to understand. The activity also did not relate to the rest of the lesson. Frequently where teaching was less effective it was due to inexperience or newness of the teacher and is likely to improve during the course of the year through the effective support procedures employed by the school.

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

23. The quality and range of learning opportunities is very good for children in Nursery and Reception and good for older pupils. The recommended Foundation Stage curriculum is implemented fully in the Nursery and Reception classes and National Curriculum requirements are in place in the rest of the school. The provision of religious education is in accordance with the locally agreed syllabus. The statutory curriculum is implemented with some flair, because there are excellent extra-curricular activities. Also having an impact, are the very good use of literacy and numeracy strategies and the very good provision for both information and control technology and personal, social, health and citizenship education. Very helpful relationships with partner institutions such as other similar primary schools and a special school with which this school has links; generates ideas and provides opportunities for developing the curriculum. All subjects are allocated an appropriate amount of teaching time. Curriculum planning is less well developed in history and geography, but the implementation of the literacy and numeracy strategies both have had a good impact on science, art and design, design and technology and a number of other subjects; but despite this literacy standards overall remain below average because of the number of pupils at the early stages of English language acquisition. Targets for literacy and numeracy are in place and are reviewed every term. There are effective links between the school's teaching programme and national curriculum attainment targets and these are borne out in the long and medium term planning.
24. The curricular provision for the teaching of pupils with special educational needs is good and very good for children in the Nursery and Reception classes, including those with diverse and multiple needs. The school fully complies with statutory requirements. Learning support assistants and other support staff give effective help to both pupils and teachers only occasionally do they not allow pupils the freedom to work independently. Members of staff know their pupils well, and have good relationships with the parents. This means that any problems are picked up and dealt with early on in the child's school career. Pupils with special educational needs are offered a good range of learning opportunities, which are carefully planned. Support is particularly focussed on literacy and numeracy but is given in other subjects where needed. Many make good progress and some are removed from the special needs register once they no longer need support. Pupils who have been identified as having particular talents are extended through a University of East London programme.
25. The provision for pupils who have English as an additional language is good throughout the school. They are not withdrawn from lessons but are included from the start. For example, they fully participate in whole class presentations and discussion sometimes with the help of an assistant to support their learning. The pupils' learning is effectively managed through the curriculum and by effective planning, by the provision of learning support assistants and by the good use of classroom resources, especially at the Foundation Stage. The newly appointed Ethnic Minority Achievement Co-ordinator is the only staff member funded through the school's ethnic minority grant. She is ensuring these pupils greater opportunities to be involved in the curriculum through joint planning and strategies such as more working in pairs, activities to extend vocabulary and the development of study skills. Her time is being used strategically in that she works with year teams in half-termly blocks. Displays in the corridors and classrooms reflect the wide range of cultures and backgrounds and create a welcoming and inclusive atmosphere. These include an African batik display, artefacts in the front of the school showing religions from around the world and a world map showing where pupils come from.



26. There is an excellent provision for activities outside lessons. For example, all pupils in Year 6 experience a residential trip every year. There are various clubs giving help to those most in need at breakfast, after school and during holidays. There is an extended Nursery, also to support those most in need. After-school clubs include four information technology clubs, four different sports clubs and arts clubs for which, together with other related activities, the school has received an *Artsmark* award. Ten Saturday mornings are devoted to a mathematics revision club for Year 6 and there is a similar after-school club. The carnival club creates a mini-carnival that parades through the streets of Beckton, and West Ham football club coaches soccer. Tate Britain has been heavily involved in a literary/arts project. The East London Gymnasium Club provides computer-based assistance for English and mathematics. The University of East London provides mathematics and literacy support for pupils who are deemed to be gifted and talented. Most clubs are well attended.
27. The school ensures that all pupils have equal access to all aspects of learning and ensures that boys and girls have the same opportunities. This very good provision embraces all the pupils with special educational needs, no matter how severe, and all the refugees and others who need help to communicate in English.
28. The provision for personal, social, health and citizenship education (PSHCE), which includes sex education, is very good. There is a new policy, used in every class, which is accompanied by a comprehensive programme of subjects for the weekly lessons. The co-ordinator – the deputy headteacher – ensures that the plan is followed. Assemblies also support the PSHCE programme. Circle time; a controlled discussion in which all have a chance to express their views and a have right to be listened to, is used in PSHCE lessons and on an ad hoc basis for influencing attitudes; for example, when a dispute has arisen in the playground.
29. The contribution of the community to pupils' learning is good. Relationships with partner institution are very good. There is a close link with Cleves, a similar school to North Beckton in Newham. A special school is providing curriculum advice for children with profound and multiple learning difficulties. There are close relationships with a school for pupils with emotional and behavioural difficulties and a new pupil referral unit, both of which take children on a part-time basis. Six local primary schools are collaborating together on their own initiative to find more ways of introducing the arts into literacy; the objective being to stimulate more imaginative usage of English. There are good connections with secondary schools, especially Kingsford, which is moving to a new building close by. There is already good collaboration within the curriculum and this is expected to develop as use is made of Kingsford's facilities once the new school is established. The University of East London is supporting teacher training for support staff and there is also collaboration on teacher training with Canterbury University. Cycling proficiency and Healthy School Clubs are the two local education authority initiatives that are supported by the school.
30. Provision for spiritual, moral, social and cultural development is very good, with social provision being excellent. Very good spiritual development is fostered through assemblies, which cover all the major world religions and promote an understanding of what their beliefs are, the logic being that you cannot foster tolerance unless you understand what you are tolerating. Pupils are good at understanding the feelings of others and how things can affect their lives. The school has a spiritual, caring and tolerant ethos that fosters spiritual development. All are valued and their ideas and beliefs are treated seriously and never dismissed. The spiritual provision is well monitored by the deputy headteacher.



31. Moral development is very good. There is a very clear moral code encapsulated in the school's aims, rules and behaviour policy. Equality and inclusion are central issues and included in discussion when problems are tackled. Adults demonstrate the moral code in their teaching and the older pupils know about the moral codes of other communities and understand the importance of respecting them. There is a mature appreciation of the difference between right and wrong.
32. The excellent social development is a strong feature of the school. There are opportunities to be part of a democratic process through the School Council; to engage with the wider community through charitable work; to experience leadership and responsibility as a monitor, a buddy or by guiding visitors around the building. Pupils experience residential visits; discuss conflict resolution when they are in trouble; learn to be members of teams in sporting environments and earn points through good teamwork. They frequently work well together and the school functions as a supportive, caring, creative and responsible community in which there is much harmony and respect. In particular, the staff demonstrates high levels of teamwork.
33. Cultural development is very good. Art is an important feature and strongly linked with literacy in the work with Tate Britain. A good example is the developing collaboration between local primary schools that will introduce more arts into school work and will promote more imaginative writing. Also important is the wide range of after-school activities such as drumming; cross-stitch; dance; carnival; music keyboard, and the frequent use of London's museums, all adding a rich cultural experience. The extra courses for gifted and talented pupils recognise their abilities and appropriate action is taken. For example, the school is trying to find a music scholarship for a particularly gifted pupil.

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

34. Members of staff know pupils very well and because of this a very good quality of care pervades throughout. The school is a secure environment with all the expected safety measures in place and safety inspections recorded. Child protection procedures are very good. The headteacher, who is the nominated person, is trained in this field. She has provided all staff with informal training on what the indications of child abuse are and what action to take. The progress of pupils with special home circumstances is carefully tracked by the deputy headteacher. Welfare facilities are very good and children with health problems are identified to those who need to know. There are many first-aiders, at least one with the highest qualification in each wing of the school.
35. Yoga and reflexology sessions are provided and for those with special educational needs there is provision for hydrotherapy, physiotherapy, speech therapy, occupational therapy, 'Playbarn' respite care, all with transport provided, wheelchair maintenance and other specialised services. Many of the staff are trained in tube-feeding, oxygen technology, suction skills and similar functions. A counsellor the school employs from the child and family consultation service attends weekly and the school can refer parents to behaviour management classes.
36. Procedures for the promotion of attendance are very good. Telephone calls are made to parents on the first day of absence. Letters are sent home requesting reasons for absence if none has been provided. Absence data are analysed in class groups and pupils with less than 88 percent attendance are listed. These are

discussed with the education welfare officer and tactics are agreed. Parents of children with poor attendance are sought out when they come to collect their children and the ensuing discussion quite often leads to improvements. Rewards are given for 100 percent attendance and for improved attendance.

37. Procedures for promoting good behaviour are excellent and a big improvement. The school has a pupil-centred philosophy that encourages the control of behaviour by self-discipline and self-development. The headteacher expects to have cheerful staff and cheerful pupils working in an environment where everything is predictable and every adult's actions are consistent with the school policy. Respect for others is the watchword and is to be seen in action in all classes, between pupils and between teachers and pupils. As a consequence, good behaviour is accompanied by smiles and laughter. Meetings of senior staff twice every term examine the effectiveness of the various strands of the behaviour policy and decisions are made about what to do about anything that is ineffective. When there are problems, they are tackled by involving parents, closely tracking the performance of pupils who are causing concern and involving expert professionals.
38. There are very good procedures for eliminating oppressive behaviour: through assemblies, circle time and making a point of listening to pupils' concerns and experiences. Children are constantly advised to confide in adults when their friends are being bullied and care is taken to preserve their anonymity. During the inspection, lessons were seen in which pupils acted out bullying scenarios and discussed the results. This was done with skill and sensitivity.
39. There are very good arrangements for supporting personal development. The support mostly comes from teachers' close observation of progress and their keen interest in the children's success. They talk sympathetically about their pupils, especially the ones causing them concern. All are supported equally well in lessons and all are free to approach any member of staff when they need help with a personal problem.
40. The assessment procedures are excellent. The assessment system is central to the success of the school and guides its aim of treating each pupil as an individual. Regular testing is carried out in mathematics and aspects of English. Pupils with special educational needs are identified and monitored from early in their school lives, as are those with English as an additional language. Together with regular monitoring, this information is used to target a wide range of support for all abilities. The use of assessment is very good and is used by senior management to target resources to areas of greatest need. Individuals and groups are thus effectively supported in their learning. The information is used sensitively and is central to the philosophy of individual care that is practised. Assessment in history and geography is not sufficiently developed to ensure the standards and expectations provided in other areas of the curriculum.
41. Arrangements for the care of pupils with special educational needs, including those with statements, are very good. The quality and expertise of the staff enhance provision. Pupils with statements of special needs receive provision that is appropriate to their specified requirements. The excellent assessment procedures ensure that all children are constantly monitored.
42. The school analyses the information it holds for pupils with English as an additional language and does this well. Progress is tracked by language stages and by national



curriculum assessments; this is also done for those who, in addition, have special educational needs. Realistic expectations have been set for progress.

43. The school has a good system for the admission of mid-term arrivals. Interpreters are usually provided when needed and pupils integrate well. The admission form needs updating and more support for refugee pupils is needed; this area for improvement has been identified on the Ethnic Minority Achievement action plan.

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

44. There are endeavours to involve parents closely but they are thwarted by some parental apathy. This was borne out by the attendance at the pre-inspection meeting and the return of questionnaires, the response rates being 1.5 and 7.5 percent respectively. Two years ago, the school sought the parents' views by questionnaire and had a much better response. It is to repeat the exercise – including pupils' views – in preparation for the next improvement plan. Views expressed before the inspection and subsequent discussions with parents lead to the conclusion that they think highly of the school and are pleased with the education offered. The growing number of pupils coming from outside the catchment area supports this.
45. The quality of information provided for parents is appropriate. Curriculum information is sent out regularly, as are newsletters. The prospectus is well presented and contains good information, as does the Annual Report by the Governors. School reports have good descriptions about what pupils have achieved. However, there is not enough information about how well they are performing in terms of what is expected for their age. No suggestions are made about how children can be helped at home. However, this is covered during consultation evenings. In a previous annual report, there are small paragraphs in each of the five main languages spoken by parents, but not in the current annual report or in the prospectus. Translations are offered in the prospectus, but in practice it is probably sufficient to have translated section headings. The school distributed none of the questionnaires in other languages. Most parents attend the two consultation evenings on progress and the open afternoon when they can be in class with their children. Parents are made aware of their children's targets once a term. They are provided with curriculum information and are invited to attend sessions on various aspects of the curriculum, but these are not well supported. Parents of pupils with special needs are invited to come to meetings when their children's individual education plans are discussed. Those who have children with statements of educational needs attend annual reviews. The school takes care to include all parents: for instance, by making sure that fathers who are not living at home receive all documentation. Parents are made welcome and management and staff are very approachable. A co-ordinator has been appointed for ethnic minority achievement. She is experienced at working with refugee families and those seeking asylum: there are plans to improve its support for such people.
46. The parental contribution to learning at school and at home is good, parents generally try hard to support their children in homework activities for example, but otherwise involvement in school life is disappointing, there are very few parent helpers for example. There is no parent/teacher association and no help in classrooms or elsewhere in school (although there is some help on trips and with football). Parents do attend events and assemblies in which their children are performing, but there is no help with maintaining the grounds or the outside play areas. Outside parenting classes are available where there is a need and use is made of school-based services such as Newham Action Against Domestic Violence and the Child and Family Consultation Service Counselling. Mothers and fathers are invited to enter into discussion, to agree joint plans for improving attendance or behaviour, or for achieving the best education for children with special educational needs.

47. Children entering the Nursery are invited to visit beforehand to familiarise them with their new surroundings. Home visits are made for all pupils with special educational needs. The parents of all children entering Reception are invited to the school for a full briefing. When they join the school, pupils with little English are given a 'buddy' who speaks the same first language.
48. The school recognises that parents of pupils with English as an additional language need to be more fully included. Its action plan has identified the need to provide 'newly arriving parents with appropriate multilingual information about school and local services'. An audio translation of the school newsletter is planned.

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

49. Overall, the quality of leadership and management is very good. The headteacher has excellent leadership skills and a strong vision: a significant improvement from the previous inspection. She is ably supported by her leadership team; her determination to improve the quality of education has had a positive influence and has been central to the substantial improvement in standards. She has created an inclusive ethos and has attempted to involve all members of the school in decision making. The result of this is that all staff are fully committed to improvements. Responsibility is delegated through the senior management team and subject leaders; this has enabled them to develop their own skills as managers as well as teachers. The pupils also have a decision making role with the School Council.
50. The governors are very committed to the school and make a very good contribution to its development. They are fully involved in strategic planning and the development and implementation of the school improvement plan. This document is of high quality and clearly identifies the key areas for development. Statutory requirements are regularly audited and monitored. The governors know the strengths and weaknesses of the school and support the staff in their efforts to improve standards. Since the last inspection, this has enabled improvements such as in the quality of teaching, standards in English, mathematics and information and communication technology. The local education authority has facilitated training for members of the body. The governors set priorities for spending and have an appropriate contingency budget. Individual governors visit the school so that the governing body as a whole is able to take an overview of new initiatives and see the impact of expenditure on standards.
51. Financial planning and management in the school is very good. It is based on evaluation of performance and a vision of the school's needs. Budget implications are clear and there are suitable criteria for measuring success. Delegation is used effectively with subject leaders having responsibility for their particular budgets which they spend wisely to meet the needs of their subjects. Support from the local education authority is actively sought and used extremely well to assess needs and help improvements. Special initiative grants are used well and are carefully targeted to improve the quality of teaching and to raise standards. The budget is initially drafted by the headteacher and is based on needs recognised in the school improvement plan. It is then approved by the governing body some of whom have been trained to manage budgets.
52. The school's checking and evaluation of its performance is excellent. The quality of teaching is effectively assessed in a positive way, leading to staff development. This includes the appropriate analysis of development needs and the setting of future targets for improvement. The school aims to provide the best education for all pupils and any former weaknesses in teaching have been dealt with effectively. This has

been helped by the process of evaluating and developing teaching, by the introduction of appraisal and by the management of performance. The results of mathematics and English tests in Years 3, 4 and 5, together with the National Curriculum tests in Years 2 and 6 are analysed and used to set targets for improved attainment. The budget is used well to further boost pupils who are approaching expected levels of attainment in these subjects. Subject leaders play a significant role in checking the provision, standards of attainment and quality of teaching in their departments. This very good development applies to those pupils with special educational needs and their curriculum and assessment procedures are also very effective.

53. Arrangements for pupils with English as an additional language are well managed. An experienced teacher who will lead this area has recently been appointed and she is part of the senior management team to provide strategic direction. The school audited its provision last year and has developed an appropriate action plan for English as an additional language. This identifies a number of areas for development such as auditing resources, reviewing admission procedures and developing parental links. Pupils with special educational needs are very well managed and the strategies for inclusion and support of pupils with a variety of special educational needs are very good.
54. Staff training on English as an additional language has been a regular feature of professional development for staff. This has been provided by the local education authority and has included the national training package on English as an additional language and the National Literacy Strategy. The training has clearly had an impact on the quality of teaching, but has not yet had a full impact on pupils' learning. New staff receive an introduction to English as an additional language teaching as part of their induction. Because of the high turnover of teaching staff, it is important that training in English as an additional language continues.
55. Members of staff are mainly young and some are inexperienced, but all have a strong commitment to the school's philosophy and methods. Teachers generally have good subject knowledge, their planning is good, there is an expectation of mutual help and cooperation and a commitment to staff development. This last, together with the system of monitoring, ensures the headteacher knows her staff well and is able provide extra support where needed. However, as a result of affordable housing in the area being difficult to find, there is a rapid turnover of teachers. At the time of the inspection there were two newly qualified teachers and several on temporary contracts. The school tries hard to minimise the inevitable impact on school development this brings.
56. Support staff have very good expertise in the areas for which they are responsible. They have had training and are committed to their roles. Support assistants, classroom assistants and Nursery nurses are used well and make an effective contribution to learning often preparing their own materials. Only occasionally do they direct pupils too much restricting independent learning. The support for new teachers is good and there are opportunities provided for students with teaching experience.
57. Information and communication technologies are used effectively in the daily running of the school. The teachers use the technology for preparation and assessment and it is used appropriately by office staff to ensure smooth running of the administration. Routine office procedures are well defined and executed.

58. Accommodation is very good: clean, bright, attractive and very well suited to the needs of the children it has a positive effect on pupils learning. There are plans to develop and improve it further when finances permit. The school is generally well resourced though there are some areas where further improvement is needed; particularly with regard to library books. Pupils have equal access to the full range of opportunities. They have work prepared to suit their level of attainment and are given support from classroom assistants. The level of staffing is very good and children are well supported both in and out of classrooms by learning support assistants and curriculum support teachers. There are chairs, hoists, physiotherapy, hydrotherapy and a multi-sensory room for the profoundly disabled. For those who have less severe needs, there is support within the classroom, regular evaluation of their progress and provision in terms of extra books and materials. Pupils who are gifted and talented are identified and extension activities are provided for them, both in and out of the school. There are no significant differences in the opportunities offered to boys and girls.
59. The range of library books, particularly fiction, is limited because of water damage from a leaking roof.
60. The high quality leadership and management by the headteacher, staff and governing body is a strength of the school. This has led to the clear identification and the prioritisation of ways to move forward. Teaching is now good overall, very good in Nursery and Reception and standards continue to improve. The unit cost per pupil is very high but this includes the costs of educating pupils with severe special educational needs who might otherwise require education in a special school. Given pupils very low attainment on entry; the inclusion of the good progress pupils make and the enhanced provision for those with special educational needs and English as an additional language, the school gives very good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The governing body, headteacher and staff should continue to raise standards by:
- further developing pupils' literacy skills through the extension of the effective programmes already established;  
(paras: 8, 23, 26, 54, 64, 65, 67, 104,107 and 113)
  - using the experience gained in developing the very effective assessment procedures used in English, mathematics and science to formulate suitable systems to evaluate standards in other subjects;  
(paras: 17, 40, 42, 52, 84, 97,122 and 127)
  - develop the planning in history and geography so that the skills which the pupils need to learn in these subjects are taught progressively to meet the needs of all pupils.  
(paras: 8,103,104,107,109 and 113)

### Minor issue:

- the school should seek additional strategies to continue to improve levels of attendance.  
(paras: 15, 36 and 46)

## 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 | 13 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 17        | 34   | 31           | 1              | 0    | 0         |
| Percentage | 0         | 20        | 41   | 37           | 1              | 0    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 52      | 385     |
| Number of full-time pupils known to be eligible for free school meals | -       | 215     |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 1       | 32      |
| Number of pupils on the school's special educational needs register | 8       | 107     |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 230          |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 54           |
| Pupils who left the school other than at the usual time of leaving           | 57           |

### Attendance

#### Authorised absence

|             | %    |
|-------------|------|
| School data | 6.25 |

#### Unauthorised absence

|             | %    |
|-------------|------|
| School data | 0.69 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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



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

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 30   | 30    | 60    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
|   | Boys     | 21      | 22      | 24          |
| Numbers of pupils at NC level 2 and above   | Girls    | 20      | 22      | 23          |
|   | Total    | 41      | 44      | 47          |
| Percentage of pupils at NC level 2 or above | School   | 68 (72) | 73 (67) | 78 (78)     |
|   | National | 84 (83) | 86 (84) | 91 (90)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
|   | Boys     | 22      | 25          | 26      |
| Numbers of pupils at NC level 2 and above   | Girls    | 22      | 24          | 21      |
|   | Total    | 44      | 49          | 47      |
| Percentage of pupils at NC level 2 or above | School   | 73 (60) | 82 (72)     | 78 (73) |
|   | National | 85 (84) | 89 (88)     | 89 (88) |

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

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

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2001 | 25   | 30    | 55    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
|   | Boys     | 19      | 21          | 23      |
| Numbers of pupils at NC level 4 and above   | Girls    | 23      | 22          | 27      |
|   | Total    | 42      | 43          | 50      |
| Percentage of pupils at NC level 4 or above | School   | 76 (62) | 78 (65)     | 91 (83) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
|   | Boys     | 13      | 19          | 23      |
| Numbers of pupils at NC level 4 and above   | Girls    | 22      | 23          | 25      |
|   | Total    | 35      | 42          | 48      |
| Percentage of pupils at NC level 4 or above | School   | 64 (42) | 76 (38)     | 87 (54) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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

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

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

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

| <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|-----------------------------|--|---------------------------------------|
| 131                         | 3  | 0                                     |
| 1                           | 0  | 0                                     |
| 14                          | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 15                          | 0  | 0                                     |
| 12                          | 0  | 0                                     |
| 35                          | 0  | 0                                     |
| 42                          | 0  | 0                                     |
| 17                          | 0  | 0                                     |
| 20                          | 0  | 0                                     |
| 77                          | 0  | 0                                     |
| 6                           | 0  | 0                                     |
| 3                           | 0  | 0                                     |
| 4                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 14   |
| Number of pupils per qualified teacher   | 26.9 |
| Average class size                       | 26.9 |

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

|   |     |
|---|-----|
| Total number of education support staff | 14  |
| Total aggregate hours worked per week   | 894 |

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 2    |
| Number of pupils per qualified teacher   | 25.5 |
| Total number of education support staff  | 3    |
| Total aggregate hours worked per week    | 3    |

### ***Financial information***

|  |           |
|--|-----------|
| Financial year                             | 2001/2002 |
|  | £         |
| Total income                               | 1,580,839 |
| Total expenditure                          | 1,572,081 |
| Expenditure per pupil                      | 3,541     |
| Balance brought forward from previous year | 53,038    |
| Balance carried forward to next year       | 61,796    |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | 8.5 |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |    |
|--|----|
| Number of teachers who left the school during the last two years     | 12 |
| Number of teachers appointed to the school during the last two years | 19 |

|  |     |
|--|-----|
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 2.0 |
| 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 | 428 |
| Number of questionnaires returned | 32  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 75             | 25            | 0                | 0                 | 0          |
| My child is making good progress in school.  | 53             | 41            | 3                | 3                 | 0          |
| Behaviour in the school is good.   | 38             | 50            | 9                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 38             | 41            | 6                | 3                 | 13         |
| The teaching is good.  | 59             | 38            | 3                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 44             | 41            | 9                | 6                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 38             | 34            | 19               | 0                 | 9          |
| The school expects my child to work hard and achieve his or her best.              | 47             | 41            | 3                | 0                 | 9          |
| The school works closely with parents.   | 31             | 47            | 13               | 3                 | 6          |
| The school is well led and managed.  | 34             | 44            | 6                | 3                 | 13         |
| The school is helping my child become mature and responsible.                      | 41             | 50            | 9                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 50             | 22            | 9                | 3                 | 16         |

None of these figures can be regarded as significant because of the low level of reply.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

62. The arrangements for children in the Nursery and Reception classes are very good and this extends the good work found in the previous inspection. The introduction of the Foundation Stage curriculum has been effective in developing the already good provision and keeping it up-to-date. The high staff mobility and the mobility of children has not affected this stage of education adversely to the same extent as the rest of the school.
63. Children are admitted to the Nursery in the term in which they are three. However, as their attainment on entry is so low it cannot be realistically measured, their general ability is not assessed until they reach Reception. When this assessment takes place, the results are used to evaluate progress, to identify special educational needs and to ensure progress towards the early learning goals (i.e. the expected outcomes by the end of Reception). Many children find it difficult to express ideas verbally. A high proportion do not speak English as their first language and their speaking and listening skills are very underdeveloped. A significant number have special educational needs; sometimes of a profound nature and requiring special provision. This also adversely impacts on standards. There is also a significant level of deprivation and social stress. All make very good progress but whilst some achieve all the early learning goals by the end of Reception, many do not reach expected targets the early learning goals and especially in communication, language and learning.
64. Because of very good teaching, children have a very good attitude to all aspects of the Foundation Stage curriculum: they are attentive and try hard. Despite the very good provision, extremely low skills on entry mean that teachers and assistants have to compensate for children's restricted backgrounds. This inevitably slows progress, especially in literacy-based activities. Higher attainers are recognised and fully prepared for Year 1, but there are few of them.
65. The Foundation Stage is very well managed and the head of department has organised the Unit very efficiently and effectively. For example, as well as the specialist facilities for those children with special educational needs, there is a tracking programme that monitors individual performance in each of eleven designated activity areas. Nursery and Reception are organised into an Early Years Unit with a cohesive and highly planned approach. The children identified with special educational needs and the high proportion with English as an additional language are fully integrated and supported.

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

66. This is very well developed. Children quickly adjust to school life and the majority achieve this learning goal. The very good teaching, including the use of signing (non-verbal communication for the deaf), is used to overcome the severe limitations in speaking and listening. This is particularly important for those children at the early stages of English acquisition. Staff will talk to some in children in their own language to make them feel more comfortable. Although the school had only been in session for less than a week during the inspection, children settle quickly both in the morning and afternoon sessions (the majority attend the Nursery part-time). Despite limited

understanding, children are attentive and listen carefully to the teachers and

assistants. Teachers often reinforce what they are doing with action songs (including signing) to increase children's understanding and keep them involved. During play sessions children in Reception collaborate well and show some awareness of each other. However, this is less apparent in the Nursery where they often play as if they are alone. Teachers and assistants address this very effectively by encouraging constant interaction; frequently using one-to-one dialogue and encouraging children to work together. All members of staff have established good relationships and this shows in the trust afforded them by children and the effort they put into their work. However, the inability of some to express themselves verbally frequently slows their progress towards this early learning goal, especially in the case of those who have English as an additional language. Pupils with special educational needs make very good progress towards their own targets.

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

67. Children make very good progress but, by Year 1, standards are below those expected. In the Nursery, at this early stage of the school year, children are not as articulate as expected and find it difficult to engage in conversation. Sometimes this is because they do not speak very much English. In other instances their limited previous experience means their speaking skills are not fully developed. However, there are cases of very good progress. Children are not shy and willingly participate in discussions with the teachers and assistants. When comparing children from Nursery and Reception, very good progress can be seen: during the intervening time, very good teaching such as one to one interaction and much probing questioning results in significant development of language skills. For example, children are eager to join in a familiar story. One child in Reception says 'when my Mum moves she shakes like a jelly'. Children talk about their feelings when they discuss how they would feel about losing their Mum, one says 'I was sad my Dad was angry'. They sing the alphabet song and the majority know the names of the letters. In Reception a few children independently write their names or label their drawings but the majority copy words written by a teacher or assistant. Children are encouraged to take pride in their work by showing it to all and they enjoy doing so. In the Nursery, pupils communicate their experiences to others. For example, when mixing jelly cubes, one child said to another: 'it feels wobbly'. When looking through a picture book, they discuss their observations and understand that words are read from left to right. An information and communication technology program is used to develop Reception children's skills in sounding out simple words. Pictures reinforce this: 'a' for apple for example. The Nursery environment is rich in stimulation: there is use of children's home languages and colourful interactive displays. These are very effectively used to promote children's learning. In order to show how much their efforts are valued, children are given attractively made books to work in. All staff take every opportunity to develop pupils' enthusiasm for books: they show pictures and photographs and match children's words with the book and pictures. In Reception, when reading a whole class story book 'I want my Mum', everybody attempted to read the text with their teacher but with varying success. Although they show a great interest in books, only a few can read. Children are well prepared for Year 1 but by the end of Reception literacy skills are below those expected; especially in the case of pupils with English as an additional language. Those with special educational needs make very good progress against their own targets.

### **Mathematical development**

68. The majority of children achieve this early learning goal by Year 1 and they make very good progress. The school's strong focus on developing mathematical skills extends

through Nursery and Reception. There is a structured numeracy area to



which children from Nursery and Reception are either sent or choose to go. This, together with very good teaching, has an impact on standards. For example pupils learning the early stages of weighing and measuring in the sand and water tray; and by using building bricks. Computers and other resources are used effectively with simple counting programs. Reception children are taught effectively to play activity games to reinforce counting skills, for example, by participating in the song 'five currant buns'. Children are asked to hold up the relevant number of fingers and the majority are able to do this. They make masks, counting the number of features of a face beforehand. Analysis of the previous year's work shows that the majority of children write numbers up to two digits accurately, both in order and randomly. Sometimes they effectively record their findings using simple forms of graphs. Children with English as an additional language and those with special educational needs make good progress.

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

69. The majority of children achieve this early learning goal by Year 1 and they make very good progress. On entry many children have an extremely restricted view of the world: some have rarely ventured outside their immediate area. There were no outside visits during the inspection but these do happen and they give the children a sense of their surroundings. The Early Years Unit is a very stimulating environment split up into multiple and well-designed activity areas with titles such as 'tactile' and 'small world'. Teaching is very good and provides a wide range of experiences, for example, mixing jelly and water and discussing the feel and smell by saying: 'it feels squidgy' and 'it smells like strawberries'. The early introduction to information and communication technology is particularly good. From Nursery onwards, a specialist teacher introduces children to the computer suite. They learn how to efficiently log on and use a mouse to locate programs. There is a range of software that helps understanding of the world through games and interactive programs that speak when given a set of commands. The immediate reinforcement that the computer gives to literacy and numeracy skills is particularly effective. By Reception, many children know the days of the week in order, asking: 'what day is it today?' They select the tools they need to shape the masks they are making in Reception and use scissors and glue effectively. They construct a range of objects using a variety of equipment. For those who have sensory impairment there is a good range of facilities such as a sensory room and soft playroom. These children with special educational needs make very good progress towards their own targets. Children with English as an additional language make very good progress but generally do not achieve as high standards as their peers.

### **Physical development**

70. Unless physically impaired, most children achieve this goal. The school is fortunate to have two large outside areas and a wide range of resources for physical activities including sufficient space indoors. Those who are physically impaired have the opportunity to work with physiotherapists and other agencies and the school has a soft playroom and sensory room. These pupils make very good progress towards their targets. During the inspection children were lively and enjoyed carefully supervised activities such as jumping from a climbing frame onto a mat. They were encouraged to jump independently and explore different ways of moving in the air such as twisting and stretching, as well as attempting to jump further and further. During this activity, Reception children showed awareness of space, of themselves and others, moving with confidence, safety and imagination. All travel under; over, around and through various climbing equipment with good co-ordination. They use

small apparatus such as tricycles and safely weave in and out of the group, showing

good control. Teaching is very good and teachers and assistants encourage independent and vigorous movement. The movement activity area encourages the safe handling of tools, objects, construction and malleable materials with increasing control.

### **Creative development**

71. The majority of children achieve this goal by Year 1. The stimulating environment makes a strong contribution to standards. Teachers ensure that there are many opportunities for self-expression pictorially and encourage children to effectively use building bricks and construction equipment. They talk to them about their work and coach them in the different skills required. Children draw self-portraits or pictures of other people: by Reception the results are usually recognisable and frequently have details such as eyes, ears and noses. Teachers make a feature of displaying work to encourage a sense of pride and achievement and an appreciation of each other's efforts. The very good teaching ensures that all children use modelling materials to press, pull and manipulate; these activities are imaginatively presented by the teachers and enjoyed by the children. In singing or music lessons, they sing in time and take part in action songs such as 'A,B,C', and 'Ten Little Fingers': many recall them later. The very good teaching results in very good progress, often from extremely limited starting points. Children with special educational needs make very good progress towards their targets and those with English as an additional language take a full part in activities. Information and communication technology is used to develop creative skills by using suitable painting programs.

### **ENGLISH**

72. Attainment on entry is very low. Children make very good progress in the early years and good progress afterwards. This is a significant improvement since the previous inspection. The present inspection found that at this early stage of the school year standards in English are well below the national average in Year 2 and below average in Year 6. It is important to put this into the context of the frequent mobility of pupils, many of whom join and leave during the school year. Standards were higher in 2001 when the cohort taking the national tests was more stable and there were fewer pupils with special educational needs and English as an additional language. At present, standards are adversely affected by the many pupils in the early stages of learning English. There is a dip in standards by Year 6 in Year 2002 national tests when compared to the national average. However, the school's inclusive approach and effective tracking and assessment procedures show that all pupils make good progress. Although boys achieve results that are better than girls in the national tests, the inspection found little difference in their performance in the classroom. Pupils with special educational needs make good progress towards their targets and their learning in lessons where they have specialist support is good. Some of them have severe learning difficulties and are in the initial stages of learning to read and write. Their scores are also included in the school's national test results and this impacts adversely on overall standards.
73. Throughout the school, standards in speaking and listening are below average and are particularly low for some pupils with English as an additional language and/or special educational needs. Pupils listen attentively to their teachers and to each other when working in groups and make good progress in listening in classes where teachers are skilled in questioning and dialogue. For example, in a Reception class the teacher uses gestures and photographs to reinforce instructions, ensuring that all children understand and can participate. In Year 1, teachers involved the pupils in

singing, rhythm and actions to reinforce alphabet and the learning and retention of sounds. By Year 6, higher attaining pupils speak clearly and confidently, but many others use vocabulary that is limited for their age, for example, in discussions many speak using only a few words and rarely in full sentences and so make very brief contributions to discussions.

74. Standards in reading are below average. By the end of Year 2 a few pupils use a range of skills to decode unfamiliar words. Higher attaining children read with fluency and expression, conveying the full meaning of the text. For example, a pupil in Year 2 read an unfamiliar text fluently and discussed at length the content of the Harry Potter stories. Some of the pupils with the most serious special educational needs and those learning English as an additional language, are still working hard to learn the basic connections between sounds and letters and cannot read independently.
75. Some pupils in Year 6 are independent readers. They have preferences for particular authors and can accurately place fiction books into different categories in terms of story content, for example mysteries; adventures; and myths and legends. Higher-attaining readers are beginning to discuss the interaction between plot and characters and can effectively predict how the story will develop. Few pupils read at home for pleasure. The school is well supplied with various reading schemes and appropriate non-fiction books but the fiction stock in the library is very limited. The school plans to improve this in the future.
76. Across the school, progress in writing shows a marked improvement because of a recent focus on it and through an arts-based initiative by Tate Britain. Work on display in the classrooms and corridors illustrates good attempts at creative writing. For example, pupils working in pairs wrote a good short play sketch and designed masks and face-painting to enhance performances. Supporting text on display effectively records the progress of the task and the children's reactions. As they progress through the school, pupils make a reasonable attempt at different forms of writing such as reporting and making brochures. There is good use of writing in subjects other than English, for example, when recording their findings in mathematics and science. Information technology supports developing literacy skills well and in some samples of work it was clear that the use of computers had raised standards in many cases.
77. Teaching and learning are good overall. Teachers show a good knowledge of the National Literacy Strategy and, where necessary, have adapted it to suit their situation. Where the teaching is particularly strong, work is well matched to the range of learning needs in the class, teachers use probing questioning effectively to develop teachers understanding. For example, in a Year 3 lesson the teacher discussed with pupils the alternative adjectives to 'nice' from a list compiled previously, displayed on the wall. Teachers sustain a good pace and marking provides careful guidance to take learning forward. Interesting texts are well chosen to provide a good balance of activities and to develop speaking and writing skills. The enthusiasm of all teachers inspires interest and involvement and commitment to good quality work.
78. Co-ordination of the subject is generally appropriate and the school is implementing the National Literacy Strategy well. Although appointed very recently, the co-ordinator is already coming to grips with management of the subject and is receiving excellent support from a member of the senior management team. Test results are carefully analysed and pupils' progress is tracked and recorded. The monitoring of standards is enabling the school to provide a consistently good standard of teaching

and learning for all its pupils including those who are higher attainers and those for whom English is an additional language. Across the school, work in subjects other than English contributes to the development of literacy skills, as does the initiative involving Tate Britain. A new arts-based curriculum, in liaison with other local schools, is due to be introduced in January to influence progress in literacy even further. Throughout the school, there are examples of the good use of computers to assist literacy, although this was only observed in the computer suite and not in individual classrooms. A good collection of resources for English has been built up with a broad collection of reading schemes that include books from other cultures and some bi-lingual books.

## **MATHEMATICS**

79. Attainment in mathematics is below national average by Year 2. Despite this, good progress is made since, when they enter the school, pupils' attainment is well below average for their age. The higher attaining children in Year 2 are effective at calculating with numbers above 100 such as  $371+416$ . The pupils of average attainment are good at calculating similar sums with numbers up to 100, and those below average do sums with numbers up to 30. All pupils have a good knowledge about time, measure distances accurately in centimetres and know the names of common two-dimensional shapes. In Year 1 they learn to count and order numbers up to 30 accurately, and do simple addition sums with numbers up to five.
80. By Year 6, attainment is broadly in line with the national average. Children are accurate in working with numbers up to 1,000,000. They are also confident with mental calculations and accurately use estimates to check answers. They learn the names and properties of common two and three-dimensional shapes and work out the perimeter and area of shapes with precision. Children with special educational needs work at an appropriate level according to their needs. One such child mentally worked out  $23 \times 8$  accurately. Overall, this represents a significant improvement since the previous inspection.
81. Considering there is a high proportion of children with statements of special educational needs, the level of attainment by Year 6 is particularly good. Pupils have achieved well in the national tests. Since the last inspection, overall standards in mathematics have improved up to Year 2 from well below average to slightly below average. For children up to Year 6, they have improved from below average to average. This indicates a very good progress across the school. It is related to the improvement in the introduction of the National Numeracy Strategy, improved quality of teaching and the range of the curriculum.
82. Pupils come into the school well below average in mathematics. They make good progress by Year 2. In the best lessons, the pace is good and the children's interest is maintained. In less effective lessons, the pace is slower; more time is spent on maintaining discipline and interest levels drop. In Years 5 and 6, learning in all lessons is good or very good. The systematic teaching of basic numeracy skills is good. For example, in one class, pupils were effectively taught how to estimate and how to undertake calculations such as  $25.7 \times 7.3$ . Pupils in Years 3 were learning to accurately calculate money problems and could mentally do sums such as  $\pounds 1.50 + \pounds 1.25$ . No difference was noted in the progress of boys and girls. Pupils with English as an additional language and special educational needs make good progress.

83. The teaching of mathematics ranges from satisfactory to very good across the school. The teachers have good subject knowledge and the National Numeracy Strategy is well integrated into their teaching. They have a good knowledge of the

pupils' different abilities and plan work to suit them. They have good relationships with their pupils and use appropriate strategies. They assess work effectively and use their assessments to set targets and plan future tasks. Where teaching is good or very good, the good development of skills ensures that pupils understand and can clearly explain and demonstrate their mathematical strategies to the rest of the class. They undertake the statutory tests in Years 2 and 6 and work is assessed every year from Years 3 to 5 by the use of optional national tests as well as by teacher assessment. Where classroom assistants or other helpers are used, they are generally well briefed to support the groups they are working with. In Year 6, where children are found to need extra help with national tests, booster classes are available. Teachers know their pupils well and make every effort to keep them interested. Good behaviour is generally maintained in most lessons, even where there are pupils with behavioural difficulties. However, some pupils lose concentration quickly if not kept on task by the teacher. Some mathematical problems were tackled in information and communication technology lessons but there was little evidence of the reverse (information and communication technology being used in mathematics). There was no evidence of the library being used for research to support mathematics teaching.

84. Pupils' attitudes to mathematics are satisfactory or good right across the school. They enjoy lessons and sustain concentration well. Where the pace of lessons is slower, the pupils can become restless. Some have difficulty presenting work well because of poor writing and spelling skills.
85. There is no evidence of teachers giving preferential treatment to either boys or girls in mathematics lessons. Pupils with special educational needs and English as an additional language are generally well supported in their work both by teachers and by classroom assistants. They normally do similar work to the rest of the class, but at a simpler level and achieve the targets that have been set for them.
86. The quality of learning opportunities is good and the National Numeracy Strategy has been fully implemented and all aspects National Curriculum for mathematics is taught: in addition to work with number, pupils learn about shapes and to work with time and measurements. Some data handling is undertaken, with pupils collecting data in tally charts and using this to make bar or pie charts.
87. The subject is effectively managed. The co-ordinator has had appropriate training and all the teachers in the school are sufficiently confident to deliver the National Numeracy Strategy. If needed, training is available for the development of mathematical teaching skills. All the work in all classes is evaluated, both in teaching and planning. The co-ordinator is aware of the range of resources available and there are enough for the needs of all classes. The quality of the accommodation is very good. There are also very good outdoor facilities, which are used occasionally for the teaching of mathematics.

## **SCIENCE**

88. The inspection found standards are overall below average by Year 2. This can be explained in terms of very low attainment on entry together with the high number of pupils with English as a second language, of pupils having special educational needs and those from disadvantaged backgrounds. Pupils in the normal range of ability achieve at least match the national average.

89. By the time the pupils leave Year 6, standards in science in the national tests of 2001 were well above expectations for their age. The inspection evidence based on work for 2001-2002 and lessons observed very early in the autumn term shows that



the standard matches national expectations and pupils make appropriate progress throughout the school. The progress of the high proportion of pupils with special educational needs and those with English as a second language is good. The rate of improvement in the school's results over time is above the national trend by Year 6. Broadly, this represents a good improvement since the previous inspection.

90. Lesson observations, discussion with pupils and analysis of work indicate that Year 1 know that they use eyes to see, ears to hear, nose to smell, tongue to taste and hands to touch. The class takes part in practical activities such as viewing; smelling; touching, and tasting different substances to experience this, using various fruits and a 'feely box'. In Year 2, pupils carry out effective experiments using different types of toy cars on different inclines and find out that forces can push or pull. Pupils make these vehicles speed up, slow down or change direction whilst trying out their experiments. They learn the effect of gravity and use a good range of vocabulary such as push and pull faster, further and slower. Pupils in Year 3 learn about the properties of materials. They identify them as used in windows, benches, bins and a football net and discover whether they are hard or soft. Pupils in Year 5 take this a stage further and devise a fair test to find out which materials are best for soundproofing a room. They understand how to make a test fair and carry out an experiment with some success. Pupils in Year 4 learn about vertebrates and match skeletons to the right animals. In Year 6, they investigate solutions to find out the effects of filtration, evaporation and condensation.
91. The quality of teaching and learning was good overall. In nearly a third of the lessons teaching was good; there was no unsatisfactory teaching. In the very best lessons teachers share their enthusiasm for the subject with the pupils and make learning fun. They use their knowledge and the appropriate scientific vocabulary: words such as 'solution', 'filter', 'evaporate' and 'vertebrate', which pupils also use correctly. A wide range of interesting activities is provided, matched to levels of need and challenging pupils to think for themselves. In a less effective lesson the task was too difficult for some and achievement was below par. Teachers usually share their high expectations of behaviour, the quality of work is appropriate and pupils are productive.
92. Teachers' planning is very good. The work for pupils with special educational needs is set carefully, and children are supported well by learning support assistants. In the majority of lessons, teachers use time well and link science to other subjects such as English, mathematics and information and design technology. The pace of lessons is brisk and this maintains pupils' interest and increases their work rate. Sufficient time is given to enable completion of set tasks. Behaviour throughout most lessons is good and in some it is very good. Most pupils are motivated and remain focussed on the activity for considerable lengths of time.
93. The quality of the leadership and management is good. The co-ordinator is enthusiastic and works hard to help colleagues. He has been successful in ensuring that there is a good range of learning opportunities and the National Curriculum programmes of study are followed. This ensures continuity between Year 1 and Year 6. The school has provided him with sufficient time to evaluate the quality of teaching and learning and this contributes well to the good provision in the subject by developing the practical approach to the subject. Good links have been established with secondary schools which ensures that pupils are well prepared for transfer.

## ART AND DESIGN

94. Standards of attainment in art and design are good. An initiative with the Tate Britain gallery, together with participation in a number of the borough's exhibitions and events, has produced a broad range of high quality work of which the children and teachers are justifiably proud. There is no direct evidence of standards at the previous inspection.
95. From the lessons observed, teaching is good overall. There are a number of strengths. For example, in Year 6 the teacher made good use of practical demonstrations to promote understanding pupils' skills and techniques drawing upon what the pupils already knew in order to develop their ideas. As a result, when attempting movement in life drawing, they produced some good work. Sensitive and enthusiastic teacher support promoted confidence and this had a good effect on standards. In Year 2, as part of a wider topic on colour families, a range of examples was well used so as to promote understanding of colour opposites. Pupils initially chose different combinations of colours to illustrate opposites; they then extended their work to Matisse cut-outs to reinforce the theme of the previous lesson. However, the teaching is not always as good as this. For example, in Year 3, did not have any examples and illustrations on which to base their own work, which hindered development. It also adversely affected some pupils' ability to produce repeating patterns to be used as a basis for wallpaper design as they did not understand how to ensure the continuity of the pattern. The lesson was part of a continuing theme of repeating patterns and was based on the work of William Morris. It is evident from the work seen on display that where there is specialist teaching a higher standard is achieved. Cultural development is encouraged and work displayed illustrates this, for example: a theme of Native American Art where pupils produced 'mini totem-poles' and 'dream catchers' and some work which reflects the countries from which pupils originate. Information and communication technology is used effectively to design and illustrate work and to produce pictures.
96. Most pupils enjoy art and design and their attitudes and behaviour in lessons are very good. Year 2 all worked with enthusiasm on their colour contrast examples and were eager to share their work with each other and adults. In Year 6, pupils quickly became involved in their work and were appreciative of their classmates' life drawings. There was no lack of volunteers to be a model and there was a keenness to share ideas and opinions. Pupils with special educational needs are encouraged to participate in practical activities and, where appropriate, to work independently. Where they are not able to join in the planned theme, suitable parallel activities are provided so that they progress well continue to be part of the class.
97. Leadership and management in art and design are of high quality. The National Curriculum is implemented, it is broadly based and there are very good links to other subjects. An effective assessment system, designed to check achievement at the end of each unit, has been developed. This informs future planning and ensures good progress. Resources to support the subject are more than adequate and are used to good effect. The arts-based scheme with the Tate Britain gallery has had a beneficial effect and it is promoting the development of language and literacy through an arts-based curriculum. Artists have visited the school and attractive corridor displays – of art and literacy work on volcanoes for example – bear witness to the good work being achieved through the initiative. In January 2003 the school will link with five local schools on a creative arts initiative to promote further improvements in language and literacy across the school.

## **DESIGN AND TECHNOLOGY**

98. Standards of attainment by the end of Year 2 and Year 6 match expectations for pupils' age. There is no direct evidence of standards at the previous inspection.
99. As this subject takes place alternately with art and design, no teaching was seen during the inspection. The analysis of earlier work shows that the majority of pupils have at least satisfactory knowledge, understanding and skills and make good progress. This includes those pupils who have special educational needs or English as an additional language. By the end of Year 2, all pupils have appropriate levels of practical skills when using scissors, glue and materials such as paper, card and wood. They carefully design toys, robots, homes and vehicles (with a jack in the box feature) and also learn about healthy meals. They effectively evaluate products on a four point scale.
100. In Year 3, they design, make and evaluate good quality photo-frames, money containers, and pop-up books. In Year 4 they effectively link their activities to Henry VIII and his wives. After visiting a local mill, pupils in Year 5 learn to bake bread. Access to pupils' work, the school's portfolio and the co-ordinators' file indicate that by the end of Year 6, pupils approach design and technology tasks positively, they demonstrate good knowledge and understanding and good skills.
101. Work on display, in photographs and in books indicates good coverage of all aspects of design and technology. Display is used well to support and celebrate learning and achievement. All year groups enjoy design and technology. They work on projects from investigating; to planning; to making and evaluating. This helps them to understand, to build confidence and to transfer knowledge from one situation to another.
102. The quality of the leadership and management of the subject is good. The co-ordinator is very keen and enthusiastic and works successfully to raise standards. The planning of activities is clear and raises experiences across the age groups. Good support is offered to teachers to help them in this and to develop skills. There are effective reviews of these plans and of pupils' work. Resources are well organised, of good quality and quantity and they are readily available to during lessons.

## **GEOGRAPHY**

103. Standards by the end of Year 2 and Year 6 are below those expected for pupils' age. The planning guidance provided for teachers to follow is insufficient and does not allow the pupils gradually to build their skills from year to year. The planning itself is not sufficient to enable teachers to adapt their lessons to meet the all needs. As a result, higher attainers are not challenged effectively and no specific provision is planned for pupils with English as an additional language. There is no evidence of standards at the previous inspection.
104. All pupils from Years 1 to 6, including those with English as an additional language, make slow progress in this subject. However, those with special educational needs make appropriate progress because of the additional support by teaching assistants. This is mostly because literacy and numeracy development have been given priority recently: the geography curriculum and planning has been awaiting development.

105. In Year 1 pupils make a suitable increase in their understanding of their local environment by mapping and describing their route to school. They begin to investigate human impact on the local environment by looking at car parking in the

area but frequently their observations are descriptive rather than evaluative. They effectively increase their knowledge of the wider world; by locating the places of origin of fellow pupils on a world map, and further their knowledge of maps by plotting popular holiday destinations. In Year 2, they learn about living on an island and can identify some of the physical features of an imaginary one. They can identify different kinds of homes and compare the local area with life on their imaginary island. However, their observations are superficial and the wider impact of human habitation on the environment is not explored sufficiently.

106. In Year 4 they begin to usefully study life in an Indian village and begin to identify some of the differences between life in their locality and in southern India. They make a suitable investigation of India and its neighbour, China, and make comparisons of climate. They become familiar with physical and political maps and recognise the four compass points. They use the key on a map. They learn about physical features of rivers through a study of the River Severn and explore some uses made of rivers. In Year 5 they make an effective survey the school environment to explore noise pollution. They begin to use co-ordinates to locate places on a map and to read scales. They complete a local study of improvements made in their locality and compare their area with a village in a nearby county. Once again, knowledge and skills are not sufficiently built upon and so similar standards of work are done by children of different ages. Their understanding of human impact on the environment is underdeveloped; they do not gain the appropriate vocabulary and fieldwork skills are not developed effectively.
107. No lessons were seen during the inspection, but the analysis of pupils' work indicates that there is insufficient progress year on year. Whilst the marking of work is effective and helpful, there are too few opportunities to use literacy and numeracy skills in developing knowledge of geography. Teachers' planning does not encompass all abilities, consequently, there is no consistent build on past learning.
108. The co-ordinator is new in post and, as yet, has had little time to make an impact. Senior managers provide good leadership in terms of guidance and direction and the co-ordinator is clear about the requirements and responsibilities of the post but geography has not been a school priority. The school has adopted a nationally published scheme that ensures coverage of the programme of study for the National Curriculum. However, it is not adapted to meet the needs of all pupils. As a result, the guidance offered to teachers is not enough to maintain and improve standards and expectations. A scheme for assessing strengths and weaknesses has just been introduced, but this has yet to impact on teaching and learning and it alone will fall short of guiding the levels of expectation. However, there is planned development due to take place in the near future. The use of information and communication technology is underdeveloped and is not used effectively to support learning.

## **HISTORY**

109. By the end of both Year 2 and Year 6, the standard is below expectations for the pupils' age. This is because the overall planning and evaluation of the subject does not ensure that knowledge and understanding and the use of evidence, chronology and research all build upon pupils' past experiences. Planning is insufficient to meet the needs of all pupils, including: the higher attainers, pupils with special educational needs and those with English as an additional language. There is no evidence of standards at the previous inspection.

110. During the inspection, pupils, including those with English as an additional language and special educational needs, made satisfactory progress in lessons but this is not consistent over time.

111. By Year 1, pupils begin to effectively recognise events that happened in the past, those that happen in the present and what might occur in the future. They place old and new toys in a time sequence. In Year 2, they suitably develop their sense of chronology by placing events in the life of Florence Nightingale in the order in which they took place. They show signs of beginning to understand how people can influence such events. They show reasonable development in their sense of narrative by following the story of the Gunpowder Plot, leading to the capture of Guy Fawkes.
112. By Year 3, they effectively learn that Britain hosted invaders and settlers and find out about the impact of the Roman invasions on the lives of the Celtic Britons. In Year 4, in their study of Ancient Egypt, they learn how our knowledge of the past can be built up through archaeological evidence. They study more about life in Tudor England, comparing the clothes and homes of rich and poor. They know that Henry VIII had six wives. In Year 5, they understand that in Victorian times, the British Empire grew out of a desire to foster and promote trade. However, the discussion with pupils show the coverage of topics is superficial and the children's knowledge is thin and fails to build upon skills they have previously acquired.
113. In the individual lessons observed during the inspection, teaching was sound. Pupils learn because relationships between them and their teachers are good and this gives them confidence. The management of pupils in the classroom is good and, again, this helps them to be confident and interested in learning. In a Year 1 lesson, the teacher effectively helped the children to develop their spoken language by posing questions and waiting for them to explain their thoughts. Their response, however, was below that expected for their age. Lessons are organised in accordance with the school's plan but this falls short of providing suitable expectations and progression and enough coverage of the key skills. Skills are not developed enough across Years 1-6 and so pupils are not building effectively upon what they have already learnt. The opportunities for extended writing are limited in quality and range. Much of the written work is narrative and research skills acquired in literacy are not used properly. Teachers neither plan effectively in order to meet the needs of pupils with different abilities, nor does their planning include activities to assist those for whom English is an additional language. The use of information and communication technology is underdeveloped and is not used effectively to support learning.
114. The co-ordinator is new and has yet to make an impact on standards. However, the leadership given by senior management is good and the co-ordinator is aware of the requirements and responsibilities of the post. History has not been a recent priority and suffers from underdevelopment. Sufficient cover of the programme of study is met by the school's adoption of the national guidelines, although these are not appropriately adapted to meet the needs of all pupils. A system for recording progress has just been introduced, but this does not yet help in raising standards. The development of history features appropriately in the school development plan.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. Across the school, standards in information and communications technology are above national expectations. By Year 2, pupils write and correct short passages by efficiently using a word processor and effectively use a computer to create pictures or insert them into text. By Year 6, they word process effectively, choosing the style of their text by selecting fonts, alignment and other features. They create good quality newspapers including text and pictures. They attain well in lessons. The computer suite is used well both to develop skills in the subject and also to enhance

learning in other subjects, including literacy and numeracy skills. Since the last inspection, there has been a very good improvement in overall standards. There is a full range of programmes of study but, during the inspection, there was little evidence of the computers being used in classrooms.

116. In all lessons seen, the teaching of the subject was at least satisfactory and frequently good. The teachers know their pupils well and have good relationships with them. Their planning is good and the work fits with the needs of the children. Much of the teaching is by a specialist and is good and pupils follow instructions well. Other teachers seen were generally confident in using a range of applications. When pupils are working on the computers, the teachers monitor and support them well. Support teachers and classroom assistants are used effectively to help both pupils with special needs and those who have English as an additional language. Where the teaching was satisfactory rather than good, a number of children in the class concerned had behavioural difficulties and the teacher did not have the strategies or support to manage them effectively. Across the school, attitudes to the use of information and communication technology were generally good, although in one lesson a number of children with challenging behaviour disrupted the learning of the rest of the class. Behaviour was good or better in most of the lessons seen: pupils sustain concentration, listen to their teachers and get on well with their work. They obviously enjoy opportunities to use the technology and get benefit from it.
117. Across the school, learning using information and communication technology is satisfactory or good. Learning is usually good when the subject is specialist taught. The computer suite, as well as the computers in classes, has provided excellent opportunities for access; this is evidenced by the development of skills in a good range of applications. The pupils have no anxieties about using the technology: they log on effectively and access work done previously. Year 2 were learning how to use a spelling checker efficiently. Year 5 were effectively learning how to present writing for a specific audience by creating a multi-media presentation. Year 6 create professional-looking newspapers. Pupils with special educational needs and English as an additional language learn at the same good rate as their peers. In some classes, there were good opportunities for information and communication technology to be used specifically to support those with profound special needs.
118. The subject is well co-ordinated: the teacher in charge has good subject knowledge and is enthusiastic. He has received training and provided the same for his colleagues which has significantly improved teachers' expertise. He is ably supported by the headteacher and senior management team. There is a recent policy for the subject and a scheme of work in place which has made a good impact on teaching and learning. The school effectively uses all aspects of the subject. One class was learning effectively to use spreadsheets and some pupils use the technology to measure changes in experiments and to control models. There is evidence of the technology being used to support other areas of the curriculum which is a good improvement in the use of information and communication technology in the school.

## **MUSIC**

119. Across the school, standards for music match those expected for their age. By Year 2, pupils sing enthusiastically and relate individual elements – such as pitch – to symbols well. By the Year 6, they know about musical elements such as pitch, volume and speed and achieve a suitable standard. They accompany singing by playing rhythmically on percussion and tuned instruments. Instrumental tuition is



offered on drums, keyboards and violins. In one class, the pupils listened closely to music from a Javanese gamelan as preparation for music they are going to play. No judgement was made of standards in music at the last inspection.

120. Across the school, pupils make good progress in learning music. They have good knowledge of concepts and terms; they know a range of songs; most can sing well in tune; they learn how to make words to fit in with a tune. They talk confidently about their likes and dislikes concerning a range of different pieces and describe what mood is evoked effectively.
121. In all the lessons seen the teaching was good or very good. The teachers have very good relationships with their pupils, plan appropriate activities and manage the activities well. The teachers' subject knowledge is good: they know how to enthuse their pupils and ensure they effectively participate. In a Year 2 lesson the teacher sings well with the pupils using her hands to show the appropriate pitch. In this lesson 'flash cards' are to reinforce high and low pitch in pupils' singing. In a Year 3 lesson the teacher effectively shows the patterns in a West African song by clapping in rhythm. Attitudes are good or very good. The children enjoy listening to and making music. In the lessons seen, they behave well, sustain interest and put much effort into singing, making sounds or creating musical compositions.
122. The subject leader is enthusiastic, co-ordinates the subject well and undertakes much of the music teaching. There is an effective subject policy and scheme of work and a good range of resources. Planning and class work are evaluated and a scheme for assessment has recently been introduced. There are opportunities for children to undertake performances both in and out of school. During the inspection, one child played the piano well in assembly. There are plans to start up a choir in the near future. Good use is made of music for listening and for cultural development, with a range of styles being played in classes and assemblies. The school has some computer software to develop musical skills, but this was not in use at the time of the inspection. There were no examples of the library being used to develop the subject.

## **PHYSICAL EDUCATION**

123. Because some lessons were not timetabled during the inspection period this meant that it was not possible to gather enough evidence to report fully on standards in this subject. Evidence gathered on gymnastics and skills with balls indicated that standards broadly matched expectations. A number of pupils from Year 2 onwards benefit greatly from the wide range of learning opportunities outside lessons. These provide good opportunities to develop their skills through group coaching and in competition with other schools. There was no judgement on standards at the previous inspection.
124. The quality of teaching during the inspection was of satisfactory quality with one good lesson observed. Teachers manage their classes well and relationships are good. Behaviour is very good, during both indoor and outdoor sessions; this despite the greater freedom of outdoor work. Generally, pupils respond quickly to instructions and the pace of lessons is good. With one exception, teachers, as well as their pupils, wear appropriate clothing. Lessons are well planned and take into account the needs of all pupils, including those with special educational needs and/or English as a second language. Buddy schemes and mixed ability pairing ensure that the majority of such pupils are able to take part in the lessons planned or have parallel activities. This helps pupils who are severely handicapped or have little understanding of the expectation of the activity to participate fully in lessons.



125. The teaching was good in well planned lessons and where learning aims are shared with the pupils. In a Year 2 lesson, the objectives were shared, as was the specific vocabulary employed in the gymnastic exercise. When handling equipment such as benches and mats, there is strong emphasis on correct techniques and on safety. There is a good pace of work and good use of praise to reinforce learning and safety. Pupils in Year 4 visit a local leisure centre for swimming lessons; this was due to commence in the week after the inspection visit and was therefore not observed. However, in some lessons, teachers did not always match tasks to ability and in a Year 6 lesson, activities were too proscriptive, hampering initiative.
126. The curriculum makes good provision for all aspects of physical education including, for Year 6 pupils, visits to the Fair Play House for outdoor education. Features include: yoga for pupils in Years 5 and 6; a visiting teacher of Indian dance; soft play areas; a hydrotherapy pool for pupils with special needs. These all have a positive impact on pupils' progress. The buddy system works well, with pupils eager to volunteer to accompany their less able friends. The subject is well resourced with outdoor facilities and equipment. However, the range of indoor equipment, particularly large apparatus, is less generous.
127. The two co-ordinators, although recently appointed, liaise well, ensuring full coverage of indoor and outdoor activities. Both are well qualified and already effectively sustain the broad range of provision. They provide good guidance, education and support for their colleagues. Strengths, as well as areas that need to be developed, have been identified and cross-curricular links strengthened. For example, in January 2003 a new initiative is being introduced in which the creative arts will support the development of language and literacy skills. New assessment procedures have been devised and will be introduced in the latter half of the autumn term. The co-ordinators intend the results of these assessments to influence and inform future planning.

## **RELIGIOUS EDUCATION**

128. At the end of Year 2 and Year 6, standards in religious education match those expected of pupils of a similar age. They fulfil the requirements of the locally agreed syllabus. Pupils learn about religion and this helps them to be tolerant of each other and fosters the high quality of relationships that exists within the school. The teaching and learning in this subject are closely related to learning in PHSCE, circle time and assemblies. Because of this, the subject makes a major contribution to the spiritual, moral social and cultural side of the school. There is no evidence of standards at the previous inspection.
129. Pupils achieve appropriately in lessons. When linked to the other areas of learning, this subject contributes to the very high standards of conduct and behaviour in the school. The teaching of religious education is a pillar that establishes the tolerant, friendly and productive relationships within the school. Pupils with special educational needs make suitable progress. Pupils with English as an additional language benefit from the emphasis on the development of their spoken language in discussion; they make suitable progress.
130. In Year 2, pupils consider the Christian story of 'The Prodigal Son'. They effectively work in groups to explore the feelings of the father and the two sons. They recognise the Christian idea of forgiveness. In Year 4, they effectively investigate the importance of 'values' when understanding the importance that people attach to holy books of Christianity and Islam. In a Year 5 lesson, they work well in pairs to make decisions about behaviour that leads to bullying. In comparing decisions made

by others, they begin to recognise the importance of having personal values, a good development. In Year 6, they investigate the significance of colour in religious practices: the saffron worn by the Sikhs; the emotion and meaning attached to white and red in Christianity; the colours associated with weddings (white for Christians and red for Hindus) providing a good insight into the traditions of these religions.

131. The quality of teaching and learning is satisfactory. Teachers have high expectations of their pupils and this helps them to gain confidence in their learning. Behaviour is well managed. The links made with other areas of the curriculum foster tolerance and understanding. The effective use of teaching assistants, especially in Year 2, helps the development of language, which assists the expression of thoughts and ideas. Whilst there are some opportunities to use writing skills, they are not planned well enough. More frequent opportunities to record reflections would help progress and help the pupils to judge the effectiveness of their own learning and increase their independent learning.
132. The subject is suitably led and managed. The co-ordinator is new in post and has yet to make an impact. However, the leadership provided by senior management team is very good and ensures cohesion and direction. The co-ordinator, as a result, is aware of the requirement and responsibilities of the post. Suitable use is made of visitors and of visits to local places of worship.