

## INSPECTION REPORT

### **UPSHIRE PRIMARY FOUNDATION SCHOOL**

Upshire, Waltham Abbey

LEA area: Essex

Unique reference number: 115310

Headteacher: Ms Linda Snow

Reporting inspector: Mr J. Sorsby

14042

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> November 2002

Inspection number: 247552

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: Upshire Road  
Upshire  
Waltham Abbey

Postcode: EN9 3PX

Telephone number: 01992 715567

Fax number: 01992 710642

Appropriate authority: The Governing Body

Name of chair of governors: Georgina Clark

Date of previous inspection: 19<sup>th</sup> June 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14042	J. Sorsby	Registered inspector		<p>Information about the school</p> <p>Pupils' attitudes, values and personal development</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well the school is led and managed?</p> <p>What the school should do to improve further?</p>
8991	P. Goldsack	Lay inspector		<p>How well does the school work in partnership with parents?</p> <p>How well does the school care for its pupils?</p>
24300	L. Brookes	Team inspector	<p>English</p> <p>Geography</p> <p>History</p> <p>Physical education</p> <p>The provision for pupils with English as an additional language</p>	
23079	A. Everix	Team inspector	<p>Mathematics</p> <p>Art and design</p> <p>Music</p> <p>Religious education</p> <p>Provision for pupils with special educational needs</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>

23010	L. Watson	Team inspector	Areas of learning for children in the Foundation Stage Science Information and communication technology Design and technology Educational inclusion	
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Upshire Primary Foundation School is located in and serves the village of Upshire close to the M25 and Waltham Abbey in Essex; many pupils live in a large council housing estate. It is a smaller than average sized schools with 193 pupils on roll. There is also a nursery age pre-school activity centre, currently occupied by 23 children who attend part time. Including this centre, pupils are aged three to eleven. There are seven classes covering Reception to Year 6. Sixteen pupils are not of United Kingdom heritage. Three pupils speak English as an additional language, and one is at an early stage of learning the language. All others speak English fluently. Twenty-five per cent of pupils are eligible for free school meals, which is high. Twenty-two per cent of pupils have special educational needs while 1.5 per cent have statements of special educational needs, both these figures being average. The proportion of pupils with special educational needs has varied considerably from year to year. The majority of pupils with special educational needs have either moderate learning difficulties or emotional and behavioural difficulties. Thirteen per cent of all pupils joined or left the school during the past year at a time other than normal, which is high when compared with most schools. Children's attainment on entry to the pre-school nursery provision is well below that expected for their age. The school has experienced considerable difficulty in recruiting and retaining teachers.

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

This is a sound school that has overcome the serious weaknesses identified at the time of the last inspection. Standards in English, mathematics and science for pupils currently in Year 6 are below the national average and pupils throughout the school are achieving satisfactorily. The quality of teaching is good and pupils are learning well in reception and Years 3 to 6. In Years 1 and 2 teaching and learning are satisfactory. Leadership and management are very good and are having a significant effect on pupils' achievements. There has been very rapid staff turnover in recent years. The school provides satisfactory value for money.

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

- Teaching and learning in nursery, reception and Years 3 to 6 are good.
- The school provides well for pupils with special educational needs, and the provision is well managed.
- Aspects of the curriculum are good, including provision for teaching literacy and numeracy, for pupils' spiritual, moral, social and cultural development, and for extra-curricular activities.
- Pupils' attitudes to school are good and their rate of attendance is very good.
- The leadership and management by the headteacher and key staff are very good, including involving parents well in their children's education, and caring very well for pupils.
- Records of what pupils know, understand and can do are well used as a tool for further improvement in the school and in pupils' learning.

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

- Standards in English, mathematics and science as measured by performance in national tests at ages 7 and 11.
- Governors understanding of the strengths and weaknesses of the school and their involvement in setting its direction.
- Standards in, the curriculum for and the management of 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

The school was last inspected in June 2000, at which time it was reported to have serious weaknesses. Since then, improvement has been satisfactory, and the school is now once again effective in providing a satisfactory quality of education. Most significant among the improvements have been the following:

- The quality of teaching and learning
- Provision for pupils with special educational needs, including the number of hours teaching assistants are available
- The effectiveness of measuring what pupils know, understand and can do and the use of this information to meet the needs of all pupils
- Improvements in the curriculum, which now meets all requirements
- Procedures for child protection and ensuring pupils' welfare and procedures to keep track of and support attendance and pupils' rate of attendance
- The quality of information provided for parents
- The leadership and management of the school by the headteacher and key staff.
- Standards in English, science, design and technology, information and communication technology (ICT)
- Learning resources in mathematics and religious education.

All key issues have been effectively dealt with except the role of the governing body, which remains a weakness, and improvement in standards in mathematics.

## STANDARDS

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

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

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Standards at the end of Year 6, as seen in the above table, are well below average in English and mathematics, and in the bottom five per cent in science, as they have been for two years. However, current standards, as seen through samples of pupils' work and in lessons, are better, and are below average in all three subjects, an improvement English and mathematics and a significant improvement in science. This represents good achievement by pupils during their time with the school. This is largely due to much improved teaching and much better provision for lower attaining pupils and those with special educational needs. In comparing the standards at the time of the last inspection (2000) with those in 2002, it must be recognised that the 2000 group of pupils was most uncharacteristic and there were no pupils with special educational needs among them.

The standards of pupils by the end of Year 2 in reading, writing and mathematics, as measured in national tests, have been more or less consistently well below the national average over several years, with the standards in reading being in the bottom five per cent in

2002. Compared to similar schools in 2002, they were in the bottom five per cent in reading, and below average in writing and mathematics. Current standards, as seen through pupils' work and in lessons, have improved, and they are now below national expectations in all three subjects, as opposed to well below, an improvement in reading and writing and a significant improvement in science. This represents good achievement in reading and writing and very good achievement in science.

In 2002, the proportion of pupils achieving Level 4 or above in English and mathematics fell far short of the school's targets. This was because many lower attaining pupils did not achieve to their full potential. A range of changes of staff, procedures and responsibilities has taken place and this problem has been overcome. Consequently, standards are appreciably higher and all pupils are now achieving well and working within reach of their targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils' enjoyment in coming to school results in them participating enthusiastically in all that the school offers.
Behaviour, in and out of classrooms	Satisfactory. A small minority of pupils with challenging behaviour are well managed, and the school is an orderly and peaceful community. There have been no exclusions in the past year.
Personal development and relationships	Satisfactory. Pupils grow in self-esteem and develop appropriately for the next stage of their education. They are friendly, outgoing and enthusiastic. Pupils of all backgrounds work and play harmoniously together and the school has good measures in place to combat racism.
Attendance	Very good. There are few unauthorised absences, and the attendance rate is having a positive effect on pupils' learning.

## TEACHING AND LEARNING

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

In the pre-school provision and in reception, teachers have a good understanding of how young children learn, and plan and organise their lessons well. Consequently, children learn and achieve well. In Years 1 and 2, the majority of pupils learn satisfactorily while in Years 3 to 6, well-planned teaching results in good learning.

Particular strengths in teaching include teachers secure knowledge of the subjects they are teaching, their planning and the care they now take. Good use is made of much improved information on what pupils know, understand and can do to cater for the needs of each individual pupil. The range of teaching methods employed is good, as is the management of pupils' behaviour, and the use teachers make of teaching assistants to support pupils' learning. All elements of teaching in Years 1 and 2 are at least satisfactory.

The teaching of literacy and numeracy skills is satisfactory in Years 1 and 2 and good in Years 3 to 6. Satisfactory opportunities are created by teachers to enhance them through the teaching of other subjects, with the exceptions of history and geography, where opportunities are missed. This is a consequence of deficiencies in planning in these two subjects. ICT is used effectively to support teaching and learning in most subjects, and well in science and in reception. Pupils who have special educational needs and those for whom English is an additional language make progress equal to that of all other pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum meets statutory requirements. Particular strengths are the teaching of literacy and numeracy and the provision of a good range of extra-curricular activities. Insufficient time is allocated to the teaching and learning of history and geography for in depth coverage of the curriculum.
Provision for pupils with special educational needs	Good. Lessons are well adapted to the special educational needs of pupils and they are well supported by teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school succeeds in helping pupils to develop a wider perspective on the world and an understanding of life in multi-cultural Britain. They experience awe and wonder as they examine the world around them, through assemblies, art and design and science.
How well the school cares for its pupils	The school provides well for its pupils well being. Very good child protection and health and safety procedures are in place. The good use of well-prepared information on what pupils know, understand and can do, enables the school to meet the needs of each pupil.
How well does the school work in partnership with parents	The school has a good working partnership with parents, providing them with useful information on the curriculum and good information on their children's progress. Parents support children's learning well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff provide strong and purposeful leadership and management, which have contributed significantly to recent rises in standards..
How well the governors fulfil their responsibilities	Unsatisfactory. Governors fulfil their statutory responsibilities but many lack sufficient understanding of the strengths and weaknesses of the school and involvement in shaping its direction.
The school's evaluation of its performance	Very good. The headteacher and key staff are skilled at identifying areas for development and responding promptly and appropriately.
The strategic use of resources	Very good. The school is careful to ensure that it gets the best possible benefit from all its resources and that all are used efficiently.
The adequacy of staffing, accommodation and	Satisfactory. Following recent increases, the school has an appropriate number of teachers and teaching assistants. The range of accommodation and learning resources meet the needs pupils and of the

learning resources	curriculum.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like coming to school</li><li>• The school has high expectations of pupils</li><li>• Pupils make good progress</li><li>• The school helps pupils become mature and responsible</li></ul>	<ul style="list-style-type: none"><li>• The information they receive about their children's progress</li><li>• Pupils' behaviour</li><li>• The closeness of their working relationship with the school</li><li>• The range of activities outside lessons</li></ul>

The inspection team agrees with parents' positive views but not with their negative views. Parents receive good information about their children's progress, although there is further room for improvement in the quality of reports. The relationship between parents and school is good and pupils' behaviour is satisfactory. The range of activities available outside lessons is better than in most primary schools.

## **PART B: COMMENTARY**

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

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

1. National test results for pupils in Year 6 in 2002 were well below the national average and that for similar schools in English and mathematics and in the bottom five per cent in science. In other years there has been great variation. This is due to a significant variation in the proportion of pupils in different year groups who were on the register of special educational needs or who had other learning difficulties. For example, in 2002, almost seventy per cent of pupils had learning or behavioural problems, causing national test results to fall significantly. In 2000, there were no pupils with special educational needs in a much smaller group of pupils who sat the national tests, and the overall results were significantly better. Overall, the situation is an improving one, as the school now focuses very clearly on identifying those needing additional help much earlier, as well as having more stable staffing in place. Despite these variations in results, given their starting points in reception, most pupils achieve as well as can be expected during their stay in school. Inspection evidence shows that achievement is actually improving in English, science, design and technology and ICT, and generally among pupils with special educational needs, showing that the school is now adding value in these areas.

2. Significantly, more pupils than in most schools join and leave at times other than that regarded as normal. In 2002, eleven pupils had left before the beginning of Year 6, and they were replaced by pupils joining the school, but who were not present long enough for the school to help them to reach their full potential. All the factors described tend to depress pupils' standards and hence, school results. However, very strong leadership and management has resulted in such problems being overcome, or their effect minimised, and standards are once again rising.

3. Most children enter the pre-school provision with levels of attainment well below that expected for their age. They have limited skills in communication, language and literacy, and little experience outside their own home environment. Children make good progress here and in reception, as a consequence of good teaching. By the time they join Year 1, all children reach standards that are in keeping with those expected for their age, in their personal, social and emotional, physical and creative development. Children's mathematical and language skills remain below those expected, as does their knowledge and understanding of the world.

4. In the 2002 national tests at the end of Year 2, pupils demonstrated that they had achieved satisfactorily. The quality of teaching that children now experience in Years 1 and 2 is satisfactory. This is, however, not the teaching that gave rise to the standards achieved in the 2002 end of Year 2 national tests or the standards of pupils now in Year 2. One of the features of the rapid staff turnover has been that two of the three teachers in Years 1 and 2 are new. The standards of pupils currently in Year 2, in reading and writing, are those expected of pupils of that age, demonstrating that pupils have achieved well. In mathematics, standards are below expectations, which indicates satisfactory achievement.

5. In Years 3 to 6 achievement is good, but there have been variations in this year on year. This has been due to rapid staff turnover, which means that no direct correlation can be drawn between the current quality of teaching and the 2002 standards achieved. Current standards of pupils in Year 6 in English are in line with expectations for pupils' ages. In mathematics, standards are below expectations, as they are in science. This means that current pupils in Year 6 are achieving satisfactorily in all three subjects. Scrutiny of pupils'

past work in their books confirm that teaching prior to this year in Years 3 to 6 was satisfactory, and has now improved.

6. In ICT, religious education and art and design, pupils achieve satisfactorily throughout the school and their standards are in line with expectations. In design and technology, pupils achieve well throughout the school. In Year 2 their standards are as expected, while in Year 6 they are above expectations. In history and geography, despite satisfactory achievement by pupils, standards are below expectations in Years 2 and 6. This is because of time allocation to the subjects and some deficiencies in planning. In music and physical education, not enough evidence was available to make secure judgements about achievement or standards.

7. The rate of learning for pupils with special educational needs has improved over the past year. This is due to the very good management of provision which has resulted in much improved support and targeting of individual needs during this time. Pupils with special educational needs now learn as well as all other pupils. Pupils who speak English as an additional language are well supported and also make similar progress.

8. In 2002, the proportion of pupils achieving Level 4 or above in English and mathematics fell far short of the governors targets. Standards are now appreciably higher and the school is likely to achieve its demanding targets in 2003.

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

9. Most pupils display good attitudes to the school and want to work and make good progress. Although a minority of parents reported behaviour to be of concern to them, inspectors found behaviour to be satisfactory overall, and often good in lessons. In fact, as at the time of the last inspection, the majority of pupils behave well in lessons and around the school, contributing well to their learning and how well they achieve. It is a small minority who sometimes display unacceptable behaviour in lessons. The school is an orderly community, where pupils feel safe and valued. It is to the school's credit that despite the rapid turnover of staff, the management of pupils' behaviour is resulting in pupils behaving in an acceptable fashion. Teachers new to the school have adopted the school's procedures quickly and effectively, making an immediate beneficial impact on pupils' learning and how well they achieve.

10. Most pupils enjoy coming to school, setting the right tone for learning and for making progress. Pupils' behaviour and their learning are closely linked to the quality of teaching. When teaching is good, pupils work hard, concentrate on their tasks and show interest and enthusiasm. However, when the pace is slower than normal, some pupils' behaviour deteriorates, resulting in them, and sometimes others in their class, making slower progress and achieving less.

11. Personal development is satisfactory overall, and many pupils become mature young people ready for the next stage of their education. Pupils enjoy frequent opportunities created by teachers, to promote their personal development. For example, there is a very active school council, which is taken very seriously by pupils and teachers alike. The council has promoted various changes and improvements in the school, such as having the redecoration of the school seen as a priority in the school development plan, and choosing the new colour schemes. The council is now helping the school in its work toward achieving "Healthy School" status. Pupils act very responsibly in a number of settings. For example, they take responsibility for aspects of school life, such as the music and overhead projector in assemblies, and show kindness to each other, such as in befriending and helping pupils with

disabilities. These positive contributions to school life make pupils feel valued, and contribute well to their achievements.

12. The attendance rate is well above the national average and is very good. This exemplifies pupil's positive attitudes to school and their eagerness to participate in all the school offers. Since the last inspection the attendance rate has improved, contributing to pupils' learning and progress. Pupils with special educational needs are generally enthusiastic about school, helping them to derive maximum benefit from lessons and to achieve as well as all other pupils.

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

13. The quality of teaching and learning is good and has improved significantly since the last inspection. Overall, 64 per cent of teaching was good or better and 13 per cent was very good or better. There was no unsatisfactory teaching. Every lesson observed in the nursery and reception was good. Teaching in Years 1 and 2 was satisfactory, with 27 per cent of teaching being good. In Years 3 to 6 there was a strong picture, with 74 per cent good or better, 22 per cent very good or better – including two excellent lessons, and the remainder being satisfactory. After a protracted period of disruption due to staff turnover, and following a major effort on the part of the headteacher and senior management team to measure and improve the quality of teaching, teaching and learning has become a strength of the school. The current quality of teaching places the school in a good position to continue the upward trend in standards seen during the inspection.

14. In nursery and reception, staff have a very good understanding of how young children learn, and the importance of play and first-hand experiences. This has a positive effect in supporting children's progress and provides a firm foundation for learning in Year 1 and beyond. Consequently, pupils make good progress and join Year 1 having made gains in all areas of their learning.

15. Teaching and learning of English was good overall, being satisfactory in Years 1 and 2 and good in Years 3 to 6. The improvement in the teaching of English has been as a result of the successful implementation of the National Literacy Strategy, senior staff regularly observing lessons to see how they can be improved, and the introduction of good procedures to keep track of what pupils know, understand and can do. As a consequence of the latter, teachers are more accurately pinpointing areas to be emphasised or repeated, in order to meet the needs of individual pupils, enabling all pupils to achieve at least satisfactorily and often well.

16. The quality of teaching and learning of mathematics is good. Good planning based on an accurate understanding of what pupils know, understand and can do and the recommendations of the National Numeracy Strategy are enabling pupils to learn well, as teachers accurately address their needs. It is a feature of mathematics teaching that lessons are fun and challenging, further motivating pupils to succeed. Teaching and the support of teaching assistants, is enabling pupils of all abilities to make good progress in their learning of all aspects of the subject.

17. The teaching and learning of science has improved and is now good. As with mathematics, there has been a significant improvement in teachers' planning, this now being firmly rooted in careful analysis of what pupils know, understand and can do. This is enabling teachers to tailor their lessons to the needs of pupils. Additionally, good use is being made of ICT to support pupils' learning, and teachers are more at ease in teaching scientific investigation skills.

18. Too little evidence was available to make secure judgements on the quality of teaching or learning of art and design, geography and music. Teaching and learning are satisfactory in ICT, physical education and religious education.

19. In most of the lessons observed, pupils with special educational needs made good progress. Teachers work well with teaching assistants to ensure that individual education plans are followed and that all pupils are fully involved in lessons. For example, questions are directed at an appropriate level, work is usually well matched to the pupils' needs and effective teaching assistants are deployed well in the different parts of each lesson. Oral and written feedback from teaching assistants to teachers, greatly assist in planning for the next stage of these pupils' learning. All these factors contribute to pupils making similar progress to all other pupils.

20. Teaching meets the needs of pupils for whom English is an additional language, well. The very small minority of pupils with English as an additional language are making good progress and all but one are fluent in English. The school is aware of the strengths and weaknesses in progress from its very good procedures to track what pupils know. The quality of the support and management of such pupils is enhanced by the involvement of appropriate expertise from outside the school.

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

21. The curriculum has improved since the last inspection and meets all national requirements. Pupils now learn to swim and the full range of work is covered in science, design and technology and ICT. Provision for special educational needs is now good, having been unsatisfactory at the last inspection. There has been good improvement on all the issues identified in the last inspection.

22. As in the last inspection, planning for all aspects of learning in the nursery and reception classes is good. In Years 1 to 6, the overall opportunities for learning are satisfactory. A clear emphasis has been placed on the teaching of the English, mathematics and science. The numeracy and literacy strategies are now being effectively taught. However, not enough time is given to the teaching of history and geography, which has resulted in unsatisfactory standards in these subjects.

23. Pupils' learning is supported well by a good range of clubs outside of school hours. Activities for sport, music, art and design, ICT and additional lessons in mathematics are amongst those on offer. Good links with the community also enrich learning. For example, visitors to the school include a football coach, who makes a valuable contribution in lessons and clubs, and representatives of a Christian youth organisation who run lunchtime activities. The school also makes good use of nearby facilities. For example, local buildings and museums are studied, the local church is used for learning about Christianity and Lee Valley Park visited to support lessons, especially in science. A few pupils, with specific special educational needs, regularly visit the local shops to develop useful 'life' skills such as communicating their needs and receiving the correct change. All these activities enhance pupils' enjoyment of lessons and contribute to how well they achieve.

24. The school has a clear commitment to ensuring that the needs of all pupils are met and that they are all fully included in learning. For the most part it is successful in this, making a good contribution to pupils' achievements. The provision for pupils with special educational needs is good. Individual education plans have clear measurable targets, which are usually used well to guide learning. Support assistants are effective in involving pupils, including those with physical and behavioural difficulties, throughout lessons, resulting in them learning



as well as all other pupils. Occasionally, work is not so well matched to these pupils' needs. The special educational needs co-ordinator is watching this closely, especially where staff are new, and supporting teachers to ensure that there are maximum gains in learning. Higher attaining and pupils of average attainment are usually challenged well in lessons, making improved progress as a result. The school's strong drive to provide well for each pupil is reflected in the appointment of staff responsible for 'educational inclusion' and for higher attaining pupils. A register for gifted and talented pupils has been compiled and provision for these pupils is now a target in the school's development plan, ensuring that they learn well by being appropriately challenged by their lessons. Planning, lessons and information on pupils' knowledge are all checked for patterns of achievement in different groups of pupils, including those with English as an additional language. Boys and girls are treated equally in all aspects of school life.

25. At the time of the last inspection provision for spiritual and cultural development was satisfactory, and provision for moral and social development was good. Improvements have occurred in the provision for pupils' spiritual and cultural development, which are now also good.

26. The school provides good quality assemblies and acts of collective worship. These enable pupils to value and wonder about the world and to recognise the artistic and aesthetic achievements of others. These themes are developed to promote a better understanding of the value of each person, regardless of race, colour or gender. Music from other cultures feature in some assemblies, such as Indian music in one assembly seen, enhancing pupils' appreciations of cultures other than their own. Assemblies provide opportunities for growth in self-esteem and celebrate pupils' expression through singing, and their academic achievements, through merit awards. Matters of social importance are also featured, such as in a very good assembly which dealt with the pain and suffering caused by wars. This had the effect of making pupils think deeply about the need for all people to be good to one another, enhancing their personal development.

27. Pupils have a good understanding of right and wrong. This is a consequence of good provision, through the consistent implementation by staff of school rules, and by pupils' own involvement in developing individual class rules. Teachers' consistent implementation of the school's behaviour policy enables pupils to have an appreciation of limits – they know what is acceptable and what is not, and most importantly, they know why. This has the effect of helping pupils to behave responsibly, helping to create an environment in the school, which encourages learning and contributes to how well pupils achieve.

28. Opportunities to learn about the principles of democracy are available through the School Council, to which each class elects two representatives. The council is taken seriously and pupils have made their views known through, for example, their support of the school's efforts to be awarded recognition as a "Healthy School". Many opportunities are provided for pupils to work together in the school through group work in lessons. Pupils develop a sense of social justice, of what is 'fair' and 'unfair'. This permeates the entire curriculum as, for example, pupils considered the tragedy of the 11th of September attacks on New York and Washington, in an art and design lesson. Pupils have a well-developed sense of personal responsibility and they work hard in support of nominated charities. Despite the lack of cultural diversity in the school, pupils develop a good understanding of the multi-cultural nature of British society, and are well prepared for life in the wider community. Pupils from all backgrounds work and play well together, and the school has good procedures in place to encourage racial harmony and to deal with any incidents that may occur.

29. Religious education lessons explore the cultural diversity of communities within the United Kingdom, drawing attention to many common themes such as those concerning initiation into the religions, and the value of family life. Music too plays an important role in pupils' awareness of different cultures, for example, through listening and appreciating music from different countries around the world. Art from different countries is also studied, and pupils have the opportunity to recreate such examples through their own work. Many images are present throughout the school, which reinforce an awareness of multi-culturalism, as well as art and design and images that are typically British. A focal point of the school is a magnificent stained glass window produced by a visiting artist with pupils. In what is an almost entirely white school, pupils learn to appreciate others through, for example, a representative of the Hindu faith visited the school, and through valuing the presence and the help they derive from a teacher of West Indian origin. The good relationships between pupils of all origins contribute significantly to the very positive learning environment in the school, and hence to how well pupils achieve.

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

30. The school provides a caring environment where the well being of all pupils is an important focus for all members of staff. The school's procedures for child protection and ensuring pupils' welfare are very good and have improved since the last inspection. Risk assessments of the building and grounds are carried out frequently and fully meet requirements. There is an ample number of staff members trained to administer first aid. The arrangements to care for pupils who have allergies or ailments are very well organised and ensure that pupils receive the care they require. Care for pupils is also well supported by participation in the Healthy School's Programme.

31. The procedures to keep track of and support attendance are very good and have improved significantly since the last inspection. Parents are regularly reminded about the importance of prompt, regular attendance. The school's efforts to discourage families from taking holidays during term are successful and this is reflected in an attendance rate that is higher than the national average. Class registers fully comply with legal requirements and are inspected regularly. Parents support the school's arrangements for recording attendance and telephone on the first day of pupils' absence. The above average rates of attendance contribute well to pupils' achievements.

32. As at the last inspection, the procedures for keeping track of behaviour and promoting good behaviour are good. The school's behaviour and anti-bullying policies are well written and meet the needs and personalities of the pupils well. Kindness and respect are the basis of the school's high expectations of behaviour. The school takes a positive approach towards discipline and the system of rewards and sanctions are used consistently by class teachers and support staff. Pupils support the rules and supplement them with their own classroom rules. The dangers of bullying are discussed regularly with pupils and they are encouraged to speak up if they have any concerns. Any signs of bullying are addressed quickly according to the guidance in the school's policy. The school also makes good use of outside agencies to provide support for pupils whose special educational needs include behavioural difficulties. Good, consistent implementation of the school's behaviour management policy is resulting in good behaviour, contributing well to the positive learning environment in which pupils learn well.

33. The educational and personal support and guidance for pupils is good. Pupils are well known by their teachers and progress in personal development is recorded in the pupils' profiles.

34. Procedures for observing, measuring and recording what pupils know, understand and can do, unsatisfactory at the time of the last inspection, are now good. This is having a major impact on how well pupils achieve. The school has developed a rigorous and informative system that is used well to identify progress. Information is collected about what pupils know, understand and can do when pupils enter the school, and the information gained is used well. A detailed tracking system, introduced by the assessment co-ordinator after the last inspection, has enabled staff to measure the progress pupils are making in English, mathematics and science. This is beginning to have an impact on standards generally. National tests are carried out at the end of Years 2 and 6 and the results have been analysed to identify strengths and weaknesses in pupils' learning. Teachers assess progress well during oral sessions, and the marking of work is generally satisfactory. It is informative and developmental but literacy skills are not marked sufficiently in subjects other than English. Spelling and grammatical errors remain uncorrected and therefore pupils are not given sufficient information on how they might improve their work and learning.

35. Procedures for observing, measuring and recording what pupils with special educational needs know, understand and can do, are very good. Comprehensive records are kept of pupils' progress against their targets. Good quality notes from teachers and learning support assistants guide the review and adjustment of individual education plans. The weaknesses in the last inspection report, including procedures for the early identification of pupils' needs, have been fully resolved. The school works hard to meet the needs of pupils with statements of special educational needs and overall their needs are met satisfactorily. The improvement since the last inspection in the early identification of the needs of pupils with special educational needs, and in adapting lessons to meet these pupils' needs, is having a major effect on how well these pupils are achieving.

36. Good links with professionals outside of the school assist with meeting the special educational needs of pupils, as the school pursues ways of improving provision, for example in installing a disabled toilet on each floor. Pupils with mobility difficulties do not have easy access to the upper floor, where classes for Years 3 to 6 are appropriately housed. A solution is being actively sought but, at the time of the inspection, the issue had not been successfully resolved.

37. The school is using a computerised assessment programme, which enables individual and group progress to be measured and recorded. It also enables the setting of individual and group targets. Pupils' knowledge is measured termly and their academic and personal needs are carefully considered. Through this procedure, the school succeeds in ensuring that the needs of each individual pupil are being met. It is very supportive of pupils with emotional difficulties and works closely with families to resolve these. Care is taken to ensure all pupils have equal access to the full curriculum, for example, pupils with physical disabilities have additional support in physical education lessons. The analysis of data has also led to the identification of the need to further challenge pupils at the very top of the ability range and a "gifted and talented policy" is being prepared. The school's targeting of higher attaining pupils has not yet had time to impact on their attainment and progress.

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

38. As at the time of the last inspection, parents continue to feel positive about the school and to give it their full support. The school continues to enjoy a good partnership with its parents.

39. The impact of parents' involvement with the school is good. The school values the support provided by parents and welcomes their help. A number of parents, particularly those of younger pupils volunteer to assist in lessons on a regular basis. Some work with groups of

pupils in arts and crafts and reading. They also provide valuable support with swimming lessons. Although the Parent Teacher Association is a small group it organises a good range of social and fund raising activities throughout the year. The Summer Bazaar is the main event and it receives good support from the local community. Funds raised have recently been used to supplement outdoor play equipment, enhancing pupils' play and, through pupils co-operating in the use of the equipment, their social development.

40. Overall, the quality of information provided for parents is good and has improved since the last inspection. Pupils' end of year reports to parents now meets requirements although not all include enough information about the pupil's progress or standards. The prospectus and the governors' annual report to parents are both well written and contain all of the required information. Parents are kept well informed about school activities through weekly newsletters and display boards. Each half term they receive information about the curriculum that their children will be studying. The inspection team does not agree with the view of some parents who feel that the school does not work closely with them. The Headteacher and staff are welcoming and easy to approach. Parents are encouraged to come forward to discuss any concerns without delay. Meetings to discuss pupils' progress with class teachers are scheduled each term and almost all parents participate in them. The home/school agreement, which formalises the partnership between home and school, receives wide spread support.

41. The contribution of parents to children's learning continues to be satisfactory. Most parents make regular entries in the homework diaries, supporting their children's learning. However, not enough read regularly with their children at home, missing an important opportunity to help pupils in their literacy skills.

42. The school has succeeded in involving nearly all parents of children with special educational needs in regular reviews of their targets and individual education plans, making them partners in how well their children progress.

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

43. The leadership and management of the school are very good overall, and have enabled the school to overcome its serious weaknesses and begin raising standards.

44. At the time of the last inspection, the headteacher, who was new in post, was said to provide good leadership and management. Now, her leadership and management, ably supported by the very competent deputy headteacher, are very good. She has enabled the school to reach the point where standards are again rising, despite the particularly difficult staffing issues with which she has had to deal. The headteacher and deputy headteacher work as a very effective team, providing the school with a clear educational direction and strong, purposeful leadership. Through their efforts the school systematically overcame its serious weaknesses, and because of their skills and abilities and the strong team spirit they have engendered among staff, the school has the potential to make more progress.

45. Significantly, although the 2002 national test results were disappointing, the school has put in place most of the measures needed to raise standards, as was seen during the inspection. The school is firmly on the road to recovery and is now effective in all that it does. The headteacher and deputy headteacher are working hard to help new colleagues to adopt and use the school's policies and procedures, ensuring that continuity of practice contributes to how well pupils achieve.

46. The headteacher and senior managers use all available data very well to analyse problems and take effective and timely action. For example, the problems the school experienced in identifying pupils with special educational needs were quickly recognised and dealt with. Additionally, the need was identified to increase the numbers of hours teaching assistants were available to support pupils with special educational needs, and a significant increase was negotiated with the governing body. This has resulted in improved learning by all pupils, particularly those with special educational needs.

47. The quality of teaching was a problem at the time of the last inspection. The reason it is now a strength of the school, despite rapid staff turnover, is the excellent programme of senior managers and subject co-ordinators observing lessons and advising colleagues on how they may be improved. Every teacher is observed at least every two weeks, and receives useful and constructive feedback to help them to improve further. There is also a good programme for the identifying teachers training needs and providing for them.

48. The well-written school development plan sets challenging but achievable targets for management, and all staff are working as a team to realise the shared school objectives. Its clear educational direction calls for constant raising of standards while continuing to value each pupil for his or her unique contribution.

49. The management of subjects by co-ordinators varies in quality. It is never less than satisfactory, and in several important areas, including special educational needs, pupils for whom English is an additional language, English and mathematics, it is very good. This has contributed well to pupils' learning and how well they achieve.

50. The governing body is composed of hard working and dedicated governors who give generously of their time. However, because a number of changes have occurred in its composition, the governing body is not sufficiently knowledgeable about the school and does not yet have a clear understanding of the school's strengths and weaknesses. Overall, governors carry out their statutory responsibilities effectively, but many are not yet fully able to help shape the direction of the school, or act as a critical friend to the school by challenging and questioning the headteacher's recommendations.

51. As at the time of the last inspection, financial management is good. Strategic planning of resources to meet the school's objectives and to implement educational priorities set out in the school development plan is good, as is the long-term financial planning to meet the school's longer term targets for curriculum development to raise standards. Funds that are provided for specific purposes are well used. The school is well accustomed to consulting widely, comparing its performance and expenditure with other schools and generally ensuring that it spends available funds and uses all other resources well.

52. The leadership and management of provision for pupils with special educational needs are very good. With clear vision, the co-ordinator has driven forward many improvements, from an unsatisfactory position at the last inspection to good provision now. Very good systems for keeping track of learning, including a very well organised overview of all individual education plans and close working partnership with teachers, enable her to identify strengths and rectify weaknesses. Under this strong leadership, training, resources, the number of support staff and their effectiveness have all improved significantly since the last inspection, contributing well to pupils' good achievements.

53. The adequate building and grounds are maintained to a very high level by the excellent site manager, who has also helped develop learning resources, making a set of centurion's armour for older pupils to use in their studies of Roman history, thus contributing to their enjoyment of learning and to their achievements. The site manager's commitment to helping

pupils in every way he can is exemplary of the involvement of all staff in giving pupils every opportunity to succeed and hence, in contributing to how well they achieve.

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

54. In order to continue the improvements achieved since the last inspection, the headteacher, governors and staff should:

- (1) Further improve standards in English, mathematics and science by continuing the consistent implementation of the curriculum, planning, assessment and monitoring procedures introduced during the past year. Particular care should be taken to
  - ensure that higher attaining pupils receive sufficient attention, as planned
  - improve planning for the reinforcement of numeracy skills across the curriculum
  - ensure that marking of pupils' work in all subjects serves to reinforce literacy skills(Paragraphs:
  
- (2) Assist governors to acquire a more detailed understanding of the strengths and weaknesses of their school and how they can best participate in setting its future direction.  
(Paragraphs:
  
- (3) Raise standards in history and geography by ensuring that sufficient time is available to cover the curriculum in appropriate depth, and that procedures are introduced to help guide teachers' planning, by measuring what pupils know, understand and can do.  
(Paragraphs:

The following minor issues should be considered for inclusion in the action plan:

- The presentation of pupils' work is not of a uniform high standard  
(Paragraphs:
- Procedures to help teachers understand what pupils know and can do in design and technology, music and physical education are not standardised and there is no whole school procedure in these subjects  
(Paragraphs:

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	39

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	3	20	14	0	0	0
Percentage	5	6	51	38	0	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 two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	193
Number of full-time pupils known to be eligible for free school meals	48

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	1.5

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	9	9
	Girls	9	12	13
	Total	13	21	22
Percentage of pupils at NC level 2 or above	School	52 (82)	84 (80)	88 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	7	5
	Girls	12	12	12
	Total	16	19	17
Percentage of pupils at NC level 2 or above	School	64 (80)	76 (87)	68 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	8	6	9
	Total	14	12	15
Percentage of pupils at NC level 4 or above	School	47 (63)	40 (40)	50 (60)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	3	5	6
	Total	6	9	12
Percentage of pupils at NC level 4 or above	School	20 (60)	30 (80)	33 (80)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	186	0	0
White – Irish	0	0	0
White – any other White background	13	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	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)	8.9
Number of pupils per qualified teacher	21.7
Average class size	24.1

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

Total number of education support staff	11
Total aggregate hours worked per week	258

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	555 607
Total expenditure	554 136
Expenditure per pupil	2 398
Balance brought forward from previous year	37 893
Balance carried forward to next year	39 364

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	54	2	0	2
My child is making good progress in school.	24	59	7	0	7
Behaviour in the school is good.	20	46	20	6	6
My child gets the right amount of work to do at home.	19	54	17	2	4
The teaching is good.	30	48	11	0	11
I am kept well informed about how my child is getting on.	20	35	26	15	4
I would feel comfortable about approaching the school with questions or a problem.	39	46	7	6	2
The school expects my child to work hard and achieve his or her best.	31	57	4	0	6
The school works closely with parents.	24	43	19	7	6
The school is well led and managed.	28	46	7	6	13
The school is helping my child become mature and responsible.	30	50	6	2	7
The school provides an interesting range of activities outside lessons.	28	41	20	4	7

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

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

55. In order to meet local needs, the governing body are providing a pre-reception class for children aged three and four, who attend morning or afternoon sessions. This provision, funded through the school budget, is well managed by the Foundation Stage Co-ordinator. Children move on to full time education in the reception class in the Autumn or Spring term. The good quality of teaching and the curriculum provided give the children a good foundation on which to build their work in the reception year.

56. Attainment on entry to full time education is below that expected nationally for children of the same age. It is also below that recorded in the last report. The quality of teaching and learning in the reception class has improved since the last inspection and is now good. Improved planning of what children should learn in individual lessons and measuring of what they have actually learned, enable teachers to provide greater opportunities for children to develop their speaking and listening skills. The strong emphasis on children's personal, social and emotional development and their physical and creative development enables children of all abilities to make good progress and achieve the expected standards in these areas. They maintain their standards in their language and mathematical development and their knowledge and understanding of the world.

57. Adults know the children and their families well and ensure children feel secure, valued and happy in school. The reception area has plenty of books, practical materials and materials for creative activities. This provides a stimulating environment in which children make good progress in developing their independence and social skills. Staff have worked hard to improve the outdoor area for the children. The area provides protection from the weather and is well equipped, enabling children to benefit from the opportunities it provides throughout the year.

58. Overall, as a consequence of good teaching and learning, pupils achieve well during their time in reception.

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

59. This area of development is emphasized throughout the children's time in the nursery and the reception class and they make good progress. By the time they leave reception, most children, including those with special educational needs, reach expected standards, reflecting the good teaching and learning in this area. Children are encouraged to be independent and are given regular opportunities to select their own activities. Children confidently select tasks, such as listening to story tapes, role play in the kitchen and playing musical instruments. They learn to listen to each other and respect each other's ideas. Adults provide good role models, always treating each other and the children with courtesy and respect. Children learn to look after their environment and are encouraged to tidy up when they have finished a task. They work well together, sharing resources and helping one another, for example, when looking up a phone number for a friend wanting to make a call in the "office". Children learn routines quickly. They know how to line up and walk sensibly to assembly and the order in which they go to lunch. They learn to put up their hands and wait, when responding to questions. Adults promote independence by ensuring equipment is accessible and easy to use.

## **Communication, language and literacy**

60. The teaching and learning of the basic skills of speaking and listening are good. In both nursery and reception, children are encouraged to listen with interest and concentration to stories and instructions. Adults show that they appreciate their efforts at communicating by listening to what they say and ensuring that all children's contributions are valued. The patience shown to children with special educational needs and the additional support they receive enables all to feel fully involved. Children are regularly encouraged to express their ideas and opinions. This is an improvement since the last inspection. Children enjoy looking at books and handle them carefully. They regularly take them home to share with their families. They know where to find the title and author of the books they select and tell stories by looking at the picture in the books. Higher attaining children recognize most letters but they have not yet begun to read words. They enjoy attempting to write and higher attainers can write their names. Children of all abilities are keen to read their own "writing" to their classmates. In developing their reading and writing skills, children make satisfactory progress. However, because of their low starting point, most children's standards at the end of reception are below those expected for their age.

## **Mathematical development**

61. Despite the teaching and learning of early number concepts in nursery and children of all abilities making satisfactory progress developing their knowledge, understanding and skills in reception, standards at the end of reception are below those expected for children of this age. This reflects the findings of the last inspection. All children count to ten and back to zero. Higher attainers count to fifty. They are beginning to form numbers correctly. They understand "one more" and "one less" and correctly use terms such as bigger and smaller when comparing numbers on a number line. Children understand the concepts of sorting and grouping and correctly do this using colour and size. They also recognize terms such as long, short, wide and narrow and correctly use them to compare objects. Higher attainers record repeating patterns of shapes, but have yet to begin recording simple addition.

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

62. Teaching and learning in this area is satisfactory in nursery and reception and children achieve satisfactorily. However, because of their very limited experience before joining the nursery, most children's standards remain below expectations for their age by the end of reception. Children sort materials according to properties such as rough, smooth, shiny and dull. When building towers, children use appropriate terms such as high and low, wide and narrow to describe them. When exploring a set of drums, children explain which drums make loud and soft sounds. When discussing sending a letter or invitation, higher attaining children know that a stamp is required and make sensible suggestions as to what to include. Other children have limited understanding of what is required. After a cooking lesson, most children are able to name the ingredients and equipment used to make porridge and explain the method. They clearly express opinions on the texture and taste of the finished product. When using the computer, good teaching enables the children to make good progress developing their mouse skills. Using the Three Bears program, they correctly match bears, beds, chairs and bowls according to size, moving the images around the screen confidently. They also sort a selection of fruit into separate boxes, giving reasons such as colour or shape.

## **Creative development**

63. Teaching and learning is good in nursery and reception and children achieve well, reaching expected standards by the time they enter Year 1. This is an improvement since the

last inspection. Children use paint with care, producing attractive watercolours of buttercups. Having discussed feelings such as anger, joy, sadness and fear, they thoughtfully use paper plates and tissue paper to make faces that reflect these emotions and give examples of when they have experienced them. Having heard the story of Goldilocks, lower attaining children work carefully with card, crepe, tissue and fabric to create colourful masks, which they proudly show at assembly. Children enjoy music and regularly use instruments to put music to taped stories. They are developing a good sense of rhythm and enjoy singing and putting actions to favourite rhymes such as "The Grand Old Duke Of York " and "Twinkle, Twinkle Little Star". They recall well what they learnt from a visiting musician who showed them how early man initially used stones, then sticks and finally drums to create a rhythm.

### **Physical development**

64. The good quality of teaching and learning in nursery and reception has been maintained and children continue to achieve well. By the time they leave reception, most children have achieved expected standards. When cutting out pictures to sort into sets, children demonstrate skill and care. They take pride in their work and use spreaders sensibly and accurately when gluing together different materials. In the outdoor area, children demonstrate awareness of space and a good use of balance when riding tandems. When chasing bubbles they have made, they move carefully to avoid collisions. With a little help, most children successfully assemble bears made with card, which have moving parts attached by split pins. They enjoy discussing how they were made and pointing out the most difficult sections to complete.

### **ENGLISH**

65. Provision for English throughout the school is good overall. Teaching is never less than satisfactory and in Years 3 to 6 it is good. The results of national tests indicate that pupils are achieving satisfactorily, although standards remain well below average. At the last inspection, pupils' results were well below average. The most recent results indicate good progress as pupils now start from a lower starting point, but achieve higher results. Improvements in English over the last two years are as a result of the full implementation of the National Literacy Strategy and by the introduction of good procedures to keep track of learning and of what individual pupils know, understand and can do. Standards have remained below average because of the difference in ability of different groups of pupils, largely because of the proportion of pupils in particular years that have special educational needs. Frequent staff changes, and the resulting instability, have also affected pupils' progress. The number of pupils who reach high standards by the end of Years 2 and 6 is lower than expected. Current standards in Years 2 and 6, as seen through examination of pupils' past work and in lessons, are average and children are on course to achieve average standards for their age by the end of Years 2 and 6. It is unlikely that many pupils will exceed average standard.

66. Throughout the school, standards in speaking and listening are average. On the whole, pupils listen attentively to their teachers and each other when working in pairs and groups and make suitable progress in listening in classes where teachers are skilled in explaining things to them. Teachers speak clearly and reinforce instructions, ensuring that all pupils understand and participate. Constant emphasis on listening skills ensures that the majority of pupils progress. By Year 6, while not articulate, most pupils speak clearly and confidently, contributing to discussions and answering questions. In some cases, the skilled use of questioning by teachers enables pupils to put their thoughts into words and make perceptive comments. Higher-attaining pupils are articulate, able to sustain discussions and with the assurance to summarise and put forward their own opinions. For example, a Year 6

pupil was able to discuss the merits of different authors and offer an opinion on a range of texts



67. Overall, standards in reading are below average, although there are some proficient readers throughout the school. By the end of Year 2, some pupils use their understanding of the sounds letters make to read unfamiliar words, but few have other strategies for doing so. Higher-attaining readers read with fluency and expression, conveying the full meaning of the text. For example, a pupil in Year 2 could read an unfamiliar text fluently, correcting occasional errors without prompting. Many are still working hard to learn the basic connections between sounds and letters but all pupils listened to could read independently to some extent, with varying degrees of fluency. Some pupils in Year 6 are competent, independent readers and read aloud fluently, with good expression. They have preferences for particular authors and can place fiction and non-fiction books into appropriate categories. Higher-attaining readers are beginning to discuss style and vocabulary in depth and make comparisons with other authors. For example, a pupil said 'I used to like Enid Blyton, but I've outgrown her'. Opportunities to read regularly are a feature of the timetable and most pupils show enthusiasm for these sessions. They are supported by a good selection of books in the classrooms and book displays in each class support well, topics being studied, for example 'Ancient Greece'.

68. There has been recent progress in pupils' writing skills as a result of a focus on this aspect of pupils' learning. Standards have improved since the last inspection. Some good quality was seen in almost every year group. Work on display in the classrooms and corridors illustrates good attempts at creative writing. In a successful lesson in Year 4, pupils were writing poems about fireworks, based on personal and imagined experiences. Some good quality and original work resulted. Pupils are encouraged to read and review each other's work and are appreciative of the work produced. 'I reckon he deserves a sticker for that – it's brill'. Pupils in their early years in the school are making progress in their writing through regular practice such as labelling drawings and recording news. As they progress through the school, pupils are encouraged to attempt different genres of writing such as reporting, and making brochures and books. There is satisfactory use of writing in subjects other than English but, because of the school's policy, literacy skills are not marked and pupils continue to make spelling and grammatical errors. Information technology supports developing literacy skills well. However, the general standard of presentation, particularly in Years 3 to 6, is not as good as it should be and spelling is poor.

69. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6. Where the teaching is particularly strong, work is well matched to the range of learning needs in the class. Teachers in all classes choose texts well to interest pupils and provide a good balance of activities to develop speaking and writing skills. For example, in a Year 2 lesson, pupils gained much enjoyment from the book 'Cinderella' and were successful in identifying 'ing' words in the text. They particularly enjoyed acting out 'ing' words for a partner to guess, and practised changing word endings. On the whole, teachers sustain a good pace of work and pupils receive careful guidance through marking of their work throughout the school. The enthusiasm of many teachers inspires pupils' interest and involvement and commitment to good quality work.

70. Co-ordination of the subject is very good and the school is implementing the National Literacy Strategy well. The co-ordinator manages the subject well and has already had a positive impact on many aspects of the literacy curriculum, teaching, learning and standards. For example, presentation of work and spelling standards are improving, although still remaining unsatisfactory. Test results are carefully analysed and pupils' progress is tracked and recorded. Keeping track of standards is enabling the school to provide a consistently improved standard of teaching and learning for all its pupils including those who are higher attainers, although these pupils are not always extended as well as they might be. Pupils with special educational needs and those for whom English is an additional language are supported particularly well through individual and group classroom support, enabling them to

make similar progress to all other pupils. There are examples of the good use of computers to assist literacy throughout the school. This was observed in the computer suite as well as in individual classrooms. The school has built up a good collection of resources for English including the introduction of a new reading programme. There is an attractive library with a particularly good stock of fiction and non-fiction, including stories from other cultures that contribute well to pupils' cultural development.

## **MATHEMATICS**

71. In the 2002 national tests, the standards of pupils in Year 6, was well below the national average and well below average for similar schools. This was a consequence of unsatisfactory achievement. Pupils' standards in the Year 2 national tests in 2002 were also well below the national average and but below the average for similar schools. This was also a consequence of unsatisfactory achievement. In the Year 2 tests the expected number of pupils attained nationally expected standards but none scored at the higher levels. This indicated that the highest attaining pupils did not perform as well as they should have done. There are several factors that account for this under-performance, especially for the oldest pupils. These included staff changes and the identification of individual pupils' needs, as explained earlier. Also, several initiatives, developed over the past two years, did not have sufficient time to make the improvement needed.

72. Pupils' past work and standards observed in lessons indicate that in Years 2 and 6, standards are now rising and are below the national average. Taking into account the pupils' attainment when they start school, this represents satisfactory achievement by Year 6. Standards are below average principally because there are more lower and fewer higher attaining pupils than is usual nationally. In addition, there are weaknesses in pupils' ability to use mathematics to solve problems and explain their reasoning. Apart from variations in the attainment range of different year groups, a number of reasons account for the higher standards seen during the inspection compared with the school's performance in national tests. Overall, the quality of teaching and learning is currently good. This is backed up by most of the work in pupils' books, which shows that good attention is usually given to the needs of different groups within each class. Pupils with special educational needs are nearly always well supported and are now making good gains in their learning. Very strong leadership and management have driven forward many strategies that are now starting to have an impact on standards. The 'little and often' daily sessions on mental arithmetic, which are additional to the daily numeracy hour, introduced over a year ago, are having a positive effect on pupils' numeracy skills. Frequent lesson observations by the headteacher, the scrutiny of pupils' books and the weekly checking of planning, have enabled strengths of learning to be shared amongst teachers and action taken to rectify weaknesses. High quality information from the analysis of regular testing is used to identify weaknesses within year groups, and to set individual and class targets. Resources to support learning have been significantly improved over the past few years and are now very good.

73. Improvement since the last inspection is satisfactory. Attainment by the end of Year 6 was judged to be average at that time but the subsequent results of tests taken near to that inspection were below the national average. The better test results were partly a reflection of the then Year 6 which had no pupils identified as requiring support for special educational needs. Except for the school's performance in national tests, most of the other weaknesses at the last inspection have been resolved. These include a much greater level of teacher's understanding of the National Numeracy Strategy, which is now effectively implemented, and many of the features judged in the above paragraph.

74. Many pupils in Year 2 lack confidence in discussing their work using mathematical terms and in explaining how they arrived at answers. Many pupils currently in Year 6 lack the ability to apply their own ideas to solve problems and find it difficult to explain their own thinking orally or in a clear and organised way in their written work. The presentation of pupils' work varies throughout the school. Although teachers often remind classes about the need to set out calculations clearly, some pupils' work deteriorates after the start and becomes disorganised and untidy. The school is fully aware of the weaknesses in pupils' work and has identified them as priorities for improvement.

75. The good learning observed includes the learning of higher attaining pupils and those with special educational needs. In the lessons observed, it ranged from satisfactory to very good. Teachers are good at introducing lessons and generating interest amongst the pupils. In a Year 5 lesson, the teacher used an overhead projector effectively to demonstrate a game and through a series of challenging questions, tinged with humour, he retained the full attention of the class. The quality of planning is good and provides a clear guide to lessons. Teachers consider the success of each lesson well and identify which pupils have understood the lesson and those that may need more help. This was effectively used in Year 4 when the teacher decided to add an extra lesson to practise multiplication by the method of 'partitioning'. Pupils of different levels of attainment are usually challenged appropriately and teachers provide good ongoing support. For example, in Year 6, as part of their work on plotting a conversion chart, the higher attaining pupils were asked to work out the formula for converting miles into kilometres. At the start of a lesson in Year 5, the activities in the mental introduction included 410 divided by 10 for the lowest attainers and 4193 divided by 10, for the most able. Weaknesses in teaching were mainly connected with the group work sessions. In one instance, pupils became too noisy while working and their concentration wavered; in another, the work for the special educational needs group was not as well matched to its needs as the rest of the class and these pupils did not achieve as well as the others. However, overall, pupils are well supported by learning assistants and make good gains in learning. The quality of teachers' marking is good overall and usually gives pupils helpful information to help them improve, and is used well to keep track of progress. For instance, in Year 1, very useful annotations explain the type of support the pupil had and how well the task was completed. Pupils develop their numeracy skills satisfactorily in other subjects. ICT is used satisfactorily as an aid to teaching and learning of mathematics.

## **SCIENCE**

76. Pupils' standards in the Year 6 national tests in 2002 were in the bottom five per cent nationally and compared to similar schools. This represents poor achievement. In the 2002 teachers' assessment of Year 2 pupils, overall standards were well below the national average, although pupils' knowledge of materials and their properties and their understanding of physical processes was average. Achievement by these pupils was unsatisfactory. As stated earlier, these results were as a consequence of the high proportion of pupils with special needs in the year groups and high staff turnover. Wide variation in the number of pupils with special educational needs means that standards have been maintained since the last inspection.

77. Inspection evidence indicates that standards are now rising although they are still below average. The significant improvement in the overall quality of teaching and of learning, what pupils are taught and when, and the identification of individual pupils' learning needs, are having a positive effect on the pupils' achievements. The school's detailed analysis of areas of weakness indicated by test results has enabled teachers to provide pupils of all abilities with more appropriate targets.

78. When appropriate, pupils in all year groups use their ICT skills to further their scientific learning. For example, when demonstrating the effect on changes in light, noise and temperature, pupils in Year 6 use Data Logger to produce clear graphs indicating the effects they have discovered. This is good use of ICT.

79. The quality of teaching and learning throughout the school has improved and is now good. Teachers have begun to address the weakness indicated in the last report and through the analysis of pupils' test performances. Planning now provides for greater progress and teachers are making more effective use of their observations of what pupils know, understand and can do in order to challenge higher attaining pupils. Teachers are more confident when planning opportunities for pupils to develop their investigative skills and are making greater use of ICT to support pupils' learning. Pupils are carefully grouped within their classes to ensure those with special educational needs and those for whom English is an additional language receive appropriate support and hence achieve equally well.

80. Teachers' planning covers the whole curriculum in a systematic manner, providing appropriate learning opportunities for pupils in all year groups. The quality of teaching is observed by senior managers and teachers are advised how to improve their lessons. They are aware of past weaknesses to be addressed and have significantly improved their planning. The current emphasis on scientific vocabulary and more challenging activities for higher attaining pupils are approaches that reflect the schools' determination to raise standards. Recent analysis of pupils' performance as they move through the school, confirmed by inspectors, indicates that their rate of progress has improved.

## **ART AND DESIGN**

81. Evidence from the two lessons observed, pupils' art and design on display and photographs of previous work indicate that standards of all pupils, including those with special educational needs and those for whom English is an additional language, are broadly those expected for the pupils' ages. Overall, pupils' achievements are satisfactory in the work completed this term. This is similar to the judgement at the last inspection.

82. Pupils' work shows appropriate attention to the development of skills and creative ideas. In Year 2, rubbings of the walls of nearby buildings show how pupils have considered the various textures before using shading in their sketches. Pupils have made clay tiles using the relevant tools to inscribe outline designs of the buildings. Year 1 pupils have used ICT to produce some attractive work based on the paintings of Mondrian. During Years 3 to 6, photographic evidence shows that pupils cover the required work by using a range of techniques and materials. Some of the previous year's work is of a particularly good quality, for example the very attractive collages based on the work of William Morris. Year 5 pupils have used computers to produce some interesting work on snails based on the style of Matisse. Too few lessons were seen to make a valid overall judgement on teaching and learning. In a Year 3 lesson, pupils were choosing appropriate pieces of fabric to make collages of holiday scenes. The range of creativity was that expected for pupils' ages, with those who were more able producing, for example, bold depictions of a desert island or intricate detail of a traditionally dressed Scotsman. In Year 6, pupils were carefully taught skills for mixing colours to help them draw figures in the style of Renoir. Sketches of footballers, on display in the classroom, showed the varying degrees of pupils' success in applying what they had learnt about body proportions. In most classes pupils use sketch books well to practice and develop skills. The study of artists from around the World, for example Africa, contributes well to pupils' cultural development.

83. The subject is well led and managed. Systems for keeping track of work across the school enable the co-ordinator to have a good overview and, with the high turnover of staff, to

ensure standards are maintained. Samples of work are collected three times a year from all classes and assessed to see how well they match National Curriculum requirements. A display of this term's sketching of a shoe shows how pupils' skills develop throughout the school. This helps adults and pupils to understand how learning progresses in the subject. The co-ordinator has ensured that the quality of display in the school is attractive and stimulates pupils' interest. The curriculum is enriched by an after school club which enables pupils with interest and talents to extend their learning. This is evident in the good quality pastel and pencil pictures completed by art club members, in the style of Rosseau. A community day gives further opportunities for pupils to produce art and costumes for the town parade. ICT is used satisfactorily in the teaching and learning of art and design, for example, in the use of painting programs and in researching the work of famous artists.

## **DESIGN AND TECHNOLOGY**

84. Pupils in Year 2 attain average standards and are making satisfactory progress. By Year 6, pupils' standards are above average and they are achieving well. This is a significant improvement since the last inspection.

85. In Year 2, pupils use their computer skills to make their own Rangoli pattern. Working with appropriate computer software and using their knowledge of symmetry, pupils of all abilities successfully produce a range of designs. This is satisfactory use of ICT. With adult support, pupils with special educational needs and those for whom English is an additional language achieve as well as others in their class. Higher attaining pupils and those of average ability carefully select coloured fabric which match their designs and accurately cut and stick these to produce an identical effect. Lower attainers require adult support due to insufficient understanding of symmetry. All pupils work with care and enthusiasm, sharing resources well and helping each other to succeed. When making tables using a variety of materials, they test their strength and take stock of their finished products.

86. Older pupils are also keen to learn and pay close attention to instructions and demonstrations. By the age of eleven, pupils are using their research skills to gain ideas on which to base their designs. Before making Victorian bandstands and toys with moving parts, they produce detailed plans indicating dimensions and materials. They use a wide range of materials and a variety of methods to attach sections of their models. Pupils of all abilities contribute well to joint projects and all pupils use tools such as hand drills and saws with skill and care. Most pupils use appropriate terms such as mechanism, axle and rotary motion when explaining how and what they are making. Lower attainers understand the processes involved but are less confident when explaining their techniques. Pupils show appreciation of their teachers' expertise and their amazement at what can be achieved contributes to their spiritual development. Pupils work well together and this level of co-operation furthers their personal and social development.

87. The quality of teaching and learning has improved and is now good. Teachers have a good knowledge of the subject. This is used well to plan activities that enable pupils to develop their skills as they move through the school. This is an improvement since the last inspection. Teachers organize lessons to include all pupils effectively. They arrange for pupils to work in mixed ability groups so that pupils with special educational needs can learn from others in the class. As a result, all pupils make similar progress. Higher attaining pupils are encouraged to think about possible difficulties and make appropriate alterations to their designs. Pupils are also encouraged to carry out additional research at home in order to improve the quality of their projects.

88. The co-ordinator uses her own expertise well to provide good ideas and support for other teachers. She has begun to keep track of standards and recognises the need to

improve pupils' design skills. Although teachers measure pupils' achievement, a consistent approach to how this is done has yet to be developed. The quality and range of resources has been improved and are now satisfactory, enabling teachers to successfully teach the curriculum.

## **GEOGRAPHY AND HISTORY**

89. Four lessons, all of an at least satisfactory standard, were observed during the inspection, but from discussions with pupils and studies of recorded work inspectors judged that standards are below average for the pupils' age in both subjects. This is because the time allocated to the subjects does not ensure sufficient coverage. Also, knowledge and understanding and the use of evidence, chronology and research do not build on pupils' past experiences. This reflects findings at the last inspection. However, the school is fully aware of this problem and is currently developing suitable strategies to address the deficiency. Three history lessons were observed. Due to the organisation of the overall timetable only one geography lesson, with Year 3, was seen. Geography is often incorporated in topic work, but the only written work of a geographical nature was in Year 3.

### **Geography**

90. A good geography lesson in Year 3 was observed. Pupils were given holiday postcards and helped to find the locations on world maps, in atlases. Skills were reinforced by finding locations on a large world map displayed. Pupils asked interested questions about different countries, for example 'is the rain hot as well?' when discussing the weather in the Caribbean. However, all work was two-dimensional and not reinforced with the use of a globe. Simple geographic skills are promoted; for example by labelling countries and major cities on outline maps of the world. Pupils in Year 1, although not observed during a lesson, were improving their observational skills by identifying familiar objects photographed from unusual angles.

91. In the upper school there is no evidence of geographical work to date and it was not possible to gain an insight into further geographical skills from written work. Literacy skills are under-developed as grammatical and spelling errors are not corrected. For example, a teacher did not correct the word 'would', when the pupil intended to write 'world'.

### **History**

92. In Year 2 pupils are learning about Guy Fawkes and the Gunpowder Plot and recorded work demonstrates that most can sequence pictures chronologically. Pupils in Years 3 to 6 are currently focussing on history and three lessons were observed. In Year 4 pupils are studying Ancient Greece and, during the inspection, were comparing the Olympic Games in ancient and modern times through their own research. In Year 5 pupils are learning to identify where sources agree and differ, and good questioning by the teacher produced some perceptive thought.

93. In all the lessons pupils were improving their research skills and amassing information about Ancient Greece, Queen Boudicca and well-known Victorians. They use books, photocopied information and the internet to gain information and are practising summarising this in note form. This is a developing skill and many pupils are, as yet, unskilled in recording facts which will be useful in future reporting work. However, the use of ICT as a learning tool was satisfactory.

94. Standards in the written recall of historical facts are generally satisfactory but literacy skills are underdeveloped and spelling and grammatical mistakes remain uncorrected. For

example, a Year 6 child, writing about the introduction of signal boxes on railway lines, wrote 'the divers simples kept a looked-out for anythink on the line and the pasangors hoped braks were good'. This was marked as correct with no reference to spelling mistakes.

95. The quality of teaching and learning of history is satisfactory throughout the school. Teacher's enthusiasm for the subject is evident in many cases and this has a beneficial effect on pupils' learning. There is a suitable mix of direct teaching, successfully coupled with opportunities for children to research topics for themselves. The subject is generally well-resourced.

96. Although the co-ordinator has been in post for only a few weeks, the co-ordination of the two subjects is satisfactory. Procedures to record and measure the progress pupils make are non-existent and are therefore unsatisfactory. Key skills of interpretation, enquiry and chronology are beginning to be developed suitably by teachers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. Standards in ICT are in line with national averages throughout the school and all pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. Pupils' satisfactory achievement is an improvement since the last inspection.

98. In Year 2, pupils successfully use a program to produce pictograms from data collected during a survey of pupils' eye colours. They also use their computer skills to design houses, which they subsequently make in design and technology lessons. To support their science lessons, pupils use the Internet to gather evidence of differently shaped leaves, which they are able to print, display and compare. Pupils are keen to learn and explore the programs to which they have access. They work together well, sharing the mouse and taking turns sensibly.

99. By Year 6, pupils are beginning to gain good keyboard skills. They use these skills well when word processing, producing well laid out poems and short stories. They successfully produce tally charts and block graphs using data collected in surveys of methods of travelling to schools and favourite foods. Having studied "The Snail" by Matisse, pupils use graphic modelling to rotate and resize, creating their own effective examples of this piece. Pupils of all abilities also create a range of diagrams of traffic systems around road works, using Colour Magic and drawing tools. Most pupils are able to retrieve saved work. To support their Ancient Greece topic, younger pupils use PowerPoint or Word to split the screen, reorganize text and demonstrate comparisons between the ancient and modern Olympic games. However, lower attaining pupils need adult support in order to complete their task. Older pupils engaged in producing a title page for a book for Reception children demonstrate their improved skills by using PowerPoint with greater confidence and accuracy.

100. The quality of teaching and learning is satisfactory and has improved since the last inspection. Teachers now have clear objectives when planning lessons and make greater use of ICT within other areas of the curriculum such as science, history and design and technology. All pupils are now given equal access to the suite and computers in classrooms. More careful records are kept of pupils' progress and needs and this information is used more effectively when planning activities. Teachers' increased confidence and deeper understanding of the subject enables them to provide a wider range of opportunities for the pupils to develop their skills. Good use is made of support staff, both in the suite and in the classrooms. More confident pupils are encouraged to work with lower attaining pupils, enabling them to achieve equally well.

101. The quality of the curriculum and range of resources have improved significantly since the last inspection. Pupils now have opportunities to engage in the full range of activities within the subject. The school has the facility to enable pupils to use e-mail and the school web site is almost complete. The school is working hard to ensure that teachers have the skills and resources required to raise standards. The weekly computer club provides additional opportunities for pupils in Years 3 to 6 to further develop their knowledge, understanding and skills.

## **MUSIC**

102. Not enough lessons and aspects of music were observed during the inspection to make valid, overall judgements about standards or the quality of teaching. Music was not reported in the last inspection, so it is not possible to make a judgement about any improvements.

103. Singing in assemblies is of a satisfactory standard and pupils learn about different composers, identifying the instruments and mood or purpose of the music. Pupils in Year 2 use basic hand signs to for high and low sounds when singing and listening to music. By Year 6, pupils successfully explore ways in which instrumental sounds represent different parts of a story such as forest noises or a strong wind. Strengths of teaching in the few lessons observed included teachers' subject knowledge, which ensured that the correct musical language was learnt, and the suggestions made to help pupils improve their performances. Teaching assistants ensured that pupils with special educational needs were fully included in lessons. On occasions, the behaviour of a minority of pupils slowed the pace of learning because teachers had to spend time reinforcing rules, for example, about the need to settle quietly when listening to instructions and to the music being played. Unsatisfactory use is made of ICT to support learning in the subject.

104. A school choir has performed over the past year and a folk music club is run for older pupils. These provide useful opportunities for talented pupils and for those who are interested in music to develop their skills. A World Music Day with a visiting instrumentalist made a good contribution to pupils' awareness of music in different cultures. It is too early to judge the impact of the current leadership and management of the subject, as the co-ordinator is new to the school. However, some useful improvements to the curriculum have been identified. Apart from individual teacher's notes, there are no agreed procedures for assessing standards. This means there is not enough information to track pupils' progress or to help the school identify strengths and weaknesses in learning.

## **PHYSICAL EDUCATION**

105. Timetable limitations meant that it was not possible to gather enough evidence to report fully on standards in this subject. Evidence gathered on ball skills and swimming indicated that standards are broadly average and this reflects findings at the last inspection. Pupils benefit greatly from the range of learning opportunities outside lessons, which involve a number of pupils from Year 2 onwards. These provide good opportunities for them to develop their skills through group coaching and in competition with other schools.

106. The quality of teaching and learning during the inspection was of a satisfactory standard with one excellent lesson observed. Teachers generally manage their classes well and relationships are good. Behaviour is usually good in indoor and outdoor sessions, although some children find it difficult to cope with the greater freedom of outdoor work. Generally, pupils respond quickly to instructions and the pace of lessons is good. 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 those for whom English is an additional language.

107. Where teaching and learning are good, lessons are carefully planned and learning aims are shared with the pupils. In a Year 4 lesson, there was good emphasis on techniques, such as warming-up correctly and stretching muscles through appropriate exercises. Pupils were taught, and remembered, the correct names of leg muscles because humorous names were used to jog their memories. For example, muscles were named as 'baby cow' (calf) and 'ham sandwich' (hamstring). There was a good pace of work and good use of praise to reinforce learning and safety. Pupils in Years 4, 5 and 6 take it in turns to visit a local leisure centre for a term of swimming lessons. This is an improvement since the last inspection where the report indicated that the provision of swimming lessons was a requirement. Year 5 were observed on a visit to the leisure centre and the pupils' behaviour on this outside visit was exemplary and a credit to the school.

108. The curriculum makes good provision for all aspects of physical education and is supplemented by specialist teachers, such as swimming coaches. Year 4 pupils receive coaching in exercise and ball skills from a football coach from Tottenham Hotspur, who also improves the ball skills of the football teams in an after-school session. The subject is well-resourced for outdoor facilities and equipment with spacious grass and tarmac areas, contributing to pupils' opportunities to learn a wide range of skills and their achievement. The range of small equipment is suitable and includes balls, hoops, beanbags and hockey sticks. The spacious hall with its gymnastic equipment, also contributes to pupils' opportunities to learn and practice skills and hence to their achievement. Year 6 pupils are given responsibility for keeping equipment tidy and carefully stored, contributing to their social development. The co-ordination of physical education is good.

## **RELIGIOUS EDUCATION**

109. Standards by the ends of Years 2 and 6 are those expected for the pupils' ages and meet the requirements of the locally agreed syllabus, and pupils are achieving satisfactorily. Standards are similar to those reported at the last inspection. However, overall improvement in the subject since that time is good because all the weaknesses identified then have been successfully addressed. These include improved resources for learning, which were very limited then and are now good. Holy objects and books from several beliefs enrich pupils' learning and also feature in stimulating displays around the school. The subject is now well led and managed. The co-ordinator has a good overview of progress through the school and of how well the syllabus is being taught. This is especially important in view of the high number of staff changes. Effective systems have been introduced which help modify planning and support teachers. For example, a selection of pupils of different levels of attainment are 'tracked' termly in each year group when their books are collected in. Tests, given to pupils at the end of topics, provide useful information to teachers and the co-ordinator, which influences how teachers plan future lessons.

110. By the end of Year 2, pupils retell religious stories, such as those of Rama and Sita or St Francis of Assisi. They understand symbols can be common to some faiths, such as light in Christianity and in the Hindu celebration of Diwali. By Year 6, pupils have extended their knowledge by comparing several faiths including Judaism and Islam. They use the correct terminology, for example, when identifying Kosher foods with those which are trefa (not satisfying the rules of Jewish law). A member of the Hindu Faith talks to the children and they learn about his beliefs and lifestyle. All this work contributes well to pupils' cultural development. Pupils visit the nearby church, local clergymen visit the school and a local religious group runs a club. This enhances pupils' knowledge of ceremonies, symbols and stories of Christianity. The subject makes a good contribution to their spiritual and moral

development. For example, in a lesson observed, Year 2 pupils gazed into diyas they had made (small clay pots holding a light, used in Hinduism) and told the teacher how flickering flames reminded them of sad and happy times in their lives. Older pupils considered issues relating to the American tragedy of September 11th. One older, more able pupil, ended her work by saying: 'My heart goes out to them but the use of nuclear bombs to hit back is another matter'.

111. Evidence from previously completed work and from lesson observations indicates that the quality of teaching and learning is satisfactory. In the most effective lessons, teachers' introductions were based on a good knowledge of the subject and were lively and clear. This generated interest amongst the pupils who fully understood what was expected of them. Subsequent tasks challenged all pupils. In a few other lessons the movement from one task to another was not always well managed, pupils became restless and this slowed their pace of learning. In one lesson, a teacher explained a story from the Bible well, but the video used to support teaching was rather confusing in parts for the age of the pupils. The use of ICT in the teaching and learning of religious education is underdeveloped and unsatisfactory. Overall, literacy skills are satisfactorily developed in the subject. However, there are variations amongst classes. For instance, recent written work in the current Year 6 is very limited, especially for the highest attaining pupils and this restricts their ability to express and reflect on ideas. These weaknesses have not been acted upon yet as the termly review of pupils' work books is after the inspection. Work from the previous year shows writing of a greater depth. Pupils with special educational needs and those for whom English is an additional language usually receive good support and this enables them to learn at the same rate as other pupils.